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ABSTRACT
        The purpose of this study was to examine the use made
of the Educational Resources Information Center (ERIC) products and
services by members of the educational community, and in this context
to evaluate the extent to which the ERIC system is achieving its
objectives of guaranteeing ready access to the nation's current
significant literature in the field of education. The report is
prepared in four volumes and a summary volume. Chapter 1 of this
volume describes the methodology of this study, its design and how it
was conducted. The questionnaires used in the survey are presented in
Chapter 2. Chapter 3 is a summary of the conclusions and
recommendations of ERIC study advisory panels. Anecdotal information
is presented as Chapter 4 and Chapter 5 contains background
information including: ERIC clearinghouses - brief scope notes;
location of ERIC microfiche collections: a glossary of ERIC terms and
a bibliography. (The other volumes of this study are available as LI
003628 through 003630 and 003632.) (Author/NH)

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## FINAL REPORT

ED 060925

Project No. BR 00375
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# Evaluation Study of ERIC Products and Services

Complete in Four Volumes
Including One Appendix Volume

## VOLUME III OF IV

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## U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

TABLE OF CONTENTS

VOLUME III

Chapters

VOLUME III - Chapter 1

METHODOLOGY--STUDY DESIGN AND CONDUCT

VOLUME III


## PART 1: STUDY DESIGN AND CONDUCT


The data sources for this study were organizations, people (including selected experts), and records obtained from various segments of the Education Resources Information Center (ERIC). This evaluation was derived from a multi-dimensional study of these data sources, largely through individual user and organization questionnaire surveys of several different populations, including also subscribers to seven professional journals. Also important was information collected through site visits and panel discussions among experts. These sources were supplemented with descriptive data from Clearinghouse Quarterly Reports and EDRS Sales and Distribution Records. This section of the Appendix describes each of these data collection methods in detail. It also discusses the ways in which these data were analyzed.

The questionnaire surveys tapped both organizational and individual users representative of the whole educational community. Copies of all questionnaires may be found in Volume III of this Appendix. A summary of populations, samples and returns is attached as Table A1A.7.

### Organization Questionnaire

The organization questionnaires were sent to six target

populations. Total population size determined whether all of a population's members or only a sample were queried. Where samples were drawn, the population was numbered and a random number generator used to select the sample. The first population was the set of U.S.O.E.-supported collections including all Clearinghouses, Office of Education Regional Offices, Regional Laboratories, and a residual group of nine collections including the Library of Congress. Table A1A.1 indicates the procedure used with each group and the response received.

The second population was all 33 Reading Resource Network Centers which had been fully operational for six months prior to selection of the respondents. Third, 27 Educational Information Centers were contacted out of a universe of 109. Fourth, all 51 (including Washington D. C.) State Departments of Education were contacted. Fifth, a sample of EDRS's standing order customers for all microfiche was selected. Finally, EDRS estimated the number of individual orders it normally received during a two-week period, and a 25% sample (250 orders) was drawn from copies of their orders (the order list was first screened to remove inappropriate or duplicative entries) over a two-week period. All organizations chosen received questionnaires through first class mail. Information on the procedure and response rates for these six populations is summarized in Table A1A.2.

Individual User Questionnaire

Data were also gathered from several different samples
of individuals. The basic instrument was an eight-page
questionnaire administered to persons who walked into an
ERIC center during a pre-set period. A pretest of this
questionnaire was undertaken in September, 1970. A total
of 57 users of ERIC products and services filled out this
questionnaire at eight user centers operated or supervised
by members of the ERIC Advisory Panels for this project
(see Table A1B.2). Seven individuals serving as consultants
to this project reviewed and assisted in revising the
questionnaire. The final revisions were made at a joint
meeting of the ERIC Advisory Panels on November 4-5, 1970.

The purpose of the individual user questionnaire was
to obtain information on (1) the types and characteristics
of persons who use ERIC products and services, (2) the major
purposes for which ERIC products and services are used, and
(3) the reactions of individual users to various aspects of
the ERIC system. Evaluators were particularly interested
to know the kinds of problems which users of the system
have encountered.

The completed questionnaires included specific criti-
cisms and complaints together with suggestions for improving
the system. The respondents also indicated specific ways in
which ERIC had been useful to various kinds of educators.

Although this questionnaire, "Individual Users of ERIC

Products and Services," was long by some standards, each item contributed an essential part to the overall picture. This questionnaire provided an opportunity for a broad cross-section of users to react in a comprehensive way to the full range of ERIC system products and services. This gestalt effect could not have been obtained by developing separate instruments for each of the major ERIC products and sending these to diverse but overlapping segments of the several educational communities.

This questionnaire was administered by the educational organizations, agencies, libraries, and information centers mentioned above. These target populations represented the widest possible range of geographical area and specialization, including state and local agencies as well as academic centers. The centers were asked to administer the questionnaire to ERIC system users on a randomly selected basis as they appeared at the centers. A responsible person at each center was asked to assume responsibility for having the questionnaires completed by the persons who came there to use ERIC materials. The respondents thus represented a broad segment of the educational community as brought out in Chapter 3 of Volume I, Characteristics of ERIC Users. Among the groups reached were educational administrators, teachers, university faculty members, research and development personnel, consultants, and state agency personnel.

A principal question regarding this sample had been to

determine whether data should be sought from: (1) a large
number of users at a selected group of 10-15 organizations
encompassing the more active and well-patronized user centers;
(2) a smaller number of users from a larger number of organi-
zations chosen by a uniform random sample, 10% of the total
population of user centers, expecting wide variation in the
number of patrons; or (3) a small fixed number of users from
all organizations maintaining collections of ERIC microfiche
and other publications, identified as private or official
standing-order institutions or centers.

The second alternative was chosen for several reasons:

(1) It would provide data from the different kinds of
users found at differing types of centers providing services
on ERIC products, including large and small centers, well-
staffed and poorly-staffed; and a variety of geographical
areas and field of specializations. It would also furnish
coverage of state and local agencies as well as of academic
centers holding ERIC publications.

(2) It would avoid a systematic positive bias in the data
which would likely result from selection of a few highly devel-
oped and well-patronized centers.

(3) It would avoid placing an undue administrative burden
on either the organizations or their patrons.

(4) It would cost less than choices #1 and #3.

(5) It would avoid having to train and pay a person or

persons to administer the forms at each institution. Under the proposed arrangement, a spot check could be made at the different institutions to verify the extent to which instructions were being followed.

Based on the recommendation of the Office of Education, a sampling procedure was approved to have all centers give questionnaires to all ERIC users on a randomly selected day of the month. This choice was made to standardize procedure and minimize confusion at the sites. It was also intended to achieve economy in processing and to obtain a sample of both "up" and "down" times from different institutions so as to obtain a better picture of actual usage. Selection of a "typical" day would likely have caused a systematic bias. An exception was made for centers at which the chosen date coincided with a closed day for the institution or a severely abnormal day, such as occur between school terms. A random follow-up day was selected for those institutions.

Normal procedures for identifying and following up non-respondents were not suitable in this case. Follow-up by letter could be done only for organizations not returning completed questionnaires. In addition, phone and on-site interviews were used to a limited extent, where a low percentage of questionnaires was returned, in order to assess the representativeness of the sample and the direction of bias, if any, so that the questionnaire results could be

more accurately evaluated.

The site visits requested information on the daily use of the responding institutions' ERIC collection. This estimate for the 31 sites was checked against the original estimate of daily use by those sites. As a result, the average was cut by one-half since the initial projections for potential respondents were far too high, a phenomenon not uncommon in survey research. When idiosyncratic circumstances, such as term endings or building repairs (which occurred at some sites), are taken into account, the response rates on the Individual User Questionnaires may be seen as representative of daily use.

The sampling centers, with number of sites in sample, percent responding, and number of usable questionnaires are shown in Table AlA.3.

## CIJE and RIE Questionnaires

The long questionnaire addressed to individual users contained specific questions related to Research in Education and Current Index to Journals in Education. These RIE and CIJE portions of this questionnaire were further administered to a third and fourth population respectively, a sample from the RIE subscription list and a sample from the CIJE subscription list. (Naturally, the general statements made regarding development, pre-testing, etc. of the individual user questionnaire

hold for these also.) For each index journal the samples
included 100% of the individual subscribers (very small total
numbers) and 25% of the institutional. Individual subscribers
were identified manually and sent a questionnaire. Each form
was numbered so that non-respondents could be identified and
follow-up letters and questionnaires sent. Sampling was not
justified or desirable with this small number. The institu-
tional samples were chosen by selection from the total (exclu-
sive of foreign) subscriber list. This list was numbered and
a set of random numbers generated sufficient to select 25% of
the list as respondents.

These two subscriber questionnaires asked how often RIE
and CIJE were used, how the respondent used it, for what purposes
he used it, what sorts of information the respondent considered
essential for searching, how often he searched for information
in that instrument, how often he needed to search elsewhere,
and how useful he considered each section of the document.
Further information on these questionnaire is included in
Tables AlA.4 and AlA.5.

## Journal Questionnaire

A fifth questionnaire was administered to a sample of sub-
scribers to five representative professional journals which regularly
feature a column about ERIC products and services: The Reading
Teacher, Audio-Visual Instruction, Foreign Language Annals, Exceptional

Children, and The Journal of Teacher Education. These five
were selected by Central ERIC as representative because when
taken together they contacted a wide and diverse audience of
educators with particular emphasis on classroom teachers at
all levels and individuals engaged in educational research.
(It was necessary also to select only journals which would
cooperate in making their mailing lists available for survey
purposes.)

Because of the idiosyncratic policies of individual
journals and the need to survey journals from a wide range
of educational fields, a probability sampling technique for
selecting the journals to be studied was not indicated. Due
to the method used for selecting journals, the collective
responses from all five cannot be considered an unbiased
representation of a larger group. However, by collapsing
the respondents into one category, the total number of
responses (1,011) is a rather sizeable number which should
have minimal error in the combined response breakdowns. A
study of the combined responses should provide a good estimate
of the effectiveness of the ERIC columns which appear in
professional journals in general. Comparisons of the analyses
across journals showed non-significant differences among the
journals.

The target groups for these surveys were the individual
subscribers to the selected journals. Operationally, individual
subscribers were defined as all non-foreign members remaining

on the subscription lists after screening out members identified
as institutional subscribers, defined as an address that was not
a specific individual by name or that was an individual clearly
acting as a representative of an institution (e.g., A. A. Blank,
Acquisition Librarian, etc.).  The number of subscribers to
these journals range from 6,500 to 37,000.

The project monitor at the contract office assumed respon-
sibility for coordinating requests for cooperation from the
journal editors and publishers.  There was considerable diver-
sity in the journals' policies with respect to their mailing
lists and their ability to provide a copy of or a sample from
that list.  Consequently each journal was first queried by
letter as to its facility for: (1) dividing individual from
institutional subscribers, (2) providing specialized subsets,
or (3) selecting a sample from their lists.  Journals were also
asked whether they wanted to control the mailing or would
provide labels for mailing by the project.  Based on their
answers, procedures for sampling and mailing were tailored to
each journal.  One journal did the mailing from its office;
therefore envelopes were prepared and sealed in Bloomington
with postage affixed, then sent to the journal which was instruc-
ted to select a 5% sample of its individual subscribers, deleting
institutional and all foreign subscribers from the list to be
sampled.  Two of the journals were able to provide a 5% sample
in the form of mailing labels.  These samples were checked to
eliminate institutional and foreign subscriptions.  In one

case a new list was obtained because errors were found. These
samples were mailed from Bloomington. The last two journals
supplied copies of their mailing lists and the evaluation team
deleted foreign and institutional subscribers. Then, an inter-
val technique was applied to the remaining names sufficient to
draw 5% of their individual subscriber populations. Labels were
then made and the instruments sent.

The project budget for mailing and printing costs limited
the total distribution of questionnaires for all journals to
no more than 6,000. Independent samples were selected by a
systematic sampling procedure; the sample included every 20th
member of the frame. IBM was asked to print the card-size
questionnaire. Because of the form's shortness and the ease of
the return mailing procedure, an above-average return percentage
had been estimated. Delays and shipping errors by IBM, however,
caused the questionnaire to be sent out late. Further, the
summer vacation for the academic community occurred shortly
after mail-out. The end result was that the questionnaire
return rate was typically low.

This questionnaire was further hampered by two unforeseen
occurrences. First, the computer mailing system for one journal
gave us erroneous printout; thus a complete resampling and
mail-out were required, even after the late beginning. Finally,
one journal sent what appeared to be a total population list
and which was subsequently sampled. Consequently a remailing

was done for this list, dividing it in half on a random basis.

The people selected for this sample received an IBM card with a total of 18 questions on the front and back. Most questions[1] were to be answered by punching out a hole at a specified point in the card. The cards were color-coded so that returns from one journal's list could be distinguished from returns of another journal's list. These cards asked for title or rank, primary professional role, field of specialization, highest academic degree held, age group, sex, and whether the respondent read ERIC columns published in any professional journal to which he subscribed. If the respondent read an ERIC column, he was asked to respond to a further set of questions. A total of 1011 usable questionnaires was returned in time for analysis. Individual sample sizes and returns are shown in Table A1A.6.

## Procedures for Handling Non-response and Quality Control

All the questionnaires were delayed more than two months in the clearance procedure, which seriously affected the scheduling of the study project. The lengthy processing time was not anticipated, since the package of questionnaires had already undergone very thorough review within the Office of Education. During this time many changes and revisions were

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[1] A few at the beginning, requesting such information as occupation and employer, etc., had to be completed by hand.

made to both the questionnaire and the survey design. Also, the contractor went to OE to resolve several questions which were raised.

All six questionnaires were submitted for review in late December, 1970, with the expectation that the survey could get underway some time in March, 1971. When clearance was received on April 23, 1971, the questionnaires were reproduced and mailed during the period May 4-14. In a large percentage of cases, the questionnaires were received by members of academic communities at the very end of the academic year, during a period of inactivity between semesters, or at the beginning of summer school. In order to offset possible consequences of non-response, a concentrated program of follow-up was planned and carried out in a manner appropriate to the particular situation. Supplementary mailings, correspondence, phone, and on-site visits, all were used separately or in combination as required to check low response rates and to serve as checks on data received. Follow-up efforts were directed to all non-respondents except for the sample of journal subscribers and individual purchasers or documents from EDRS where the size of the sample and the gaining of access through mail rooms and journal offices precluded them.

Individual users at facility sites were requested to have a person present at the site to monitor them and to help with problems, hence non-response was minimized. Site visits

were used to check on institutions and to check on low returns.
Visits to non-sampled institutions were also made for comparison
to sampled sites. Sites chosen by OE were visited using a color
coded instrument procedure for the purpose of comparison to the
sample drawn by the project and for possible merging with the
sample data. Individual user questionnaires were coded by in-
stitution applying them so that follow-up checks could be made.
Similarly, organization and professional journal questionnaires
were color-coded to provide the maximum measure of control.

## Site Visits

The objective data drawn from questionnaires were supp-
lemented and expanded with data gathered through site visits
and the synthesis of opinion in open exchange among educational
experts meeting in a modified version of the Delphi Technique.
The site visits were carried out by staff of the ERIC evalua-
tion project. The actual sites visited (see Table A1B.1) were
recommended by the Office of Education and selected for the
different kinds of organizations functioning within the ERIC
system. The site visits were intended (1) to obtain specific
information and (2) to check up on the accuracy of the ques-
tionnaire data. The sites included Clearinghouses, Information
Centers, Reading Centers, Research and Development Laboratories,
and State Departments of Education.

Each site visited was asked to comment on ERIC's strengths

and weaknesses. Specific questions based on an interview guide were directed toward the whole range of ERIC products and services, especially as they contributed to the fulfillment of ERIC's goals. In addition, visitors noted the visibility and accessibility of the ERIC collection to its patrons, as well as the staff's attitude toward the ERIC system. At sites where response to the Individual User Questionnaire had been low (see discussion of questionnaires above), interviewers also asked about the amount of on-site collection use. A total of 31 sites were visited by six staff of the study project.

These data were tabulated by hand. The results were not the objective sort of data that lend themselves to tabular display; however, like the clearinghouse data discussed below, the information gathered has been used to clarify, supplement, and expand on the survey information which produced most of the data used in this evaluation.

## Panel Data

A fourth set of data were collected from two groups of twelve experts in the field of education information dissemination. The list of members of the ERIC Study Advisory Panels is included at the end of this chapter as Table A1B.2. These experts met twice in a modified version of the Delphi Technique. During their meetings they discussed several basic questions

relating to the several ERIC products and services, including
input by the clearinghouses, relative usefulness of the The-
saurus, RIE, and CIJE, and in general the strengths and weak-
nesses of all ERIC products and services. Specimen topics
discussed, on which synthesis was attempted in open exchange,
included:

1. Methods considered to be the most effective to
   inform people about ERIC products and services.

2. Specific ways in which various ERIC products and
   services can be more helpful to individuals.

3. Ways in which the microfiche system could be improved.

4. Types of information most appropriate for the Clear-
   inghouse newsletters and the ERIC columns in profess-
   ional journals.

5. To what extent the computer terminal search system
   will replace or augment manual searching.

6. The quality and timeliness of materials indexed in
   RIE.

The views of the panel members on such questions were
systematized and summarized. Obviously the resulting data was
not of an objective nature, but the resulting synthesis from
experts in open exchange served to highlight numerous matters
of importance and, like the site visit data, have proved an
invaluable supplement to the objective data provided by the
questionnaires.

## Descriptive Data

### Clearinghouse Records

The clearinghouse records used were quarterly reports made by each of the clearinghouses for submission to Central ERIC. Of particular importance these reports contain, for each quarter, data on (1) documents acquired and processed for input into the ERIC system, (2) preparation of information analysis products, and (3) involvement with professional organizations. This last subject includes such matters as attendance by clearinghouse personnel at various professional meetings, talks given by clearinghouse personnel at such meetings--any professional effort by a clearinghouse which took place through the channel of a professional organization whose field of interest is related to that of the clearinghouse. Since one of ERIC's purposes is to use existing channels as far as possible in promoting the development of a national network, information on this subject was of particular importance.

One section of the quarterly reports inventories the number of journal articles produced by the clearinghouses. Another details services provided by the clearinghouses and sorts service requests into such categories as how they were received (by phone, letter, etc.), type of request, and type of user making request. Still another lists promotional products (e.g., newsletters, brochures, etc.) put out by the clearinghouses. The clearinghouse reports contain information other than the

kinds listed above, but the specific types just noted were
those used by the study. The study used data from January,
1969 through June 1971.

The clearinghouse data provided background information
for much of the questionnaire data.

## EDRS Sales and Distribution Records

The sales and distribution data were obtained directly
from the ERIC Document Reproduction Service (EDRS), which pro-
cesses orders for material in the ERIC collection. These data
show how many copies of what items have been ordered at what
time and by whom. These data were tabulated by hand. EDRS has
two categories of customers: (1) those who maintain standing
orders for microfiche copies of every document which goes into
the ERIC file, and (2) those who order specific documents from
the collection. From the sales data it was possible to con-
struct tables depicting growth in the number of individual
orders for reports. The current order lists were also used,
as was noted above, to choose questionnaire populations.

The above tapped a wide variety of sources and provided
several different types of data. Indeed, these sources were
chosen precisely to give a variety of perspectives and to supp-
lement each other. The combination of objective and anecdotal
data resulting from these sources was a successful one.

## Procedures and Analysis

## Questionnaires

Data reduction on the returns was accomplished in a consistent fashion across the five questionnaire instruments returned. (At the request of OE, the questionnaire on evaluation of ERIC Tape Data Bases was not used, because of overlap with a separate OE study.) Hence the procedures for all were identical except where follow-up procedures were done. As each instrument was received, it was identified by state. It was then checked to ascertain that (1) it had in fact been filled out and (2) (by looking at the name and title of respondent) that it had in fact been filled out by an appropriate respondent. If follow-up was to be done, as for those receiving the organization questionnaire (the EDRS population excepted), the RIE questionnaire, and the CIJE questionnaire, questionnaires were further checked against a file card by number and name of respondent sampled. Similar procedures were followed with respect to sites participating in the individual user survey.

At this point, all instruments were grouped by type of instrument, ready for step two of the procedure. Prior to instrument return, code books, indicating the numerical values to be given to answers, were devised for each instrument. In many cases, of course, the question itself provided the values

(e.g., the number of microfiche readers held by an institu-
tion).[2]  A group of coders was employed.  They went through
each questionnaire and assigned a code value to each answer
to each question.  They also assigned a sequential case num-
ber to each coded case which could hence be used to identify
the data with its original questionnaire.

The coded questionnaires were then ready for the third
step of the process.  IBM universal form coding sheets were
used to record the codes from the questionnaires.  For each
questionnaire a set of sheets was created containing its case
number and the data codes for each question.  This procedure
was recommended by staff at the Indiana University Research
Computing Center as being highly accurate.  It had the added
advantage of allowing untrained persons to work on the reduc-
tion process since the task involved resembled a multiple
choice test in which the answers were known in advance.  A
copy of this form, which in fact represents an IBM card, is
included.

Once the data had been transferred to these sheets, a

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[2]A complete set of code books is included with this re-
port, both for clarification of procedure and for use with the
data if further analysis or interpretation is sought at some
point.  These code books are the keys to the data in punch card
form and can, if necessary, be used to reverse the process that
occurred at the point of coding.

machine read the sheets directly and from them punched IBM
cards. In this way a data deck was produced for each of the
instruments used in the survey.

The next step was a complete listing of the data cards
by instrument. These were checked for each case to ascertain
that the correct field widths were present and that blanks did
not appear. Case and card numbers were also checked. Incor-
rect punches were also caught by ascertaining that values in a
column did not exceed the maximum allowed by the code book.
Then the Indiana University Research Computing Center's Ques-
tionnaire Analysis Program was run and used as a final check
to detect blanks, to be sure that all cases were present in
the data deck, and to verify identifier information so that
each data deck contained only data from a single set of in-
struments. In addition, questionnaires were checked to deter-
mine that questions which were to be answered only by persons
answering a previous question in a particular fashion had, in
fact, been answered by a correct number of respondents. Items
of this nature stand out since the number responding to the
question is smaller than the number of total respondents. It
should be noted, as a matter of fact, that the individual re-
sponses to questions do vary in number; this variation was
checked on a sample basis against questionnaires to ascertain
that only a simple failure to answer had occurred.

The first step in the actual analysis was to use the

Indiana University Research Computing Center's Questionnaire

Analysis Programs I and II to provide frequency tabulations

of all the data by instrument.  These provided basic data,

given the descriptive design of this study.  Frequency tables

were generated for all questions although only a fraction of

these are presented in the main body of the report.  By exam-

ining tabulation by population, it was possible to obtain a

picture of a particular user population or of a particular set

of organizations which are providing ERIC services and products.

The second state of analysis required generating cross-

tabulations, arraying respondent characteristics against amount

of use, type of use, and satisfaction with the ERIC collec-

tion.  Most of these tabulations were based on the Individual

User Questionnaire with the CIJE and RIE questionnaires pro-

viding directly comparable supplementation.  The journal col-

umn instrument data were also cross-tabulated to show who was

being reached by the ERIC journal columns as well as some mea-

sure of their satisfaction with ERIC.

Both stages of analysis were done in order to present as

full a descriptive picture as possible of ERIC use and ERIC

users.  Such a presentation was consistent with the descrip-

tive nature of this study as a first attempt to present a broad

picture of the entire spectrum of ERIC product and service

utilization.

Clearinghouse Quarterly Reports from January, 1969 - June,

1971, were gathered and have been summarized in tabular form where appropriate to reflect the growth and characteristics of the ERIC document collection. These tabulations were done from the report forms completed by the individual clearing-houses.

In the same manner, the sales and distribution records of EDRS were also tabulated. Data on microfiche and hard copy sales was received on a monthly basis and then summar-ized in tabular form, by half years and years.

In sum, these data sources provide a rather complex overview of a very complex system. The sales and distri-bution records along with the clearinghouse reports offered a close look at the system's actual, physical production. The questionnaires provided basic data on what parts of the system were actually being used, by whom, and how satisfac-torily (a subjective evaluation of the system and its parts from the perspective of users and those who directly assist users). The site visits directly supplemented this source by providing evaluative comments from those practitioners who are providing services. Finally, the panels of experienced educators discussed their perceptions and made recommenda-tions for changes likely to bring improvements at points where they felt improvement was necessary.

TABLE A1A.1

RESPONSE RATE OF USOE SUPPORTED COLLECTIONS

| | Total Population | Sample Fraction | Sample Size | Number Returned Usable | Percent Return |
|---|---|---|---|---|---|
| Collection | | | | | |
| Clearinghouses | 19 | 100% | 19 | 14 | 74% |
| OE Regional Offices | 9 | 100% | 9 | 7 | 78% |
| Regional Educational Laboratories | 11 | 100% | 11 | 10 | 91% |
| Other* | 9 | 100% | 9 | 8 | 90% |

* Other was composed of the following:

Library:  Department of Health, Education and Welfare

National Education Association:  Research Division Library

ESEA Title III, Project COD

Library of Congress

U.S. Office of Education:  Bureau of Adult, Vocational, and Library Programs

Educational Materials Center, U.S. Office of Education

U.S. Office of Education:  Educational Reference Center

ERIC Processing and Reference Facility

Information Dissemination Center, Redwood City, California

## TABLE A1A.2

### RESPONSE RATE: QUESTIONNAIRE RETURNS FROM ORGANIZATIONS

|  | Total Population | Sample Fraction | Sample Procedure | Sample Size | Number Returned | Percent Return |
|---|---|---|---|---|---|---|
| **Organization** | | | | | | |
| USOE Supported Collections | 48 | 100% | None | 48 | 39 | 82% |
| Standing Orders (Privately Supported) | 296 | 10.5 | * | 31 | 31 | 100% |
| Reading Resource Network Centers | 33 | 100% | None | 33 | 27 | 85% |
| Education Information Centers | 109 | 25% | ** | 27 | 22 | 81% |
| State Departments of Education | 51 | 100% | None | 51 | 35 | 69% |
| Individual Order Customers (EDRS) | 1000 | 25% | *** | 250 | 100 | 40% |

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\* Random from Subscription list
\*\* Random from List of Centers
\*\*\* Random from Individual Order List

TABLE A1A.3

<u>RESPONSE RATE</u>:  <u>QUESTIONNAIRE RETURNS FROM</u>
<u>INDIVIDUAL USERS</u>

| Source | No. of Sites<br>in Sample | Sites<br>Responding | Number<br>Returned | % Sites<br>Responding |
|---|---|---|---|---|
| Standing Order Collections<br>(Privately Supported) | 30 | 24 | 167 | 80% |
| Standing Order Collections<br>(USOE Supported) | 48 | 43 | 122 | 90% |
| Education Information<br>Centers | 27 | 22 | 59 | 82% |
| Reading Resources<br>Network Centers | 33 | 27 | 146 | 73% |

TABLE A1A.4

RESPONSE RATE:   QUESTIONNAIRE RETURNS FROM
SUBSCRIBERS TO CIJE

| Source | Total Population | Sample Fraction | No. in Sample | No. Returned | Return Percent |
|---|---|---|---|---|---|
| Individual Subscriber | 15 | 100% | 15 | 8 | 53% |
| Institutional Subscriber | 1533 | 25% | 383 | 206 | 54% |

Source:   CIJE Questionnaire

## TABLE A1A.5

RESPONSE RATE:  QUESTIONNAIRE RETURNS FROM
SUBSCRIBERS TO RIE

| Source | Total Population | Sample Fraction | Number in Sample | Number Returned | Return Percent |
|---|---|---|---|---|---|
| Individual Subscribers | 164 | 100% | 164 | 75 | 46% |
| Institutional Subscribers | 3429 | 25% | 861 | 448 | 52% |

Source:  RIE Questionnaire

## TABLE A1A.6

### JOURNAL COLUMN QUESTIONNAIRE

|  | Total Population | Percent Sample | No. In Sample | Number Returned Usable | Percent Returned |
|---|---|---|---|---|---|
| The Reading Teacher | 25,600 | 5% | 1,280 | 300 | 23% |
| Journal of Audio-Visual Instruction | 8,570 | 5% | 427 | 111 | 26% |
| Foreign Language Annals | 8,720 | 5% | 436 | 158 | 36% |
| Exceptional Children | 37,000 | 5% | 1,850 | 328 | 18% |
| Journal of Teacher Education | 6,500 | 5% | 325 | 116 | 36% |

Source: Professional Journal Questionnaire

TABLE A1A.7

POPULATIONS, SAMPLES, RETURNS

| Sources of Questionnaires | Est. No. in Universe | Sample Fraction | Number in Sample | Number Returned Useable | Return % |
|---|---|---|---|---|---|
| **Organizations, Libraries, and Information Centers with ERIC Collections** | | | | | |
| 1. Standing Orders* (Privately Supported) | 296 | 10.5% | 31 | 31 | 100 |
| 2. Standing Orders** (USOE Supported) | 48 | 100% | 48 | 39 | 81 |
| 3. Ed. Information Center | 109 | 25% | 27 | 22 | 81 |
| 4. Reading Resources Network Centers | 33 | 100% | 33 | 27 | 85 |
| 5. EDRS Individual Orders | 1,000 | 25% | 250 | 100 | 40 |
| 6. State Depts. of Education | 51 | 100% | 51 | 35 | 69 |
| **Subscribers to Current Index to Journals in Education (CIJE)** | | | | | |
| 1. Individual Subscribers | 15 | 100% | 15 | 8 | 53 |
| 2. Institutional Subscribers | 1,533 | 25% | 383 | 206 | 54 |
| **Subscribers to Research in Education (RIE)** | | | | | |
| 1. Individual Subscribers | 164 | 100% | 164 | 75 | 46 |
| 2. Institutional Subscribers | 3,429 | 25% | 861 | 448 | 52 |

| Individual Users at Sites | No. of Sites in Sample | No. of Sites Responding | No. of Instruments Returned | % Sites Responding |
|---|---|---|---|---|
| Source | | | | |
| 1. Standing Orders (Private Collections) | 30 | 24 | 167 | 80 |
| 2. Standing Order Collections (USOE Supported) | 48 | 43 | 122 | 90 |
| 3. Ed. Information Centers | 27 | 22 | 59 | 82 |
| 4. Reading Resources Network Centers | 33 | 24 | 146 | 73 |

*Identified in Table A1A.2

Identified in Table A1A.1

TABLE A1A.7 (continued)

| Sources of Questionnaires | Total Population | Percent Sample | No. in Sample | Number Returned Useable | Percent Returned |
|---|---|---|---|---|---|
| **Subscribers to Educational Journals with ERIC Columns** | | | | | |
| 1. The Reading Teacher | 25,600 | 5% | 1,280 | 300 | 23% |
| 2. Journal of Audio Visual Instruction | 8,570 | 5% | 427 | 111 | 26% |
| 3. Foreign Language Annals | 8,720 | 5% | 436 | 158 | 36% |
| 4. Exceptional Children | 37,000 | 5% | 1,850 | 328 | 18% |
| 5. Journal of Teacher Education | 6,500 | 5% | 325 | 116 | 36% |

TABLE A1B.1

RECEPIENTS OF SITE VISITS

| Site | City, State |
|---|---|
| **I. Clearinghouses** | |
| Teaching of Foreign Language | New York, New York |
| Rural Education and Small Schools | Las Cruces, New Mexico |
| Social Studies/Social Science Education | Boulder, Colorado |
| Vocational and Technical Education | Columbus, Ohio |
| Science and Mathematics Education | Columbus, Ohio |
| Educational Media and Technology | Palo Alto, California |
| Educational Management | Eugene, Oregon |
| Higher Education | Washington, D.C. |
| Library and Information Sciences | Washington, D.C. |
| Urban Disadvantaged | New York, New York |
| **II. Information Centers** | |
| Phi Delta Kappa | Bloomington, Indiana |
| Fairfax County Public Schools Microfiche Center | Fairfax, Virginia |
| San Mateo County Office of Education, Information Dissemination Center | Red Wood City, California |
| Colorado Occupational Research Coordinating Unit | Denver, Colorado |
| Northern Colorado Educational Developmental Center | Boulder, Colorado |
| **III. Reading Resource Centers** | |
| Southern Methodist University Reading Resource Network Center | Dallas, Texas |
| Reading Resource Center | Kansas City, Missouri |
| University of Colorado Reading Resource Center | Denver, Colorado |
| **IV. Regional Labs.** | |
| Center for Urban Education | New York, New York |
| Northwest Regional Educational Laboratory | Seattle, Washington |
| Mid-Continent Regional Laboratory | Kansas City, Missouri |
| Far West Laboratory | Berkley, California |
| **V. State Depts of Public Instruction** | |
| State Dept. of Public Instruction | Raleigh, North Carolina |
| Public Schools of the Distr. of Columbia | Washington, D.C. |
| **VI. HEW Regional Offices** | |
| Region II | New York, New York |
| Region X | Seattle, Washington |
| Region VII | Kansas City, Missouri |
| Region IX | San Francisco, California |
| Region VI | Dallas, Texas |
| Region VIII | Denver, Colorado |
| **VII. Other** | |
| National Education Association Library | Washington, D.C. |

TABLE A1B.2

ERIC ADVISORY PANELS

Education

Mr. Gregory Benson
The University of the
    State of New York
State Education Department
Albany, New York   12222


Mr. Frank Mattas
Director of Information and
    Library Resources
Superintendent of San Mateo
    County Schools
590 Hamilton Street
Redwood City, California   94063


Mr. Robert Radick
Guidance Coordinator
BOCES, 3116 Lawndale Street
Endwell, New York   13760


Dr. William Gephart
Director of Research Services
Phi Delta Kappa
North Union Street
Bloomington, Indiana   47401


Mrs. Patricia Stevens
Department Library
State Department of Education
Boston, Massachusetts   02111

Dissemination

Mrs. Virginia Cutter, Director
Information Services, Educational
    Program
Texas Education Agency
Austin, Texas   78711


Mr. Sanford Glovinsky
Program Director
Supplementary Education Center
1110 North Tenth Street
San Jose, California   95112


Mrs. Gladys Ingle, Coordinator
Research Information Center
North Carolina State Department
    of Public Instruction
Raleigh, North Carolina   27602


Miss Eva Kiewitt, Librarian
School of Education
Indiana University
Bloomington, Indiana   47401


Dr. Charles D. King
Coordinator of Research
Department of Research & Program
    Development, 10700 Page Avenue
Fairfax, Virginia   22030


Mrs. Barbara Marks, Librarian
Education Library
New York University
4 Washington Place
New York, New York   10003


Mr. William McCleary
Northern Colorado Educational
    Development Center
1750 30th Street, No. 48
Boulder, Colorado   80302

VOLUME III - Chapter 2

Research Instruments

INDIVIDUAL USER QUESTIONNAIRE

With Accompanying Cover Letters

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 1971

Dear Colleague:

I would like to ask for a half hour or so of your valuable time
for a good cause. Only persons like you who are users of ERIC
(the Educational Resources Information Center) products and services
or who manage ERIC materials for your organization can help us in
the U.S. Office of Education to increase ERIC's effectiveness for you.
To do so, we need information about your experiences with ERIC and
views about ways its services could be improved.

To collect such information and have it properly analyzed, the
U.S. Office of Education is supporting an ERIC evaluation study
under the direction of Dean Bernard Fry, University of Indiana.
Dean Fry and his staff have prepared a questionnaire which is
enclosed along with a letter from Dean Fry with necessary instructions.

I earnestly ask you to complete the questionnaire and return it
promptly to Dean Fry. Your help will permit us to further improve
the ERIC program and be able to describe the impact and uses of
ERIC more precisely.

Thank you very much for your assistance.

Sincerely yours,

Lee G. Burchinal
Assistant Commissioner
National Center for
Educational Communication

Enclosures

# INDIANA UNIVERSITY

*Graduate Library School*
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812 337-2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education

May, 1971

Dear Colleague:

I am writing to request your further assistance and cooperation in the
evaluation study of ERIC products and services. We are undertaking a
follow-up of institutions who reported a low attendance or were otherwise
unable to carry out for various reasons, distribution of the Individual
Users questionnaire on the original day selected.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND
IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

M O N D A Y,  J U N E 7th, and that day only, has been chosen for completion
of the follow-up questionnaire entitled Individual Users.  It would be
desirable to have one "contact" person at your center who will assume the
responsibility for getting every individual ERIC user that visits your
organization on that one day to complete this questionnaire.

Also enclosed is a simple statement of instruction which can be handed to
the individual ERIC user along with a copy of the questionnaire as he visits
and makes use of your ERIC collection on M O N D A Y,  J U N E  7th.

Please return the completed day's questionnaires in the prepaid addressed
envelope we have enclosed for your convenience.

Please call me collect at 812-337-2848 if you have any questions concerning
this effort or if you wish additional information.

Sincerely,

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

## INSTRUCTION SHEET

To Accompany Questionnaire Entitled

*"Questionnaire for Individual Users"*

*To Users of ERIC Products and Services:*

We are seeking your cooperation in an evaluation study of products and services of the Educational Resources Information Center (ERIC), developed and supported by the U. S. Office of Education.

The attached comprehensive questionnaire is designed to be completed by individuals who are currently active in the use of ERIC publications. This questionnaire is intended to obtain your reactions as a possible user of the whole range of ERIC products and services. Questions should be completed, however, only for those which you have used in the past year.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

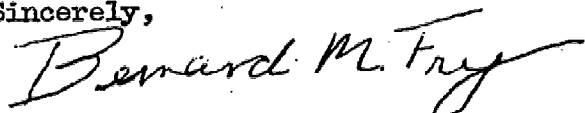We estimate an average of 20 minutes is required to complete this form for those who have knowledge of all of the ERIC products and services listed. The questionnaire is so designed, however, to permit you to easily skip questions pertaining to products and services which you have not used.

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE TO THE STAFF PERSON WHO HANDED IT TO YOU TODAY WHEN YOU CAME INTO THE LIBRARY OR SERVICE CENTER.

If you have any questions concerning items in the questionnaire, or if you need further information, please contact the staff person who handed you this questionnaire. Other questions which you may have concerning the evaluation study should be directed to me by correspondence or by phone at (812) 337-2848.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT

# INDIANA UNIVERSITY

*Graduate Library School*

UNIVERSITY LIBRARY

BLOOMINGTON, INDIANA 47401

TEL. NO. 812 · 337- **2848**

*Evaluation Study of Products and Services of the*
*Education Resources Information Center (ERIC)*
U. S. Office of Education

May, 1971

Dear Colleague:

As projected in my earlier letter, I am now writing to request your final assistance and cooperation in the evaluation study of ERIC products and services. This letter, with questionnaire enclosures, is being sent to your organization as a recipient of ERIC microfiche of *Research in Education* (*RIE*) and of other ERIC publications.

**YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.**

Your assistance is needed in the following two ways:

(1)  Completion by a professional member of your organization of the enclosed copy of a questionnaire entitled "Organizations, Libraries, and Information Centers with ERIC Collections." We estimate an average of ten minutes is required to complete this form, which will be forwarded shortly.

 This questionnaire is an attempt to obtain certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observation and contacts with ERIC users. A prepaid addressed envelope is attached to facilitate return of this questionnaire. We would appreciate completion at your early convenience, and its return by May 20.
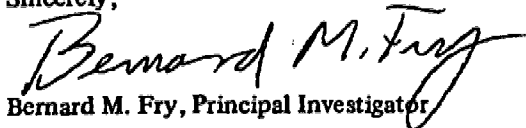
(2)  Completion of a second questionnaire entitled "Individual User Responses to ERIC Products and Services" by every individual ERIC user that visits your organization on Monday, May 10, and that day only. Please return the completed day's questionnaires in the prepaid addressed envelope we have enclosed for your convenience.

 It would be desirable to have one "contact" person at your center who will assume the responsibility of getting the questionnaires completed by persons on May 10, who come there to use ERIC materials.

Also attached to each copy of the questionnaire is a simple statement of instruction which can be handed to an individual along with a copy of the questionnaire as he visits and makes use of your ERIC collection.

Please call me collect at 812-337-2848 if you have any questions concerning this effort or if you wish additional information.

Sincerely,

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

# EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES
### Sponsored by U.S. Office of Education

### Questionnaire for Individual Users

## ERIC INFORMATION SYSTEM

1. Through what means did you first learn about ERIC products and services?

   (1)_____Classroom instruction
   (2)_____Brochures or fliers
   (3)_____Professional meetings
   (4)_____ERIC Clearinghouse announcement

   (5)_____Reference in a professional journal
   (6)_____ERIC column in a professional journal
   (7)_____Colleagues
   (8)_____Can't recall
   (9)_____Other (Please specify)_____

2. Do you read or scan ERIC columns in a professional journal(s) to assist you in keeping current with developments and literature in your field?

   (1)_____No  (2)_____Yes  If yes, approximately how many ERIC columns have you read or scanned within the past year? _____

3. Do you read or scan an ERIC Clearinghouse newsletter?  (1)_____Yes  (2)_____No
   If yes, which Clearinghouse?_____

4. Please rate each of the following ERIC products and services in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | Research in Education (RIE) . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Accumulated Indexes for RIE . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | Current Index to Journals in Education (CIJE) . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Clearinghouse:  Newsletters . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Interpretative summaries . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Research Reviews . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Bibliographies . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Pacesetters in Innovation . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Catalog of Selected Documents on the Disadvantaged . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Selected Documents in Higher Education . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Hard copy documents . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | ERIC microfiche . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| m. | Thesaurus of ERIC Descriptors . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| n. | Manpower Research Inventory . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| o. | OE Research Reports . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | ERIC magnetic tape data bases: | | | | | | | |
| p. | RIE . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| q. | CIJE . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. What specific comments or suggestions do you have concerning the products and services listed above. (Identify by a, b, c, etc.—use a separate sheet if needed.)

_____
_____
_____
_____
_____

6. How would you rate the ERIC system as a whole as to its usefulness in your work or study?

(1)_____Of considerable value      (3)_____Of doubtful value
(2)_____Of some value      (4)_____Of no value

7. Have you ever found information through the ERIC system which you probably would not have found otherwise?
(1)_____Yes (2)_____No If yes, how often:

(1)_____Estimate number if more than 10 times      (3)_____1-5 times
(2)_____6-10 times

8. Has information obtained through the ERIC system resulted in improvements in the way you do things? (1)_____No
(2)_____Yes   If yes, how often:
(1)_____1-5 times      (3)_____Estimate number if more than 10 times
(2)_____6-10 times

9. Has information obtained through the ERIC system prevented you from duplicating research work that has already been done by others? (1)_____Yes (2)_____No   If yes, how often:

(1)_____Estimate number if more than 10 times      (3)_____1-5 times
(2)_____6-10 times

10. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

| Publications used (Check) | Read or scan each issue for current awareness | Search past issues or volumes to locate specific information | FOR CODERS USE ONLY | Never Used |
|---|---|---|---|---|
| (1)_____Child Development Abstracts & Bibliography | 1 | 2 | 3 | 4 |
| (2)_____Current Index to Journals in Education | 1 | 2 | 3 | 4 |
| (3)_____Dissertation Abstracts | 1 | 2 | 3 | 4 |
| (4)_____Education Index | 1 | 2 | 3 | 4 |
| (5)_____Educational Administration Abstracts | 1 | 2 | 3 | 4 |
| (6)_____Psychological Abstracts | 1 | 2 | 3 | 4 |
| (7)_____Research in Education | 1 | 2 | 3 | 4 |
| (8)_____Other (Please specify) _____ | 1 | 2 | 3 | 4 |

_____
_____
_____

# RESEARCH IN EDUCATION (RIE) Abstract Journal

11. During the past year, about how many times have you used *RIE*? (Count each search as a separate use.)

(1)_____Estimate number if more than 10 times      (3)_____1-5 times
(2)_____6-10 times      (4)_____Never

IF NEVER, PLEASE SKIP TO QUESTION 21

12. When you use an issue of *RIE* do you usually:

(1)_____Go initially to the *Thesaurus of ERIC Descriptors*      (5)_____Scan the entire document résumé section
(2)_____Go directly to subject index      (6)_____Follow no particular pattern
(3)_____Go directly to author index      (7)_____Other (Please specify) _____
(4)_____Go directly to résumés of a Clearinghouse

_____
_____

13. What are the main purposes for which you have used *RIE*?

(1)_____To keep abreast in a field
(2)_____Assignments and term papers
(3)_____Preparation or updating of course
      bibliographies
(4)_____Curriculum development
(5)_____Program improvement

(6)_____Preparation of speech, report, article
(7)_____Research project
(8)_____Browsing
(9)_____Other (Please specify) _____

_____

14. For purposes of searching and identification of relevant documents in *RIE*, which of the following types of information about each document do you consider essential?

(1)_____Abstracts
(2)_____Descriptors
(3)_____Kind of document (e.g., research
      report, survey)

(4)_____Quality estimate
(5)_____Target audience
(6)_____Other (Please specify) _____

_____

15. How often do you find what you are looking for in *RIE*?

(1)_____Always
(2)_____Most of the time

(3)_____Sometimes
(4)_____Never

16. If you don't find it in *RIE*, how often do you find it elsewhere?

(1)_____Never
(2)_____Sometimes

(3)_____Most of the time
(4)_____Always

17. Please *rate each* section or characteristic of *RIE* in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | Range of topics covered | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Quality of material selected | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | Timeliness | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Document Section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Accession Numbers Section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Arrangement within Sections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Content of résumés | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Descriptors (Thesaurus) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Numbering system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Introductory information | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Indexing system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | Format & typography (size of type, readability, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

18. How should unavailable documents now listed in *RIE* be treated?

(1)_____Designated by a symbol
(2)_____Put in a separate section
(3)_____Put in a separate publication

(4)_____Omitted from *RIE*
(5)_____Other (Please specify)_____

19. During the past year, about how many documents have you ordered, or obtained from an information center or library, as a result of having read a citation or abstract in *RIE*?

(1)_____Estimate number if more than 10
(2)_____6-10

(3)_____1-5
(4)_____None

45

20. Please describe any inadequacies of *RIE* identified during your use in the past year: (Use a separate sheet if necessary.)

    (1)    Coverage of subjects_____

    _____

    (2)    Citation information_____

    _____

    (3)    Quality of abstracts_____

    _____

    (4)    Physical arrangement or location of bibliographic items or sections_____

    _____

    (5)    Quality of indexing_____

    _____

# CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

21. During the past year, about how many times have you used *CIJE*? (Count each search as a separate use.)

    (1)_____Estimate number if more than 10 times    (3)_____1-5 times
    (2)_____6-10 times    (4)_____Never

IF NEVER, PLEASE SKIP TO QUESTION 33

22. When you use an issue of *CIJE* do you usually:

    (1)_____Go initially to the *Thesaurus of ERIC*    (4)_____Go to main entry section
            *Descriptors*    (5)_____Follow no particular pattern
    (2)_____Go directly to author index    (6)_____Other (Please specify)_____
    (3)_____Go directly to subject index    _____

23. What are the main purposes for which you have used *CIJE*?

    (1)_____To keep abreast in a field    (6)_____Preparation of speech, report, article
    (2)_____Assignments and term papers    (7)_____Research project
    (3)_____Preparation or updating of course    (8)_____Browsing
            bibliographies    (9)_____Other (Please specify)_____
    (4)_____Curriculum development    _____
    (5)_____Program improvement

24. How often do you find what you are looking for in *CIJE*?

    (1)_____Never    (3)_____Most of the time
    (2)_____Sometimes    (4)_____Always

25. If you don't find it in *CIJE*, how often do you find it elsewhere?

    (1)_____Always    (3)_____Sometimes
    (2)_____Most of the time    (4)_____Never

26. Are the journals indexed in *CIJE* readily available to you in a nearby library?

    (1)_____Yes    (2)_____No

27. During the past year, about how many journal articles have you consulted as a result of having read a citation in *CIJE*?

(1)_____None                          (3)_____6-10
(2)_____1-5                           (4)_____Estimate number if more than 10

28. How do you think *CIJE* compares in usefulness with other such indexes you have used?

(1)_____Less useful                   (3)_____More useful
(2)_____Equally useful

29. In undertaking a subject search of *RIE* or *CIJE* do you find the subject headings (descriptors):

(1)_____Satisfactory                  (3)_____Too specific
(2)_____Too general                   (4)_____Other shortcomings (Please specify)
                                       _____

30. Do you find the subject headings (descriptors) used to index *RIE* and *CIJE* representative of the currently used language in your fields?

(1)_____Yes                           (2)_____No

31. Please rate each section or characteristic of *CIJE* in terms of its usefulness in your work. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | Organization of *CIJE* | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Coverage of journals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | Selection of articles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Timeliness | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Descriptor Group Codes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Assignment of descriptors | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Sequence of sections in journal | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Subject Index | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Author Index | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Main entry section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Accession numbering system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | Annotations of main entries | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| m. | Format & typography (size of type, readability, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

32. Please describe any inadequacies of *CIJE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects_____
_____

(2) Citation information_____
_____

(3) Quality of annotations_____
_____

(4) Physical arrangement or location of bibliographic items or sections_____
_____

(5) Quality of indexing_____
_____

## DOCUMENTS: MICROFICHE AND HARD COPY

33. During the past year, about how many titles of ERIC microfiche have you used?

(1)_____None          (3)_____11-25
(2)_____1-10          (4)_____Estimate number if more than 25

IF NONE, PLEASE SKIP TO QUESTION 36

34. Do you have easy access to a microfiche reader? (1)_____No (2)_____Yes If no, would you make greater use of microfiche if a reader were more accessible? (1)_____Yes (2)_____No

35. What specific comments or suggestions do you have concerning the ERIC microfiche system? _____

_____

36. During the past year, about how many ERIC hard copy documents have you used?

(1)_____None          (3)_____11-25
(2)_____1-10          (4)_____Estimate number if more than 25

37. What are the main purposes for which you have used ERIC microfiche/hard copy documents?

| (Please check) | MICRO-FICHE | HARD COPY |
|---|---|---|
| (1) To keep abreast in a field | | |
| (2) Assignments and term papers | | |
| (3) Preparation or updating of course bibliographies | | |
| (4) Curriculum development | | |
| (5) Program improvement | | |
| (6) Preparation of speech, article, report | | |
| (7) Browsing | | |
| (8) Research project | | |
| (9) Other (Please specify) | | |

38. During the past year about how many times have you used the following individual ERIC publications? (Count each search as a separate use.)

| | 1-5 times | 6-10 times | 11-25 times | NEVER USED |
|---|---|---|---|---|
| a. Accumulated Indexes for *RIE* | | | | |
| b. Pacesetters in Innovation | | | | |
| c. Catalog of Selected Documents on the Disadvantaged | | | | |
| d. Selected Documents in Higher Education | | | | |
| e. *Thesaurus of ERIC Descriptors* | | | | |
| f. Manpower Research Inventory | | | | |
| g. OE Research Reports | | | | |

39. What problems, if any, have you faced using hard copy documents? _____

_____

## PROFESSIONAL CHARACTERISTICS & ACTIVITIES

40. Please indicate the type of institution or organization with which you are *primarily* associated, by placing a check mark in the appropriate space below.

(1)_____Pre-School        (8)_____Professional organization
(2)_____Elementary School        (9)_____Office of Educational Regional Office
(3)_____Secondary School        (10)_____Other Federal Agency
(4)_____College or University        (11)_____Local or Regional Information Center
(5)_____State Department of Education        (12)_____Business or Industry
_____Regional Educational Laboratory        (13)_____Other (Please specify)_____
_____Research & Development Center

41. Please indicate your *primary* professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space corresponding to your second most important professional role.

(1)_____Administration or Supervision     (6)_____Consulting
(2)_____Teaching     (7)_____Undergraduate Student
(3)_____Pupil Personnel Services     (8)_____Graduate Student
(4)_____Research & Development     (9)_____Other (Please specify) _____
(5)_____Library or Instructional Resources

42. Do you have any professional responsibilities away from your institution (consulting, editorial, offices in professional societies, advisory committees, etc.)?

(1)_____Yes            (2)_____No

43. About how many times in an average month are you contacted by other educators seeking information related to your current work? _____
                (number)

44. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)_____Oral communication (colleagues)     (6)_____Professional meetings
(2)_____Journal articles     (7)_____Correspondence and/or reprints
(3)_____Books and monographs     (8)_____Other (Please specify)_____
(4)_____Reports
(5)_____Abstracting & indexing services

45. Have you conducted or participated in basic or applied research projects within the past five years? (1)_____Yes
(2)_____No If yes, identify the kind of study you have conducted _____

46. In the past five years have you had any books or papers accepted for publication or for presentation at meetings?
(1)_____Yes   (2)_____No    If yes, how many _____?
                           (number)

47. Please indicate your areas of professional interest in fields of education, as related to ERIC Clearinghouses listed below. Please rank areas of interest by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)_____Adult Education     (11)_____Linguistics
(2)_____Counseling and Personnel Services     (12)_____Reading
(3)_____Disadvantaged     (13)_____Rural Education and Small Schools
(4)_____Early Childhood Education     (14)_____Science and Mathematics Education
(5)_____Educational Administration     (15)_____Social Science Education
(6)_____Educational Media and Technology     (16)_____Teacher Education
(7)_____Exceptional Children     (17)_____Teaching of English
(8)_____Higher Education     (18)_____Teaching of Foreign Languages
(9)_____Junior Colleges     (19)_____Tests, Measurement, and Evaluation
(10)_____Library and Information Sciences     (20)_____Vocational and Technical Education

## PERSONAL DATA

48. Please check the age group which includes your age:

(1)_____25 or below     (4)_____46-55
(2)_____26-35     (5)_____56-65
(3)_____36-45     (6)_____Over 65

49.   What is your highest earned academic degree:

(1)_____High School Diploma          (4)_____Specialist's
(2)_____Bachelor's                   (5)_____Doctorate
(3)_____Master's                     (6)_____Other (Please specify)_____

50.   Please indicate your sex:

(1)_____Male                         (2)_____Female


PLEASE RETURN COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO *RESEARCH IN EDUCATION*

With Accompanying Cover Letter

*Evaluation Study of Products and Services of*
*the Educational Resources Information Center (ERIC)*
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation of the ERIC abstract journal entitled *Research in Education (RIE)*. You or the organization with which you are associated is listed as a subscriber to this abstract journal.

Enclosed is a copy of a three-page questionnaire which we have prepared in order to obtain information on *RIE*, its strengths and weaknesses, and the reactions of individual users to various aspects of this journal.

PLEASE HAND THIS QUESTIONNAIRE TO ANOTHER PERSON KNOWN TO USE THIS JOURNAL, IF YOU ARE NOT ACTIVE IN ITS USE.

Completion of this questionnaire will require on the average of no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this ERIC publication.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

# EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES
### Sponsored by U.S. Office of Education

### Questionnaire for Subscribers to *Research in Education* (*RIE*)

(To be filled out by a person or persons active in the use of this abstract journal)

## USE OF ABSTRACT/INDEXING PUBLICATIONS

1. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

| Publications used (Check) | Read or scan each issue for current awareness | Search past issues or volumes to locate specific information | FOR CODERS USE ONLY | Never Used |
|---|---|---|---|---|
| (1)_____Child Development Abstracts & Bibliography . . . . . . . | 1 | 2 | 3 | 4 |
| (2)_____Current Index to Journals in Education . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (3)_____Dissertation Abstracts . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (4)_____Education Index . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (5)_____Educational Administration Abstracts . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (6)_____Psychological Abstracts . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (7)_____Research in Education . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 |
| (8)_____Other (Please specify) _____ | 1 | 2 | 3 | 4 |

_____

_____

_____

## USE OF RESEARCH IN EDUCATION (RIE)

2. During the past year, about how many times have you used *RIE*? (Count each search as a separate use.)

   (1)_____Estimate number if more than 10
   (2)_____6-10 times

   (3)_____1-5 times
   (4)_____Never

3. What are the main purposes for which you have used *RIE*?

   (1)_____To keep abreast in a field
   (2)_____Assignments and term papers
   (3)_____Preparation or updating of course bibliographies
   (4)_____Curriculum development
   (5)_____Program improvement

   (6)_____Preparation of speech, report, article
   (7)_____Research project
   (8)_____Browsing
   (9)_____Other (Please specify) _____

   _____

4. When you use an issue of *RIE* do you usually:

   (1)_____Go initially to the *Thesaurus of ERIC Descriptors*
   (2)_____Go directly to subject index
   (3)_____Go directly to author index
   (4)_____Go directly to résumés of a Clearinghouse

   (5)_____Scan the entire document résumé section
   (6)_____Follow no particular pattern
   (7)_____Other (Please specify)_____

   _____

5. In undertaking a subject search of *RIE* do you find the subject headings (descriptors):

   (1)_____Satisfactory
   (2)_____Too general

   (3)_____Too specific
   (4)_____Other (Please specify)_____

   _____

6. Do you find the subject headings (descriptors) used to index *RIE* representative of the currently used language in your fields?

(1)_____Yes                                       (1)_____No

7. For purposes of searching and identification of relevant documents in *RIE* which of the following types of information about each document do you consider essential?

(1)_____Abstracts                        (4)_____Quality estimate
(2)_____Descriptors                     (5)_____Target audience
(3)_____Kind of document (e.g., research report,    (6)_____Other (Please specify)_____
       survey)                                    _____

8. Have you usually found what you were looking for in *RIE*?

(1)_____Yes                                           (2)_____No

9. How should unavailable documents now listed in *RIE* be treated?

(1)_____Designated by a symbol          (4)_____Omitted from *RIE*?
(2)_____Put in a separate section         (5)_____Other (Please specify)_____
(3)_____Put in a separate publication        _____

10. During the past year, about how many documents have you ordered, or obtained from a library or information center, as a result of having read a citation or abstract in *RIE*?

(1)_____Estimate number if more than 10     (3)_____1-5
(2)_____6-10                                   (4)_____None

11. Please rate each section or characteristic of *RIE* in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | Range of topics covered | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Quality of material selected | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | Timeliness | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Document Section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Accession Number Section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Arrangement within Sections | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Content of résumés | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Descriptors (Thesaurus) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Numbering system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Introductory information | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Indexing system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | Format & typography (size of type, readability, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. Please describe any inadequacies of *RIE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects _____

_____

(2) Citation information_____

(3) Quality of abstracts_____

_____

(4) Physical arrangement or location of bibliographic items or sections _____

(5) Quality of indexing _____

# PROFESSIONAL CHARACTERISTICS & ACTIVITIES

13. What is the job title or occupation of individual responding? _____

14. Please indicate the type of institution or organization with which you are *primarily* associated, by placing a check mark in the appropriate space below.

(1)_____Pre-School  
(2)_____Elementary School  
(3)_____Secondary School  
(4)_____College or University  
(5)_____State Department of Education  
(6)_____Regional Educational Laboratory  
(7)_____Research & Development Center  

(8)_____Professional Organization  
(9)_____Office of Education Regional Office  
(10)_____Other Federal Agency  
(11)_____Local or Regional Information Center  
(12)_____Business or Industry  
(13)_____Other (Please specify)_____  
_____

15. Please indicate your *primary* professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space below corresponding to your second most important professional role.

(1)_____Administration or Supervision  
(2)_____Teaching  
(3)_____Pupil Personnel Services  
(4)_____Research & Development  
(5)_____Library or Instructional Resources  

(6)_____Consulting  
(7)_____Undergraduate Student  
(8)_____Graduate Student  
(9)_____Other (Please specify)_____  
_____

16. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)_____Oral communication (colleagues)  
(2)_____Journal articles  
(3)_____Books and monographs  
(4)_____Reports  
(5)_____Abstracting & indexing services  

(6)_____Professional meetings  
(7)_____Correspondence and/or reprints  
(8)_____Other (Please specify)_____  
_____

17. Have you conducted or participated in basic or applied research projects within the past five years? (1)_____Yes  
(2)_____No   If yes, identify the kind of study you have conducted_____
_____

18. In the past five years have you had any books or papers accepted for publication or for presentation at meetings?  
(1)_____Yes  (2)_____No   If yes, how many _____?  
(number)

PLEASE RETURN COMPLETED QUESTIONNAIRE  
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study  
Graduate Library School  
Indiana University  
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO *CURRENT INDEX TO JOURNALS IN EDUCATION*

With Accompanying Cover Letter

# ERIC EVALUATION STUDY PROJECT

## INDIANA UNIVERSITY
### Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

*Evaluation Study of Products and Services of*
*the Educational Resources Information Center (ERIC)*
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation of *Current Index to Journals in Education (CIJE)*, a monthly guide to the periodical literature published by CCM Information Corporation under contract to the U. S. Office of Education. You or the organization with which you are associated is listed as a subscriber to this journal.

Enclosed is a copy of a three-page questionnaire which we have prepared in order to obtain information on *CIJE*, its strengths and weaknesses, and the reactions of individual users to various aspects of this journal.
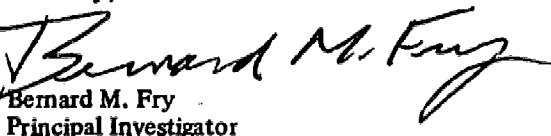
PLEASE HAND THIS QUESTIONNAIRE TO ANOTHER PERSON KNOWN TO USE THIS JOURNAL, IF YOU ARE NOT ACTIVE IN ITS USE.

Completion of this questionnaire will require on the average of no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this publication.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

# EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES
Sponsored by U.S. Office of Education

**Questionnaire for Subscribers to *Current Index to Journals in Education* (*CIJE*)**

ro be filled out by a person or persons active in the use of this abstract journal)

## JSE OF ABSTRACT/INDEXING PUBLICATIONS

1. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

| Publications used (Check) | Read or scan each issue for current awareness | Search past issues or volumes to locate specific information | FOR CODERS USE ONLY | Never Used |
|---|---|---|---|---|
| (1)_____Child Development Abstracts & Bibliography | 1 | 2 | 3 | 4 |
| (2)_____Current Index to Journals in Education | 1 | 2 | 3 | 4 |
| (3)_____Dissertation Abstracts | 1 | 2 | 3 | 4 |
| (4)_____Education Index | 1 | 2 | 3 | 4 |
| (5)_____Educational Administration Abstracts | 1 | 2 | 3 | 4 |
| (6)_____Psychological Abstracts | 1 | 2 | 3 | 4 |
| (7)_____Research in Education | 1 | 2 | 3 | 4 |
| (8)_____Other (Please specify)_____ | 1 | 2 | 3 | 4 |

## JSE OF CURRENT INDEX TC JOURNALS IN EDUCATION (C I J.E)

2. During the past year, about how many times have you used *CIJE*? (Count each search as a separate use.)

   (1)_____Estimate number if more than 10 times
   (2)_____6-10 times
   (3)_____1-5 times
   (4)_____Never

3. What are the main purposes for which you have used *CIJE*?

   (1)_____To keep abreast in a field
   (2)_____Assignments and term papers
   (3)_____Preparation or updating of course bibliographies
   (4)_____Curriculum development
   (5)_____Program improvement
   (6)_____Preparation of a speech, report, article
   (7)_____Research project
   (8)_____Browsing
   (9)_____Other (Please specify)_____

4. When you use an issue of *CIJE* do you usually:

   (1)_____Go initially to the *Thesaurus of ERIC Descriptors*
   (2)_____Go directly to author index
   (3)_____Go directly to subject index
   (4)_____Go to main entry section
   (5)_____Follow no particular pattern
   (6)_____Other (Please specify)_____

5. In undertaking a subject search of *Current Index to Journals in Education* (*CIJE*) do you find the subject headings (descriptors):

   (1)_____Satisfactory
   (2)_____Too general
   (3)_____Too specific
   (4)_____Other (Please specify)_____

6.  Do you find the subject headings (descriptors) used to index *CIJE* representative of the currently used language in your fields? (1)_____ Yes (2)_____No

7.  Please rate each section or characteristic of *CIJE* in terms of its usefulness in your work. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | Organization of *CIJE* | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Coverage of journals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | Selection of articles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Timeliness | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Descriptor Group Codes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Assignment of descriptors | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Sequence of sections in journal | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Subject Index | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Author Index | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Main entry section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Accession numbering system | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | Annotations of main entries | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| m. | Format & typography (size of type, readability, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8.  Please describe any inadequacies of *CIJE* identified during your use in the past year: (Use a separate sheet if necessary.)

    (1) Coverage of subjects _____

    (2) Citation information _____

    (3) Quality of annotations _____

    (4) Physical arrangement or location of bibliographic items or sections _____

    (5) Quality of indexing _____

# PROFESSIONAL CHARACTERISTICS & ACTIVITIES

9.  What is the job title or occupation of individual responding? _____

10. Please indicate the type of institution or organization with which you are primarily associated, by placing a check mark in the appropriate space below.

    (1)_____Pre-School
    (2)_____Elementary School
    (3)_____Secondary School
    (4)_____College or University
    (5)_____State Department of Education
    (6)_____Regional Educational Laboratory
    (7)_____Research & Development Center

    (8)_____Professional Organization
    (9)_____Office of Education Regional Office
    (10)_____Other Federal Agency
    (11)_____Local or Regional Information Center
    (12)_____Business or Industry
    (13)_____Other (Please specify)_____

11. Please indicate your <u>primary</u> professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space corresponding to your second most important professional role.

(1)_____Administration or Supervision         (6)_____Consulting
(2)_____Teaching         (7)_____Undergraduate Student
(3)_____Pupil Personnel Services         (8)_____Graduate Student
(4)_____Research & Development         (9)_____Other (Please specify)_____
(5)_____Library or Instructional         _____

12. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)_____Oral Communication (colleagues)         (6)_____Professional meetings
(2)_____Journal articles         (7)_____Correspondence and/or reprints
(3)_____Books and monographs         (8)_____Other (Please specify)_____
(4)_____Reports         _____
(5)_____Abstracting & Indexing services

13. Have you conducted or participated in basic or applied research projects within the past five years? (1)_____Yes
(2)_____No If yes, identify the kind of study you have conducted_____
_____
_____

14. In the past five years have you had any books or papers accepted for publication or for presentation at meetings?
(1)_____Yes (2)_____No If yes, how many_____?
(number)

PLEASE RETURN COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

ORGANIZATION QUESTIONNAIRE

With Accompanying Cover Letters

Color coded and sent to samples of the
following populations (see Table A1.A.2):

Standing Orders (USOE Supported)

Standing Orders (Privately Supported)

Reading Resources Network Centers

Educational Information Centers

State Departments of Education

Individual Orders (EDRS)

# ERIC EVALUATION STUDY

# INDIANA UNIVERSITY
### Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

May, 1971

Dear Colleague:

We are seeking your final cooperation in the evaluation study of ERIC products and services which I outlined in my previous letter.

We appreciate very much your willingness to handle the distribution on May 10th of the INDIVIDUAL USERS questionnaire to patrons of your information center or library.

As the second and last step, we are enclosing a questionnaire asking certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observations and contacts with users.

Completion of this questionnaire by a professional member of your organization will require on the average no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this ERIC study.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within five days.

Thank You for your cooperation.

Sincerely,

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT

# INDIANA UNIVERSITY
*Graduate Library School*
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

*Evaluation Study of Products and Services of*
*The Educational Resources Information Center (ERIC)*
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation study of products and services of the Educational Resources Information Center (ERIC), designed and supported by the U. S. Office of Education. This letter, with questionnaire enclosed, is being sent to you or your organization as a purchaser of ERIC documents.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

We specifically need your assistance in the completion by a professional member of your organization of the enclosed questionnaire. We estimate an average of ten minutes is required to complete this form.

This questionnaire is an attempt to obtain certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observations and contacts with ERIC users. A prepaid addressed envelope is enclosed to facilitate return of this questionnaire. We would appreciate completion at your early convenience, and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

# INDIANA UNIVERSITY
*Graduate Library School*
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812-337- 2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education
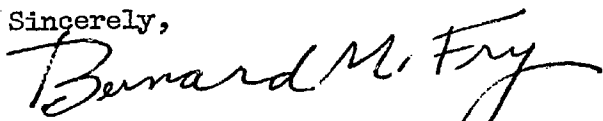
June, 1971

Dear Colleague:

I am writing to request your further assistance and cooperation in the
evaluation study of ERIC products and services. We are undertaking a
follow-up of institutions who were unable to complete, for various
reasons, the questionnaire for "Organizations, Libraries and Information
Centers," sent to you initially on May 14th.

Your completion of this questionnaire at this time and its return,
in the prepaid addressed envelope, will be greatly appreciated.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION
AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

Please call me collect at 812-337-2848 if you have any questions
concerning this effort or if you wish additional information.

Sincerely,

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

# INDIANA UNIVERSITY
*Graduate Library School*
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education

May 1971

Dear Colleague:

We are seeking your cooperation in an evaluation study of products and
services of the Educational Resources Center (ERIC), designed and
supported by the U.S. Office of Education. This letter, with questionnaire
enclosed, is being sent to you or your organization as a State Department
of Education concerned with educational information dissemination.

If you have no direct relation to an information center servicing ERIC
documents, please hand or forward this questionnaire to that office in
the Department which has this responsibility.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION
AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

We specifically need your assistance in the completion by a professional
member of your organization of the enclosed questionnaire. We estimate
an average of ten minutes is required to complete this form.

This questionnaire is an attempt to obtain certain general types of
information concerning facilities and services which your organization
provides for ERIC materials, together with your evaluation of their
usefulness based on observation and contacts with ERIC users. A prepaid
addressed envelope is attached to facilitate return of this questionnaire.
We would appreciate completion at your early convenience, and its return
within five days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

# EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES
## Sponsored by U.S. Office of Education

### Questionnaire for Organizations, Libraries and Information Centers

1. Name of organization, library, or information center responding to this questionnaire: _____

2. What is job title or occupation of individual respondent? _____

3. Please place a check mark in front of the category below which best describes the type of institution named in answer to question 1.

   (1)_____Pre-School
   (2)_____Elementary School
   (3)_____Secondary School
   (4)_____College or University
   (5)_____State Department of Education
   (6)_____Regional Educational Laboratory
   (7)_____Research & Development Center

   (8)_____Professional Organization
   (9)_____Office of Education Regional Office
   (10)_____Other Federal Agency
   (11)_____Local or Regional Information Center
   (12)_____Business or Industry
   (13)_____Other (Please specify)_____

4. Please *estimate* the number of people in each category served by your organization in a typical week.

   (1)_____Teacher
   (2)_____Administrator
   (3)_____Graduate Student

   (4)_____Undergraduate Student
   (5)_____Researcher
   (6)_____Librarian or Information Specialist

5. Please *estimate* the number of people using the following ERIC publication in a typical week:

   |  |  | Number |
   |---|---|---|
   | (1) | *Research in Education (RIE)* | _____ |
   | (2) | *Current Index to Journals in Education (CIJE)* | _____ |
   | (3) | ERIC microfiche | _____ |
   | (4) | ERIC hard copy documents | _____ |

6. What *estimated* percent of requests for ERIC publications are handled through:

   (1)_____% On-site service          (2)_____% Mail service          (3)_____% Phone
   About how many are repeat requests?_____%

7. Do you circulate for use outside the center:

   |  | YES | NO |
   |---|---|---|
   | (1) ERIC microfiche |  |  |
   | (2) Selected *RIE* abstracts |  |  |
   | (3) Computer printouts |  |  |
   | (4) SDI Lists of documents |  |  |
   | (5) *RIE* and *CIJE* index journals |  |  |

   (6) Other (Please specify) _____

8. How many of each of the following pieces of equipment do you have?

   (1)_____Microfiche readers
   (2)_____Microfiche printers

   (3)_____Microfiche duplicators
   (4)_____Portable readers (for home use)

9. How much of the staff's time is spent working with the ERIC collection? Please *estimate* the time (in *MAN-HOURS* per week spent at each of these tasks):

   (1)_____Assisting patrons (proper use of the ERIC Thesaurus and indexing journals, negotiating questions and formulating search strategies, and locating of documents)
   (2)_____Maintaining collections and equipment

10. Do you find the subject headings (descriptors) used to index *RIE* and *CIJE* representative of the currently used language of the searchers?

    (1)_____Yes                    (2)_____No

11. Based on your service contacts with users, how should unavailable documents be treated in *RIE*?

    (1)_____Designated by a symbol
    (2)_____Put in a separate section
    (3)_____Put in a separate publication

    (4)_____Omitted from *RIE*
    (5)_____Other (Please specify)_____

12. Which of the following best describes the access system for identifying ERIC documents?

(1)_____The patron examines the Thesaurus to identify the terms he wants to use in a search.
(2)_____The patron looks through copies of *RIE* and *CIJE* under the descriptor headings until the articles or documents are identified.
(3)_____The patron submits his request through an information specialist using a computer search system.

13. If you observe or assist patrons in the use of ERIC products and services, please rate each in terms of its observed usefulness and on the basis of your actual experience in providing service. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

| | | VERY USEFUL | | | | OF NO USE | ITEMS NEVER USED | ITEMS NOT AVAILABLE |
|---|---|---|---|---|---|---|---|---|
| a. | *Research in Education* (RIE) . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | Accumulated Indexes for *RIE* . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | *Current Index to Journals in Education* (CIJE) . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | Clearinghouse: Newsletters . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | Interpretative summaries. . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | Research Reviews . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | Bibliographies . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | Pacesetters in Innovation . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | Catalog of Selected Documents on the Disadvantaged . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | Selected Documents in Higher Education . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Hard copy documents . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | ERIC microfiche . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| m. | *Thesaurus of ERIC Descriptors* . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| n. | Manpower Research Inventory . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| o. | OE Research Reports . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | ERIC magnetic tape data bases: | | | | | | | |
| p. | *RIE* . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| q. | *CIJE* . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

14. What are the main purposes for which ERIC publications have been used:

(1)_____To keep abreast in a field
(2)_____Assignments and term papers
(3)_____Preparation or updating of course bibliographies
(4)_____Curriculum development
(5)_____Program improvement

(6)_____Preparation of speech, report, article
(7)_____Research project
(8)_____Browsing
(9)_____Other (Please specify)_____

15. If patrons have commented on other aspects of the ERIC system (either postively or negatively), would you please report these comments_____

16. Please check the most important methods or devices which you use for informing patrons about ERIC products and services:

(1)_____Individual instruction
(2)_____Classroom instruction
(3)_____Brochures or fliers
(4)_____Professional meetings

(5)_____Correspondence with individuals
(6)_____Displays
(7)_____Other (Please specify)_____

17. Please use the following space (or a separate sheet) to make any additional constructive criticisms of the ERIC system. What specific changes would you recommend?_____

PLEASE RETURN COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO PROFESSIONAL JOURNALS IN EDUCATION

WHICH CONTAIN ERIC COLUMNS

## USE OF JOURNAL COLUMNS TO OBTAIN INFORMATION
### ON
### ERIC PUBLICATIONS AND SERVICES
SPONSORED BY THE U.S. OFFICE OF EDUCATION

An evaluation of the publications and services of the Educational Resources Information Center (ERIC) is being undertaken by the Graduate Library School—School of Education of Indiana University, as a sponsored study. This questionnaire asks you, as a subscriber to a professional education journal, for information about your use of columns in this journal to obtain current information about ERIC publications and services. Your cooperation will make an important contribution to their evaluation and improvement. (If received by an institutional subscriber, please return this card unmarked in the enclosed, stamped envelope.)

1. Present Title or Rank _____

2. Primary Professional role & School level where applicable _____

3. Field of Specialization _____

4. Bachelor's _____; Master's _____; Specialist's _____; Doctorate _____; Other _____
   Please check highest earned degree                                                                  (Please specify)

5. 25 or Below _____; 26–35 _____; 36–45 _____; 46–55 _____; 56–65 _____; Over 65 _____
   Age group-please check appropriate space

6. Male _____; Female _____

7. Do you read sections devoted to information about ERIC contained in any professional journal to which you subscribe? YES_____ NO_____.

IF YES–PLEASE PUNCH YOUR RESPONSES TO THE QUESTIONS ON THE REVERSE SIDE OF THE CARD AND RETURN IN THE ENCLOSED, STAMPED ENVELOPE WITHIN TEN DAYS.

IF NO–PLEASE RETURN CARD WITHOUT FURTHER RESPONSE          THANK YOU FOR YOUR COOPERATION

8. How effective are journal columns in reducing your dependence on other means to obtain current references to ERIC publications and services? A. Highly effective; B. Moderately effective; C. Not very effective . . . . . . . . . . . . . . . . . . . . . . . . ○○○

9. Which one of the following types of ERIC information do you prefer to have included in the ERIC columns in journals. A. Announcements of ERIC documents; B. Research reviews; C. Original or state-of-art articles by Clearinghouse staff . . . . . . . . . . . . . . . . . . . . . . . . ○○○

10. How often do the ERIC columns in journals bring to your attention important material that you probably would not see elsewhere? A. Often; B. Occasionally; C. Never . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ○○○

11. How often do you obtain microfiche or hard copy of items cited in ERIC journal columns? A. Often; B. Occasionally; C. Never . . . . . . . ○○○

12. How frequently do you use your nearest library to locate items cited in ERIC journal columns? A. Often; B. Occasionally; C. Never . . . . . ○○○

13. If you receive a newsletter from one of the ERIC Clearinghouses, how would you rate its utility in comparison to the ERIC journal columns? Which do you find most useful? A. Journal columns; B. Newsletter; C. Use both . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ○○○

14. Which of the following index journals are conveniently available to you in your building or nearby library? (PUNCH ALL APPROPRIATE RESPONSES) A. Current Index to Journals in Education; B. Education Index; C. Research in Education . . . . . . . . . . . . . . . . . . . ○○○

15. If you have convenient access to two or all three of the journals cited above, which do you use more frequently? A.; B.; or C. . . . . . . . . ○○○

16. If you have access to Research in Education (RIE) how often do you refer to it? A. Often; B. Occasionally; C. Never . . . . . . . . . . . ○○○

17. How often do you find what you are looking for in RIE? A. Often; B. Occasionally; C. Never . . . . . . . . . . . . . . . . . . . . . . . . . ○○○

18. How effective are the ERIC products and services in meeting your needs for information? A. Highly effective; B. Moderately effective; C. Not very effective . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ○○○

VOLUME III - Chapter 3

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS
OF ERIC STUDY ADVISORY PANELS

Chapter 3


## SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS
## OF ERIC ADVISORY PANELS*


### Usefulness of Thesaurus


Question:   In what ways do you consider the ERIC Thesaurus useful as a tool
            for individuals searching Research in Education (RIE) and Current
            Index to Journals in Education (CIJE)?


The Thesaurus holds the system together.  It helps to establish search

patterns.  It is an important enough document that it should be included in

a subscription to RIE.  It is essential as a guide for coordinating an indi-

vidual's terms with system terminology.  This function is necessary when a

computer is utilized.  The Thesaurus is most useful when the search goal is

a subject (e.g., creativity) which crosses categorical lines or when a user's

terminology is unspecific or colloquial and needs verification.  The Thesaurus

functions (1) to suggest additional terms, either broader or narrower than a

searcher's original terms, on which to make a search; (2) to give some defini-

tion to a term; (3) to provide some understanding of the related terms within

a general area.  It should be supplemented by a dictionary of terms.


### Utility of Thesaurus Headings


Question:   Are the Thesaurus headings specific enough to avoid getting too
            much unrelated material?


No.  Some additional breakdown is needed; areas such as "innovations"

and "emotional" should be reconsidered.  It would be helpful to have age

---

level identification coding and more up-to-date educational terminology (for example, "differentiated staffs" was only just recently added). More cross references, more accurate use of project names, listing of methods, and greater consistency among terms are needed.

The terminology is acceptable but there is no consistent policy, particularly among clearinghouses, for the assignment of terms. One often finds specific but not general terms (e.g., "Headstart," but not "early childhood"). A further problem is that documents are not always indexed to the most appropriate term. ERIC's decentralization has resulted in terms that are too specific in meaning and apply only to a particular discipline. The system thus includes many terms which have the same basic meaning—except that each pertains to a different discipline or specialty.

## RIE: Treatment of Unavailable Documents

Question: How do you feel "unavailable" documents listed in RIE should be treated?

1. Exactly as they are. Their listing is important in the diffusion process and thus should be continued.

2. They should be put in a separate section similar to the project documents, or in a separate publication.

3. They should not have ED numbers. Development of a code to flag such documents would be useful. They should continue to be announced, however.

4. Unavailable documents should be listed in CIJE since that journal does not represent an "active" collection. RIE should list only those documents available on microfiche. If not available, they should be listed in CIJE, stating the original source.

5. They should be distinguished in the indexes, possibly by starring or otherwise marking the ED number.

## RIE and CIJE Needs and Weaknesses

Question: Please list specific ways in which individual indexes in RIE and CIJE can be more helpful; also specific weakness of both.

1. Flag non-microfiche.

2. Use running heads.

3. Merge institutional entries without regard to subdivision.

4. Code levels (age, elementary, high school, etc.).

5. Code types (speech, report, etc.).

6. Use top-of-page headings. (The color-coded sections were good. Were they too expensive?)

7. Deliver CIJE more punctually.

8. Achieve greater consistency in quality of indexing.

9. Differentiate primary descriptors from secondary descriptors.

10. Use more care in selecting abstractors.

11. Merge RIE and ERIC tapes.

12. Develop stricter criteria for inclusion; add no more special sets.

13. Neither is directed toward those in a field who are working with students; both are too research oriented.

14. CIJE indexes too many inaccessible journals.

## Promotion of ERIC Products and Services

Question: What method of yours do you consider to be the most effective for informing people about ERIC products and services?

1. Personal, in-service presentations.

2. State-of-knowledge reviews.

3. Brochures.

4. Newsletters.

5. Workshops.

6. Group explanation.

7. Displays.

8. Placing columns in professional journals.

9. Training local and state educators who, in turn, can acquaint local people.

10. Mass publicity via the mails (most realistic).

11. Loan of slide sets.

12. Use of TV and radio media.

13. The SRIS service in answering a request; an innovation is hard to sell until the need for it exists.

14. Dissemination of ERIC bibliographies on educational topics.

15. Publicity on computer retrievals.

16. One-to-one explanation when an individual can be shown that the material he needs is in the system. This method, of course, reaches very few people.

### Increasing the Usability of ERIC Products

Question: Please list specific ways in which other ERIC products and services can be more helpful to individuals.

1. Obtain lower prices on readers and reader-printers.

2. Design better materials on how to use ERIC and RIE.

3. Ask users (classroom teachers) what they want. Ask existing information centers what services are requested. Act on those suggestions.

4. Develop better readers.

5. Expand computer searching.

6. Speed up the filling of orders from GPO, CCM and EDRS.

7. Produce more self-instructional guides.

8. Eliminate clearinghouse publications such as <u>AIM</u> and <u>ARM</u>; they are extremely confusing to users and undermine the original intent of ERIC as <u>the</u> educational resource.

9. Produce more bibliographies.

10. List conferences and papers given for research organizations.

11. Distribute indexes (<u>RIE</u>) at immediately accessible locations.

12. Lend portable readers.

13. Improve availability and design of hardware.

14. Whatever changes are made, the system should be kept as simple and uncomplicated as it now is. The newsletters and bibliographies issued by the clearinghouses are helpful, but the most necessary item is to keep rigorously screened material flowing into the system.

## Improving the Microfiche System

Question: In what ways could the microfiche system be improved?

1. Improve microfiche quality; resolution has often been eratic.

2. Develop cheaper readers and cheaper microfiche.

3. Use a multiple microfiche envelope for multiple microfiche documents.

4. Enable centers to reproduce hard copy and microfiche for individuals.

5. Fill individual orders faster.

6. Put more images on a card.

7. Make computer searches more readily available.

## ERIC Columns in Professional Journals

Question: What types of information would you prefer to find in the ERIC columns in professional journals?

1. More readable reviews of abstracts.

2. Highlights of clearinghouse activities.

3. Lists of materials that are not available through ERIC but that clearing-houses recommend.

4. Short reviews on particular "hot" subjects plus selected documents on other subjects.

5. News of the ERIC system.

6. Lists of ERIC's latest significant documents.

7. Summar  or synopse  of new titles and special topics of current interest, plus relevant bibliographies.

## Clearinghouse Newsletters

Question: What types of information would you prefer to find in the clearing-house newsletters?

1. Document citations which are extrinsic to the clearinghouse, and information on how these can be obtained.

2. A listing of the "10 best citations" placed in RIE for a specific time period.

3. Discussion of outstanding research. Suggestions for use of some research.

4. No listing of new entries into ERIC; this produces an unnecessary duplication. Would rather see a few, new items highlighted and expanded.

5. A list of documents related to national priorities.

6. State-of-knowledge reviews; discussion of current crucial issues.

7. More articles, with bibliographies available upon request.

## Computer Terminal Search System

Question:  To what extent do you feel the computer terminal search system
can replace or augment manual searching?

It is helpful and cuts time but will never be total unless all informa-
tion, including historical materials, is stored. The large amount of mater-
ial available can only be handled through automation. If descriptor assign-
ment is improved and definitions made available for Thesaurus terms, the
terminal search could eliminate the manual search. Computer retrieval allows
more specific searches for less cost and time consumption. Computer search
is available in many areas. Where not available nearby, ERIC should arrange
for a national center to offer it, as DATRIX does for dissertation abstracts.
Both methods are necessary. Computer search can never eliminate the personal
interface needed to assist in defining area of concern.

## RIE Materials

Question:  Please comment on the quality and timeliness of materials indexed
in RIE.

RIE is too long on turn-around for "hot topics" in education. There is
still no Central ERIC procedure to assist in getting current information
into RIE. Too many abstracts refer to documents "not available." Later
documents seem to be of better quality. There seems to be no excuse for
including 1966 and 1967 materials in 1970. Much of what is included is so
limited in scope that it is of little use. It is evident that greater scru-
tiny needs to be given to some of the purported research; some things need
to be available, of course, even if the quality is poor, just for the record.

VOLUME III - Chapter 4

ANECDOTAL INFORMATION

# INDEX TO ANECDOTAL INFORMATION

A.  General Anecdotal Comments

B.  User Problems of Awareness

C.  Users of Information Analysis Products

D.  Users of Hard Copy

E.  Users of Microfiche

F.  Users of Thesaurus of ERIC Descriptors

G.  Users of RIE and/or CIJE

H.  Inadequacies of RIE
    1.  Coverage of Subjects
    2.  Citation Information
    3.  Quality of Abstracts
    4.  Physical Arrangement or Location of Bibliographic Items or Sections
    5.  Quality of Indexing

I.  Inadequacies of CIJE
    1.  Coverage of Subjects
    2.  Citation Information
    3.  Quality of Abstracts
    4.  Physical Arrangement or Location of Bibliographic Items or Sections
    5.  Quality of Indexing

J.  Specific Comments or Suggestions on Total ERIC Microfiche System

K.  Types of Research Conducted by Questionnaire Respondents

Chapter 4

ANECDOTAL INFORMATION RESULTING FROM QUESTIONNAIRES

This chapter contains fully reported anecdotal information derived from responses to 12 open-ended questions in the 5 questionnaires utilized by the ERIC study. The open-ended questions, which are stated at the beginning of each section, invited comments and suggestions from questionnaire respondents. The actual individual responses have been drawn from the questionnaire and organized into list fashion so that any unique response not listed in the summaries may be considered. These lists follow the statement of the question and the summary.

The following list provides the reference for A through G of the anecdotal responses on the following pages (pages 3-15). Other anecdotal information included in sections H through K (pages 16-32) refer to open-ended questions at the beginning of each section.

a. Research in Education (RIE)
b. Accumulated Indexes for RIE
c. Current Index to Journals in Education (CIJE)
d. Clearinghouse:  Newsletters
e.                 Interpretative Summaries
f.                 Research Reviews
g.                 Bibliographies
h. Pacesetters in Innovation
i. Catalog of Selected Documents on the Disadvantaged
j. Selected Documents in Higher Education
k. Hard Copy Documents
l. ERIC microfiche
m. Thesaurus of ERIC Des____ ____ __
n. Manpower Research Inv___ ___
o. OE Research Reports
   ERIC Magnetic Tape Data Bases:
p. RIE
q. CIJE

A.  General

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1.  Most comments were generally favorable to the ERIC system.

2.  Well-organized and useful for research.

3.  Contains material nearly impossible to locate in other sources.

4.  Some difficulty in unfamiliarity with the system.


Quotations:

1.  Put (h) and (1) in one system.

2.  Excellent.

3.  I have been very pleased with services I have used.

4.  Received special assistance on a bibliography for Construction Industry--the service was excellent.

5.  I think that in the field of research in education it was most helpful and informative.

6.  ERIC is a most useful addition to any library.

7.  I do not feel that a subject has been researched unless it has been investigated under the pertinent descripters in ERIC.

8. All marked (a., h., l., m) are very valuable.

9. ERIC is an excellent source for professional improvement in the field of education.

10. Very helpful in finding materials for Special Ed. class. Without ERIC System I have no idea of how I would find materials.

11. From the little I've used, I find them the most helpful. I go to ERIC before anything else.

12. Once you know the organization of the material, the services are easy to use.

13. All excellent.

14. I am very satisfied with the above products and services. Lack of time prevents my use of all the available services.

15. Everything used has been very useful.

16. Time saving in research.

17. This is my first time to use ERIC.

18. I am not really familiar with most of them but I would assume they would be of some use.

19. I just learned about the ERIC system. Therefore, I haven't really had time to utilize any ERIC products.

20. ERIC/CRIER in our area most adequate.

21. Have been acquainted with ERIC only in past three months, therefore I am only familiar with facilities at the clearinghouse in Washington and Stanford. Have made effective use of RIE and microfiche.

22. The Research In Education and microfiche material from retrieval dissemination center has been very helpful.

23. Seems adequate for drop-in center.

24. All ERIC products and services are difficult for the occasional user.

25. Very useful in obtaining helpful and/or related topics.

26. Very useful.

27. I find them very useful and informative and seem to limit my time in researching.

8. ERIC material has been very useful.

9. Very useful. Easy accessibility. Centrally located. Easily researched.

0. Highly useful to me. I like it the way it is.

1. The way ERIC is set up, I have no trouble in finding material of my interest.

2. Not used sufficiently to properly evaluate; but found that which was used to be excellent.

3. ERIC Documents provide a quick method of research on many topics. It would be virtually impossible to do the same amount of research in the same time span. It's very important in the research area for Master's and Doc or's candidates.

34. In my opinion, all the products and services listed above are of excellent quality and are essential to those students wishing to do research in the most efficient manner. I use the library more frequently now that I have become acquainted with the ERIC system.

35. This area has proven of value in research work and in the preparation of proposals to school depts.

36. I have just recently been introduced to ERIC system and am quite excited about all the marvelous material available to me. A tremendous amount of research is available for the looking! I am interested in Special Education and ERIC has much information on all areas and aspects of Special Ed. I plan to use ERIC for browsing as well as research.

37. I feel it is very easy to use and is kept up to date. It is very effective in research.

38. Factual current information, but often hard to read through.

39. Would like increased availability of all circled items: d,e,f,g,k,o,p,q.

40. i. and j. (rated 5) are of no use because their indexes (that is, the subject-author-institution access to the collections are terrible. Index to the higher ed. collection is worse than useless. Use of disadvantaged collection may increase now that indexing is available in CCM's recent RIE 1966-1969 cumulative vols.

41. That some of it is of no value and therefore the students wasted too much time going through the available material. Should be more selective. The term disadvantaged, by the way, is racist. How many Chicanos are on the ERIC Clearinghouse Staff at the University of Illinois?

42. I have never used ERIC products or services but in helping others to find a subject in the ERIC indexes and then on the microfiche, I find they appear to be pleased with the subject content. In filing, I have named some interesting topics which I hope to investigate someday.

43. Compatibility of program units--utility. .

44. a) that monthly abstracts be more consistent from document to document
    b) that accumulated indexes be numerically arranged under each topic before 1968
    c) that hard copy duplication be of better quality
    d) that information on reading of each microfiche document be more consistent as to information included (some each publisher or publication date)

45. So much literature in the field of Higher Education in the last three years, it would be helpful to have a separate cumulative index to it.

46. The above items were very useful when they were available to me on campus during the summer school sessions but they are not available to me when I am not enrolled in any college courses.

47. Very useful in development of undergraduate courses in Voc. Tech. Education.

48. Research is current, clearly stated and meaningful.

49. Our regional research office here in Dallas maintains all of the above items for use by our staff and the public except magnetic tape files and hard copy service other than a microprinter.

50. I wasn't certain about some of the above listings. I may have seen them without being aware of the names. ERIC materials are by far the best organized and most useful for research.

B.  Underline User Problems of Awareness

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1.  System is too complex to use efficiently without some kind of orientation.

2.  Clearinghouse information needs to be made more available to the user.

3.  There is a need to reach more potential users of ERIC products and services through wider dissemination of the knowledge of its availability.

Quotations:

1.  I have not worked with them enough to come to a conclusion.

2.  (a) Used frequently; (m) requires a thorough orientation; (p) need better access to the tape search.

3.  I'm not sure I fully understand the breadth and depth of all ERIC publication.  I strongly recommend that every University or College of Education organize a short workshop designed to educate faculty members about ERIC.

4.  (d) I so infrequently get to see Newsletters that they are of little use.  (g) Bibliographies are very valuable to the researcher; (a) RIE is a must for the educational researcher.

5.  How do I find out about h, p, and q?

6.  Excellent Ed. Abstract File.

7.  Unable to find specific references to topic of Substitute Teachers-- not in Thesaurus.  System rather complex for occasional users.

8.  Rather complex for occasional users.

9.  Suggest publication of information newsletter for distribution to in-house users to appraise them of different "facets" of ERIC publication.

10.  I was recently introduced to the ERIC system and cannot give a valid written opinion of this service.  I haven't used it often enough, or been exposed to it for any period of time.  From my limited exposure, however, it appears to be something I will use in the future.

11.  In Freshman English courses the use of ERIC products should have been more thoroughly reached.

12.  This is my first attempt to use these materials.

13.  First time using collection -- would like to come to further conclusions after using collection more.

14. Haven't used them to that extent that I could voice comment.

15 I feel I'm pretty dumb about most of the information available. The material available t  I know of is very useful.

16 I have to use these books more before I can answer this.

17 I cannot rate these products because I am only just beginning to learn about them and have not had occasion to use them.

18. I have not had a great deal of experience in using ERIC materials but those circled I have found very useful and helpful: (a), (b), (c), (l), (m), (n).

19. Have just been introduced to ERIC this quarter -- will find it useful in the future.

20. Should be much more widely publicized to college students as they could be very helpful for them in papers and supplementary study.

21. They are not well-known among teachers.

22. Have not used enough to to so.

23. I am just returning to school--have just recently learned of the ERIC publications; they seem very valuable, but I have not had the opportunity to make use of them.

24. Clearinghouse information be made more available.

25. (d), (e), (f), (g)--wider dissemination.

26. Needs greater publicity in colleges and universities.

27. I have only been briefly introduced to the above products and services. I have never actually used them. However, from my brief introduction, it seems that they are quite complicated compared to something like Education Index and would require quite a bit of use before one could be confident that he was looking in the right places for the information he wanted.

28. I have only recently been introduced to some of the material. I haven't had the opportunity to really make use of it at this time.

29. I am just being introduced to some of the ERIC materials and therefore am not fully qualified to evaluate all of the program.

30. Publicize items h & n to a greater degree

31. Wasn't informed of existence of anything other than RIE until this questionnaire.

32. (d), (e), (f) -- Maybe I should know when they are due --but it seems to me that they just appear occasionally!

33. (1) A single, yet simple explanatory folder showing ALL the ERIC materials would be extremely beneficial. (2) How do we know what we are missing if we don't know what is produced? (3) One folder taking out the mystery and hocuspocus of symbols, etc., is mandatory. (4) What do all numbers mean? etc.

35. I am not familiar with many.

36. The public is not aware of the availability of this service.  Needs
wider distribution and dissemination.

37. Need a broader "How-to-Use-ERIC-Products" program.

38. Should be advertised more to potential users.  My professor did
not know about ERIC.

39. Personnel in library seemingly did not understand how to use.
(Investigated and corrected by Librarian).

40. There has not been sufficient information on the use of these items.
The availability of these items should be stressed in classes.

C. <u>Users of Information Analysis Products</u>

" What specific comments or suggestions do you have concerning the products & services listed above ? "

Quotations:

1. There are so many publications that I cannot keep track of which I have read and which I haven't.

2. (d) & (f) -- good way for me to keep up with what's happening.

3. The idea of making informative up-to-date material in simple digested form will improve attractability for users.

4. A master bibliography of bibliographies for all research.

5. More thorough reviews of the available literature to bring into focus in one place what is known for sure or what is being done about specialized facets of Education under each Clearinghouse Charter. More rapid response time, Prediction of service costs to Users of ERIC References and Hard Copy and Microfiche. Improvement of turn around cycle from request to receipt.

No Summary.

D. <u>Users of Hard Copy</u>

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Hard copy delivery is often too slow.

2. Expense of hard copy is a factor.

Quotations:

1. Format is impractical for libraries--cut-out in cover is subject to tearing, wide pages do not fit well on standard shelves.

2. (1) Too costly to reproduce (hard cover); (2) Inaccessible; only one location for ERIC center; (3) Preference; would like to buy microfiche but machine is too expensive to purchase; (4) Greater variety of opposing viewpoints should be on microfiche; (5) Time saver in locating articles (especially most recent research); problem occurs on <u>past</u> research--not available.

3. Hard copy documents should be available in an easier manner. Returns to customers should be prompt.

4. Very useful but (a) small number of readers; (b) problems and expense of getting hard copies make it less useful than it might be.

5. Takes too long to be delivered after ordered.

6. Sometimes it seems as though delivery of film is slow.

7. I wish orders could be received soon. We have a 4-5 week delay.

8. The red tape and lack of cooperation from mail order source makes obtaining of hard copies unobtainable.

9. Print is too small on h.c. They cannot easily be recopied for distribution.

10. H.C. is too expensive for our budget. If catalog information included name of publication from which article was obtained, one could go to local library to Xerox from the journal in which published.

11. The products and services for the most part listed above are of tremendous use to me as an administrator and researcher. Cost to me in several cases for hard copy material has been prohibitive.

E. Underline: Users of Microfiche

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Cost of readers prohibitive, need low-cost portables so that user is not tied to information center.

2. Reader not well designed for extended use.
   a. out of focus
   b. not comfortable

3. Microfiche printer should be more economical and efficient.

Quotations:

1. The microfiche reader discourages reading because of eyestrain.

2. I have run into microfiche printed vertically rather than horizontally. This should be corrected.

3. Subscription to ERIC RIE microfiche and accompanying materials (bibliographies, research reviews) on a yearly basis rather than per microfiche basis.

4. Need machines that keep focus and are easier to focus.

5. It would be fine if a portable microfiche reader in the range of $40.00 to $50.00 were available.

6. Disadvantage is that a user must stay in a library to carry out his research. Obviously, microfiche can't be taken home to be previewed-- that is, unless you could design a cheap take-home previewer that could be checked out from the libraries!

7. It would be more convenient to users to have a more economical way to get print-outs of the microfiche material. Not only are the readers-printers very expensive but the cost of reproducing (paper and solution) is very expensive.

   It is not practical for a person to do all his research on a reader-printer-it is often necessary to make repeated references to material collected and therefore print-outs must be used.

8. Very useful, complete description of project.

9. Copying machine broken, and would have been exceedingly valuable; difficult to find portions on a particular microfiche leaf.

10. There is great need for more microfiche readers.

11. Microfiche--of outstanding value.

12. Microfiche have provided much valuable research material which would not be available from any other source.

13. Microfiche readers could stand redesigning as the screen is not all that comfortable to use.

14. It's hard to read microfiche if one wears bifocals.

15. That microfiche be clearer--some of them are extremely difficult to read, especially that put out by C.C.M.

16. Microfiche: machines are not good enough to make MC copies pleasant reading.

17. Cheaper means of photoduplication of materials on microfiche.

18. Microfiche useful for storage but difficult (often) to read and reproduce.

19. Why do you not send all the microfiche items listed in your indexes? Out of a list of 9 I wanted to view, only one had been sent. Thus, I feel hesitant to spend all the time "looking up," and will shy away from microfiche use.

20. The microfiche is very lovely since it can be obtained fairly easy and fast.

21. ERIC microfiche should be available at many more libraries throughout the state--too expensive for an individual to buy when doing extensive research and as yet I know of only 2 such library sources in Southern California.

22. It would be valuable to have CIJE in microfiche. If not possible to put all, maybe a selected number such as foreign journals and others. A semi-annual cumulative index would be most valuable and also quicker publication of the annual cumulative index.

23. Make the newer or most current microfiche available to library sooner. There is sometimes a three-month wait between the time you see an article you want to read on microfiche and the time the library has it available for you.

F.  Users of ERIC Thesaurus

"What specific comments or suggestions do you have concerning the products and services listed above?

Summary:

-  No summary

Quotations:

1.  The index is in the language of educators and the topics are easily located.

2.  Descriptors are often too general or vague.  I have to dig through too much unrelated material to find anything.  Needs to be more selective.

3.  Need better instruction on the use of the thesaurus.

4.  Descriptors too general and not used uniformly by all clearinghouses.

5.  Thesaurus of ERIC Descriptors (m) -- once learned could use but for new researcher must be quite difficult.

6.  Most useful because geared to specific interests.

7.  ERIC can be very useful for "searching the literature" and finding research material but must do a lot of looking under many descriptors.

8.  I would suggest a less expansive use of descriptors--fewer descriptors so that most research will be facilitated.

G. Users of RIE and/or CIJE

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Excellent for current educational materials

2. Difficult for new or occasional users to fully understand the system.

Quotations:

1. Major value is finding current items.  Major criticism is finding so many "old" items.  Minor criticism is finding so many books, etc., with summaries, but not available on microfiche, seems to be free public relations advertising for publisher or author.

2. Excellent method for identifying current educational materials.

3. I find RIE to be a vital part of my research and information-gathering tasks.

4. Annual Index is good.

5. Suggestion:  More specifics relative to basic education.

6. On an occasional basis these have been somewhat useful; abstracts are important.

7. I find your materials to be excellently indexed and easy to use -- I'm speaking, however, from the standpoint of one who has used the source quite frequently -- It could be very difficult for a beginner to clearly understand your cataloging system.

8. Procedures are adequate, data collection system is extremely biased. No better than the human beings assigned to screen available materials. Many good researchers use more established channels for communicating results.  In a list of available research documents made available to one clearinghouse, the two which were selected were the poorest of the group.

9. RIE and CIJE are your best.

10. Complicated to use various sections, nos., etc., until quite familiar with it.

11. Put everything possible into RIE (Plus CIJE) - one index best.

12. Drop the Disadvantaged and Manpower collections or combine with RIE as a non-collective.  Reduce the garbage in RIE.  CIJE is great!!!

93

13. In ordering a number of items which were not not available from ERIC, I discovered many to be out of print or not available from the source listed in RIE.

14. It would be helpful if indexing format was similar in ERIC Publications.

15. The Research Indexes are currently six months behind. I could use them much more if they were up to date.

16. The relationship of CIJE to ERIC is tenuous and therefore misleading. It seems to be a "gimmick" to stimulate sales by linking it with ERIC. The Education Index covers the same information.

17. Would be helpful if CIJE materials were available on microfiche like the ERIC microfiche using simple number system.

18. CIJE is still very confusing to the inexperienced user (especially when bound); the EP number and the two listings tend to baffle the uninitiated.

19. CIJE most helpful. A classification of research using identified instruments would be useful.

20. I only checked education because this is my first time handling this index and materials. It is a little more objective than other indexes and uses time in unnecessary pulling of articles.

21. For a current research project I found RIE extremely useful. I was able to get information on microfiche from RIE that I could find in no current periodical.

H.  Inadequacies of RIE
    "Please describe any inadequacies of RIE identified during your use
    in the past year.

    (1)  Coverage of subjects
    (2)  Citation information
    (3)  Quality of abstracts
    (4)  Physical arrangement or location of bibliographic items or
         sections.
    (5)  Quality of indexing

Summary:

1.  Coverage of Subjects
    a.  Descriptors too general
    b.  Not selective in the quality of research included
    c.  Many topics not included

2.  Citation Information
    a.  Not always consistent
    b.  Not always accurate
    c.  Adequate

3.  Quality of Abstracts
    a.  Too general
    b.  May be misleading
    c.  Evaluation included in abstract would be useful.

4.  Physical arrangement
    a.  Comments ranged from excellent to complicated.

5.  Quality of Indexing
    a.  More cross-referenc: ng needed.
    b.  Comments ranged from excellent and could not be better to poor.

Quotations:

(1) <u>Coverage of subjects</u>

1. Could be more specific in their specifics. Oftentimes generalizations used where specific items are needed.

2. Complete absence of information on the important area of concern (Career Ladders) because of failure to identify by the concept in the literature.

3. A large amount of poor or inadequate "research" in RIE (e.g., so called "evaluation" reports.

4. Everything is adequate.

5. Poor (due to incomplete filing at time).

6. Some pertinent subjects not included, or if included are under too general a descriptor.

7. Some things not available because of copyright restrictions although listed under ERIC number in catalog.

8. Does not cover enough professional or semi-professional journals.

9. Not selective.

10. Insufficient content on some subjects such as distributive education.

11. I just started using these about a year ago and have found them adequate.

12. It is annoying not to find items listed.

13. Some of the issues have arrived at our library after a rough ride through the U.S. Mail.

14. Needs to be constantly updated (i.e., Open Classroom Accountability, etc.).

15. Usually good but currently seeking "corporal punishment" research without success.

16. Not enough alternative schools. It is necessary to dig this kind information out of other sources.

17. I have used ERIC only in the areas of Child Development and Reading. The coverage for my level of work has been adequate.

18. Question: Is the Index selected or complete?

19. Many were for proposals rather than actual.

20. I have been very pleased--only wish we could connect up with other universities' ERIC systems by telecommunication and teleprint to expand our capabilities in all fields.

21. None.

22. Very sparse relative to Music Education.

23. Faster reproduction.

24. Some of the reports included appeared to contain very little hand information.

25. More needed in Physical Education

26. Coverage should be increased.

27. Subject too broad and even with Thesaurus it is difficult to know where your topic will be listed by subject.

28. Adequate.

29. Good coverage of library information, would like more.

30. Excellent.

31. Adequate.

32. Not used to significant extent.

33. Did not cover "Teaching in the Content Areas" adequately.

34. Adequate.

35. In higher education not all documents are available.

36. Not broad enough in scope.

37. Not broad in scope.

38. Seems to be little on humanistic psychology or education. J. of Humanistic page not available.

39. Fine.

40. Good coverage but limited in quality of what's reported.

41. In my area of Industrial Education I have found very little that was of help to me.

42. Excellent.

(2) Citation Information

43. Some don't hit the point.

44. None.

45. Not available information makes inconvenient for use a times.

46. Varies with reviewer--not always accurate.

47. Lacks consistency from document to document (some lack publisher or pub-
    lication date).

48. None.

49. Dissertation not given "Jan Hardya Study." (--?)

50. Thorough.

51. Excellent.

52. Authors not given and this is important.

53. Partially adequate--more should be given for layman who does not
    work with it every day.

54. Not used to significant extent.

55. Publication date often vague.

56. Should be more descriptors.

57. Hard copies should be better designated.

58. Usually adequate.

59. O.K.

60. Long, long sentences.

61. Adequate.

(3) <u>Quality of Abstracts</u>

62. Good to excellent.

63. Sometimes (indicate--promise) more than they have a potential for delivering.

64. Usually very good, some need to be brought "down to the layman's level."

65. Too general--not enough germ material.

66. None.

67. Occasionally misleading.

68. Not selective.

69. Many projects have been poorly written at the start and of course do not produce good research reports. The abstract give some indication.

70. Should include findings.

71. I am satisfied,    but this varies with the reviewer.

72. Don't always contain enough information to tell me whether a document will be pertinent or valuable.

73. Lacks consistency from document to  document (some to specific in one area and doesn't give overall view.)

74. More detail sometimes needed.

75. Very little--Mediocre in Music Education.

76. Hard to judge:  who qualifies it?

77. Dissertation not given "Jan Hardyda Study."

78. Good.

79. Excellent.

80. Adequate.

81. Not used to significant extent.

82. Sometimes quite misleading--e.g., is article opinion/theory or report of experiment.

83. Very adequate to very good.

84. Usually very good.

85. Better measurable information--evaluations, etc.

86. Sometimes too general.

87. Could be better.

88. Adequate.

89. Some could be misleading.


(4) Physical arrangement or location of bibliographic items or sections

90. Excellent.

91. None.

92. It is difficult to locate information when one must first look up numbers and then locate the abstracts in different volumnes.

93. Accumulated indexes should be arranged numerically for easier pulling of filed microfiche.

94. Can be complicated.

95. Speech pathology: recategorize specific areas together.

96. Too difficult to find what you are looking for in a short time; description for numbers is too far removed from the number.

97. Awkward.

98. Highly satisfactory.

99. Adequate.

100. I feel that greater librarian assistance should be given to the student as to the arrangement of the microfiche entries in the drawers--non-catalogue. And demonstration of how to use machines should be given by library. The student should not be left as he is now totally on his own.

101. Adequate.

102. Information regarding how to use and background on ERIC should be centralized.

103. Should always be consistent in location but this is usually done.

104. Not uniform among publications.

105. O.K.

106. Good.

**(5) Quality of Indexing**

107. Excellent

108. Interrelationships between ERIC materials is weak. Learning what each contains and how to use it is a course in itself.

109. Quality o.k. But depth and variations required to accommodate variations in users is not.

110. Usually good but need more relevant descriptors.

111. None.

112. Sometimes misindexed.

113. Need more cross references, i.e., storage and retrieval sub-ject area. Cite information about ERIC from magazines for researchers. How ERIC bridges the gap.

114. I think there should be more cross-indexing.

115. Use of guide numbers at top of page would make for easier search.

116. Something is wrong with Thesaurus. I must approach every subject obliquely.

117. As long as the subject index is available it is fine, but current terminology should be incorporated to make it more beneficial.

118. This needs much work.

119. I often feel that I'm missing documents because they aren't indexed as I would expect them to be.

120. Very uneven, often confusing. Thesaurus lends itself to vagueness.

121. Indexing could be more crucial in their selection of documents to be used under a certain topic.

122. Excellent.

123. Arrangement is good. Bindings of annuals and monthly indexes is very poor.

124. Difficult to find correct subjects used.

125. Loopholes--subject similar.

126. Could not be better.

127. Adequate.

128. Good.

129. Descriptors inadequate--can't seem to get i. exact topic.

I. Inadequacies of CIJE

"Please describe any inadequacies of CIJE identified during your use in the   past year.

(1) Coverage of subjects
(2) Citation information
(3) Quality of annotations
(4) Physical arrangement or location of bibliographic itmes or section
(5) Quality of indexing

Quotations:

(1)  Coverage of Subjects

1.  limited by quality of work

2.  Journal of Humanistic Psych needed

3.  adequate

4.  awkward but adequate for Ed. majors

5.  so changeable it is hard to rate

6.  sparse in Music Education

7.  needs better coverage of journals

8.  annotations are most helpful

9.  quite good

10.  a few odd discrepancies occur


 (2)  Citation Information

11.  not all the journals are provided with addresses

12.  not followed through; cannot evaluate


 (3)  Quality of Annotations

13.  very adequate to very good

14.  usually too vague and general

15.  each article should have a one line annotation (less than 50 words)

16.  non-existant in too many cases

17.  often far too vague to be helpful in determining whether the article is appropriate to your purposes

18. adequate and helpful

19. not consistently given; hence, not useful.

(4) Physical Arrangement or Location of Bibliographic items
    or sections

20. Adequate

21. not effective

22. can be complicated

23. fine

24. patrons find arrangement of CIJE very confusing -- format has changed
    too frequently -- too many codes and numbers.

(5) Quality of Indexing

25. complex

26. good

27. better than its source RIE

28. needs more consistency in its subject entries

29. needs much work

30. confusing and time consuming

31. does not provide for user variations

32. quite good

33. use of guide numbers at the top of each page (similar to Psch.
    Abstracts) would be helpful

No Summary

J.  Microfiche System

"What specific comments or suggestions do you have concerning the
ERIC microfiche system?

Summary:

1.  Microfiche readers difficult to use.

2.  More materials should be made available in microfiche.

3.  Readers should be accessible in more diversified locations.

4.  Better ways to produce hard copy should be developed.

5..  Efficient system, good storage, useful tool, excellent source.

Quotations:

1. Excellent, but it seems rather unused at this university; not enough people know about it.

2. Wish all documents were available in microfiche copies!

3. Could be broadened.

4. Good-except not all microfiche items listed are sent. See my comments p. 1.

5. Quality of material low but system essential nevertheless.

6. Microfiche readers are not in general use, making the use of the fiche difficult.

7. The reduction size not uniform also type on some documents is either over sized or overcrowded making reading and printing difficult.

8. Filing system needed.

9. Great wonderful storage and up-to-date.

10. I have found some difficult to read because of the machine I used at Wichita St., possibly better machines.

11. Makes it easier to read.

12. It is very efficient and encourages one to do research with more curiosity, interest, and enthusiasm.

13. Its tiring on the eyes.

14. Be more selective of what is printed on microfiche.

15. Easier distribution--wider distribution of convenient order forms.

16. Index for each page on film would be helpful to assist reader when reading film. Some machines are so designed to pick up index and position pages faster for viewer.

17. Would appreciate more documents being available in this format.

18. Very good. A very useful research and reference tool.

19. Hard on eyes. Difficult to read. Some bibliographies are omitted.

20. Organize the fiche by interests within an educational domain. Make these collections available at reduced costs with a package that includes pro-visions for lease or purchase of a suitable portable reader at a reasonable cost.

21. If a document is not available it should have the abstract etc. on the fiche instead of the 3x5 cardboard declaring the document is not available.

22. Don't put all VT documents under a single ED number.

23. More machines and more time open to public in library.

24. Film "tabbed" so one can insert it properly.

25. On the whole, satisfactory. Some machines are easier to manipulate than others.

26. Useful for storage purposes but, depending upon the reader, often hard to read.

27. This is an efficient system.

28. Easily researched, located, used.

29. More selective.

30. LEASCO should not cut right sides of envelopes.

31. The microfiche should be clearer.

32. The system is excellent, but using it is extremely hard on the eyes.

33. More readers must be made available—put in public libraries if nothing else. A person is helpless without this reader.

34. It is too complicated.

35. Once you learn how to use it, it is simple and very useful.

36. Once you learn to read the code and use the reader, it is very useful.

37. If you know the code, it is useful.

38. Have a specialist teach the correct usage.

39. A book telling how to read the code would be most helpful.

40. Read the code.

41. Once you learn to read the code it's easy to use.

42. It is an excellent system to use in research.

43. It is an excellent and easy system to use.

44. Once you understand the code it is very useful.

45. Quick acession; uncomplicated; could improve readability.

46. I think it is most useful!

47. Readers should get less expensive and easier to handle.

48. It should be made available for public use on a larger scale.

49. Can't use the reader for any longer than about 20 minutes at a time-- gives me terrible headaches.

50. Microfiche readers are cumbersome and require very high quality room illumination controls for comfortable usage. I find the reading very fatiguing for my eyes.

51. A compact system for storing large amounts of useful information.

52. Wearisome to read microfiche over extended time period.

53. Some fiche poor quality of printing.

54. Information quite good--readers leave somewhat to be desired.

55. Numbering system could be more meaningful.

56. I have only been able to use the microfiche reader when enrolled in college courses.

57. Make easier to read.

58. Have the system explained to all graduate students at the beginning of their programs.

59. I wish we had readers-printers available in the schools.

60. It is filled with a lot of garbage--though it is at least accessible.

61. Possibly have more viewers available.

62. The availability of reading machines that do not physically tire you are very few in number. Its difficult to read several microfiche during an evening.

63. With time and use the annual document compendium and monthlies become torn and dogeared. suggest a better binding.

64. Not current enough.

65. They are difficult to read and have to be used for short reading periods.

66. More readers should be provided for "after-hours" use and better "copy-making" equipment @ a lower cost per unit is needed.

67. Focus is usually bad. Must adjust as you read down page.

68. The old NCR system was good. LEASCO is not as good.

69. Should provide more readers for use by patron on check out arrange- ment.

70. The tables are too high and no arrangements for taking notes are

available except on your lap.  They are hard on the neck.

71. Readers:  difficult for eyes when reading, no space for notetaking.

72. Should have more readers and better means of printing a hard copy.

73. Difficult to locate portion you want in a series.

74. Prefer hard cover copies coming out--can't photocopy anything.

75. Aside from being rather expensive, it is excellent.

76. Some are difficult to read.

77. Easier to use catalogue.

78. Copy wasn't available when needed.  No one seemed to know where
    I could secure copy when I made inquiry.

79. Would be easier to read if it would approximate the size of a printed
    page.

80. Excellent except that entire microfiche page cannot be in focus at once.

81. Readers should be kept in constant repair.

82. Bigger print.  Some are too hard to read.

83. Its just simply hard to read a whole document of fiche--hard on eyes.

84. Quick, easy to find selections; but brief write-ups of article are not
    specific enough.  I often find article put in on the screen and dis-
    cover that it is not at all close to what I want.

85. I think it is a very easy way of finding information quickly without
    looking through pages of a magazine or pamphlet.

86. Availability of a reader on campuses even in D.C. area would be
    beneficial.

87. Good--but all listings are not available.

88. Some microfiche are difficult to read because of blurring--are carbons
    photocopied at times?

89. There never seem to be the articles I need.

90. Very difficult to get hard copies from microfiche.

91. Very good.

92. Make reader-printers more economical and the systems of reproducing
    print-outs more economical.

93. This is a valuable supplementary collection of material in the library
    where it is housed.

94. Can't take the material home to preview—thus must spend more time at the library.

95. Quality of one of 2 available readers makes its usefulness marginal.

96. Portable readers should be available.

97. It is good—need a cheaper way of printing copy from M-F.

98. I found them to be clear on some occasion and not so clear on other.

99. More copying machines.

100. Is there a way to keep titles running to 2 or more cards together?

101. Delete articles not available on microfiche.

102. Disseminate all microfiche copy to ERIC/CRIER satellite centers—not just the bibliographies.

103. Microfiche do not always fit the readers available.

104. Better readers—and in-service program on its use by all staff of BAVTE.

105. None.

106. It brings together a wealth of information that is easy to use and locate.

107. It brings together a wealth of information that is easy to use and locate.

108. None.

109. Some of the microfiche are most difficult to read—copy is very poor.

110. Just that the machines sometimes require hand pressure constantly to be able to view clearly.

111. To be made more readily available and possibility of purchasing a reader at inexpensive cost.

112. Wish we had a reader in our office or I had a portable one—also wish that we had an easy way to order microfiche copies.

113. Microfiche copier at state department of education and free copies by request.

114. More readers of the highest quality would certainly improve services to readers. Some—indeed most—of the readers are poorly designed for extensive reading.

115. Uncomfortable to read by the microfiche reader.

116. Its useable but for extended work I prefer microfilm.

117. A microfiche loan system would be helpful.

118. Design better reader equipment.

119. Some of the hardware can be improved. I wear bifocal glasses. I know the machine can be more accommodating to my eyes.

120. Good gimmick--makes one feel modern to use it. Storage is superior.

121. It is difficult to read a negative copy--white on black.

122. Excellent source of current program data.

123. Difficult for classroom teachers to get to and use.

124. More readers to accommodate more teachers on work premises.

125. More microfiche readers should be made available. At times, it's difficult to have access to it.

126. They could be written more concisely.

127. Saves me considerable time, especially since printouts are also here for 15¢ a sheet.

K.   Research Conducted by Questionnaire Respondants

"Identify the kind of study in basic or applied research which you
have conducted during the past five years."

Summary:

No summary

Quotations

1.  Computer assisted instruction in spelling; tryout of teacher directed
    spelling using consumable materials.

2.  Alternate strategies to remediation of reading problems, parent-assisted
    learning, development and evaluation of cross-cultural social studies
    materials, instructional management of education.

3.  Program evaluation, evaluation design, and forecasting needs.

4.  Media, teacher inservice: drugs, special education, Dr. Education, ABE.

5.  Remedial Van application for reading diagnostic services.

6.  Success of registered students, a longitudinal study.

7.  In process of formulating study now.

8.  Feasibility study of educational cooperatives.

9.  Sociological research in education.

10. Evaluation of LSCA Title I for USOE; Several studies for NSF on
    Information Systems.

11. Survey research (1) in social studies education; (2) educational
    innovation.

12. Masters Thesis on discrimination training in learning Spanish.

13. A descriptive,  qualitative, phenomenological, humanistic, psychological
    study.

14. Language experience reading instruction research.

15. Reading tutor training-model research and development.

16. By reviewing research proposals in vocational and technical education.

17. To develop programs for "disadvantaged" junior college students - OEO grant.

18. Research in innovative educational programs, testing, reading programs, urban school programs.

19. Evaluation of reading project, teacher monitoring systems.

20. Participated in evaluating empirically the high-school equivalency program at Washington State University, to detect latent racism of student body.

VOLUME III — Chapter 5

BACKGROUND

ERIC Clearinghouses - Brief Scope Notes
Location of ERIC Microfiche Collections
Glossary of ERIC Terms
Bibliography

Chapter 5


ERIC CLEARINGHOUSES:  BRIEF SCOPE NOTES *


ERIC Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210
Telephone:   (315) 476-5541 X 3493

Adult education in public schools, colleges, and universities;
activities carried on by national or community voluntary and
service agencies; all areas of inservice training; fundamental and
literary education for adults; correspondence study; continuing
education in the professions.


ERIC Clearinghouse on Counseling and Personnel Services
Information Center
611 Church Street, Room 3056
Ann Arbor, Michigan 48104
Telephone:   (313) 764-9492

Preparation, practice, and supervision of counselors at all
educational levels and in all settings; theoretical development
of counseling and guidance; use and results of personnel
procedures such as testing, interviewing, disseminating, and
analyzing such information; group work and case work; nature of
pupil, student, and adult characteristics; personnel workers
and their relation to career planning, family consultations,
and student orientation activities.


ERIC Clearinghouse on Early Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone:   (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological,
social, educational, and cultural development of children from
birth through the primary grades; educational theory, research,
and practice related to the development of young children.


ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone:   (503) 686-5043

Leadership, management, and structure of public and private
educational organizations; practice and theory of administration;
preservice and inservice preparation of administrators, tasks, and
processes of administration; methods and varieties or organization,
organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing,
constructing, renovating, equipping, maintaining, operating,
insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Educational Media and Technology
Institute for Communication Research
Cypress Hall, Stanford University
Stanford, California 94305
Telephone:   (415) 321-2300 X 3345

Individualized instruction, systems approaches, film, television,
radio, programmed instruction, computers in education, and mis-
cellaneous audiovisual means of teaching.   Technology in instruc-
tion and technology in society when clearly relevant to education.

ERIC Clearinghouse on Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202
Telephone:   (703) 521-8820

Aurally handicapped, visually handicapped, mentally handicapped,
physically handicapped, emotionally disturbed, speech handicapped,
learning disabilities, and the gifted; behavioral, psychomotor,
and communication disorders, administration of special education
services; preparation and continuing education of professional
and paraprofessional personnel; preschool learning and development
of the exceptional; general studies on creativity.

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone:   (202) 296-2597

Various subjects relating to college and university students,
college and university conditions and problems, college and
university programs.  Curricular and instructional problems and
programs, faculty, institutional research, Federal programs,
professional education (medical, law, etc.), graduate education,
university extension programs, teaching-learning, planning,
governance, finance, evaluation, interinstitutional arrangements,
and management of higher educational institutions.

ERIC Clearinghouse for Junior Colleges
Room 96, Powell Library
University of California
405 Hilgard Avenue
Los Angeles, California  90024
Telephone:   (213) 825-3931

Development, administration, and evaluation of public and private

community junior colleges. Junior college students, staff, curriculums, programs, libraries, and community services.

ERIC Clearinghouse on <u>Languages and Linguistics</u>
Modern Language Association of America
62 Fifth Avenue
New York, New York  10011
Telephone:  (202) 691-3200

Languages and linguistics.  Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism,  and commonly and uncommonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on <u>Library and Information Sciences</u>
American Society for Information Science
1140 Connecticut Avenue, N.W.
Suite 804
Washington, D.C.  20036
Telephone:  (202) 659-3778

Various detailed aspects of information retrieval, library and information processing, library and information sciences, library services, library and information systems, information utilization, publishing industry, terminology, library facilities and information centers, library materials and equipment, librarian and information science personnel, library organizations, and library education.

ERIC Clearinghouse on <u>Reading</u>
200 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401
Telephone:  (812) 337-9101

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching.  Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels.  Role of libraries and other agencies in fostering and guiding reading.  Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on <u>Rural Education and Small Schools</u>
Box 3 AP
New Mexico State University
Las Cruces, New Mexico  88001
Telephone:  (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish

Americans, and migratory farm workers and their children;
outdoor education; economic, cultural, social, or other factors
related to educational programs in rural areas and small schools;
disadvantaged or fural and small school populations.


ERIC Clearinghouse on Science and Mathematics Education
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221
Telephone:  (614) 422-6717

All levels of science, mathematics, and environmental education;
development of curriculum and instructional materials; media
applications; impact of interest, intelligence, values, and
concept development upon learning; preservice and inservice
teacher education and supervision.


ERIC Clearinghouse for Social Science Education
University of Colorado
970 Aurora Avenue
Boulder, Colorado 80302
Telephone:  (303) 443-2211 X8434

All levels of social studies and social science; all activities
relating to teachers; content of disciplines; applications of
learning theory, curriculum theory, child development theory,
and instructional theory; research and development programs;
special needs of student groups; education as a social science;
social studies/social science and the community.


ERIC Clearinghouse on Teacher Education
One Dupont Circle
Suite 616
Washington, D.C.  20036
Telephone:  (202) 293-7280

School personnel at all levels; all issues from selection through
preservice and inservice preparation and training to retirement;
curricula; educational theory and philosophy; general education
not specifically covered by Educational Management Clearinghouse;
Title XI NDEA Institutes not covered by subject  specialty in
other ERIC Clearinghouses.

ERIC Clearinghouse on the Teaching of English
1111 Kenyon Road
Urbana, Illinois  61801
Telephone:  (217) 328-3870

Skills of English, including speaking, listening, writing, and
reading (as it relates to English instruction); content of
English, including composition, literature, and linguistics;
methodology of English teaching; speech and public speaking;
teaching of English at all levels; preparation of English teachers;

preparation of specialists in English education and teaching of
English; teaching of English to speakers of nonstandard dialects.


ERIC Clearinghouse on <u>Tests, Measurement, and Evaluation</u>
Educational Testing Service
Princeton, New Jersey 08540
Telephone:   (609) 921-9000 X 2691

Tests and other measurement devices; evaluation procedures and
techniques; application of tests, measurement, or evaluation in
educational projects or programs.


ERIC Clearinghouse on the <u>Disadvantaged</u>
Information Retrieval Center on the Disadvantaged
Teachers College
Columbia University
Box 40
525 West 120th Street
New York, New York 10027
Telephone:   (212) 870-4808

Effects of disadvantaged experiences and environments, from
birth onward; academic, intellectual, and social performance of
disadvantaged children and youth from grade 3 through college
entrance; programs and practices which provide learning experiences
designed to compensate for special problems of disadvantaged;
issues, programs, and practices related to economic and ethnic
discrimination, segregation, desegregation, and integration in
education; issues, programs, and materials related to redressing
the curriculum imbalance in the treatment of ethnic minority
groups.


ERIC Clearinghouse on <u>Vocational and Technical Education</u>
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
Telephone:  (614) 486-3655

Agricultural education, business  and office occupations education,
distributive education, health occupations education, home
economics education, technical education, trade and industrial
education, subprofessional fields, industrial arts education,
manpower economics, occupational psychology, occupational sociology,
and all matters related to the foregoing.

# Location of ERIC Microfiche Collections

## ALABAMA

2) Ralph Brown Draughon Library
   Auburn University
   Auburn 36830

1) University of Alabama in Birmingham
   College of General Studies Library
   1919 Seventh Avenue, South
   Birmingham 35233

1) Ramona Wood Library
   Jacksonville State University
   Jacksonville 36265

1) Julia Tutwiler Library
   Livingston University
   Livingston 35470

1) University of South Alabama Library
   307 Gaillard Drive
   Mobile 36688

3) Troy State University Library
   Troy 36081

2) College of Education Library
   University of Alabama
   University 35486

## ALASKA

1) University of Alaska Library
   College 99701

## ARIZONA

1) Northern Arizona University
   Flagstaff 86001

1) Arizona State University Library
   Tempe 85281

1) Pima College
   Tucson 85543

2) University of Arizona Library
   Tucson 85721

## ARKANSAS

1) Riley Library
   Ouachita Baptist University
   Arkadelphia 71923

AVAILABILITY CODE:
1) Collection open to public
2) Collection limited to organ-
   izational use only
3) Information not available

1) University of Arkansas Library
   Reference Department
   Fayetteville 72701

3) Arkansas Polytechnic College Library
   Russellville 72801

1) Dean B. Ellis Library
   Arkansas State University
   State University 72467

## CALIFORNIA

3) Far West Laboratory for Educational
   Research and Development-Library
   2180 Milvia Street
   Berkeley 94705

1) Chico State College Library
   Chico 95926

1) Honnold Library
   Government Publications
   Claremont 91711

3) California State College Library
   1000 East Victoria Street
   Dominquez Hills 90246

2) Fresno State College Library
   Fresno 93710

1) California State College at
   Fullerton, Library
   800 North State College Boulevard
   Fullerton 92631

1) Fullerton Junior College Library
   321 East Chapman Avenue
   Fullerton 92632

2) Southwest Regional Laboratory
   for Education Research & Development
   11300 La Cienega Boulevard
   Inglewood 90304

3) University of California
   Serials Acquisitions
   The University Library
   La Jolla 92037

1) Education and Curriculum
   California State College Library
   6101 E. 7th Street
   Long Beach 90801

1) John F. Kennedy Memorial Library
   California State College, Los Angeles
   5175 State College Drive
   Los Angeles 90032

1) Education Library
   University of Southern California
   University Park
   Los Angeles 90007

1) ERIC Clearinghouse on Junior Colleges
   University of California
   Education-Psychology Library
   Powell Library Building
   Los Angeles 90024

1) San Fernando Valley State College
   18111 Nordhoff Street
   Northridge 91324

2) Ambassador College Library
   300 West Green Street
   Pasadena 91105

1) Contra-Cost County
   Department of Education
   75 Santa Barbara Road
   Pleasant Hill 94523

1) California State Polytechnic
   College, Reference Library
   Pomona 91766

2) San Mateo County Information and
   Library Resources Dissemination Center
   Office of Education
   590 Hamilton Street
   Redwood City 94063

3) University of California Library
   Government Publications Dept.
   Riverside 92507

1) Sonoma State College Library
   1801 East Cotati Avenue
   Rohnert Park 95928

1) California State Department of
   Education, Bureau of Program
   Planning and Research
   721 Capitol Mall (Room 455)
   Sacramento 95814

1) Sacramento State College Library
   6000 J Street
   Sacramento 95819

2) San Diego County Department
   of Education
   6401 Linda Vista Road
   San Diego  92111

2) Education Resource Center
   San Diego State College Library
   5402 College Avenue
   San Diego  92115

3) U.S. International University
   Elliott Campus Library
   8655 Pomerado Road
   San Diego  92124

1) Education Library
   San Francisco State College
   1630 Holloway Avenue
   San Francisco  94132

1) U.S. Office of Education/DHEW
   Federal Office Building
   50 Fulton Street
   San Francisco  94102

1) College Library
   California State Polytechnic College
   San Luis Obispo  93401

1) University of California Library
   Santa Barbara  93106

1) University of Pacific Library
   Stockton  95204

1) ERIC Clearinghouse on Educational
   Media and Technology
   Institute for Communication Research
   Stanford University
   Stanford  94305

   COLORADO

1) ERIC Clearinghouse for Social Studies/
   Social Science Education
   University of Colorado
   970 Aurora Avenue
   Boulder  80302

1) Information Retrieval Center
   North Colorado Education BOCES
   1750 30th Street, Suite 48
   Boulder  80301

1) Education Library
   University of Colorado
   Boulder  80302

1) University of Denver Library
   University Park
   Denver  80210

1) U.S. Office of Education, Region VIII
   9017 Federal Office Building
   19 and   Stout Streets
   Denver   80202

1) University of Northern Colorado Library
   Greeley  80631

3) Western State College
   Gunnison  81230

   CONNECTICUT

3) University of Bridgeport Library
   Bridgeport  06602

3) H.C. Buley Library
   Southern Connecticut State College
   501 Crescent Street
   New Haven  06515

3) Area Cooperative Educational
   Services
   Village Street
   North Haven  06473

1) Wilbur Cross Library
   University of Connecticut
   Storrs  06268

   DELAWARE

1) Departmental Library
   State Department of Public Instruction
   John G. Townsend Building
   Dover  19901

   DISTRICT OF COLUMBIA

1) American University Library
   Massachusetts & Nebraska Ave., NW.
   Washington  20016

1) Mullen Library - Room 203A
   Catholic University of America
   Washington  20017

3) District of Columbia Public Schools
   412  12th Street, NW., Suite 1013
   Washington  20004

1) D.C. Teachers College Library
   1100 Harvard Street, NW.
   Washington  20009

1) Educational Materials Center
   Federal City College
   425 Second Street, NW.
     Mailing address:
     U.S. Office of Education
     Washington  20202

1) Center for Applied Linguistics
   1717 Massachusetts Avenue, NW.
   Washington  20036

1) ERIC Clearinghouse on Higher Education
   One Dupont Circle, Suite 630
   Washington  20036

1) ERIC Clearinghouse on Library
   and Information Sciences
   1440 Connecticut Avenue, NW.
   Washington  20036

1) ERIC Clearinghouse on Teacher Education
   One Dupont Circle
   Washington  20006

1) Library of Congress
   Microfilm Reading Room (Deck 38)
   Washington  20540

1) National Education Association
   NEA Staff Library - Room 527
   1201  16th Street, NW.
   Washington  20036

3) National Reading Center
   1776 Massachusetts Ave., NW.
   Washington  20036

2) U.S. Dept. of Health, Education, and
   Welfare - Department Library
   Room 1436 North Building
   330 Independence Avenue, SW.
   Washington  20201

2) U.S. Office of  Education/DHEW
   Bureau of Adult ,Vocational,and
   Technical Education
   GSA Regional Office Building
   7th and D Streets, SW.
   Washington  20202

1) U.S. Office of Education/DHEW
   Educational Reference Center
   400 Maryland Avenue - Library
   Washington  20202

   FLORIDA

1) Florida Atlantic University Library
   Boca Raton  33432

2) Otto G. Richter Library
   University of Miami
   Coral Gables  33124

1) Professional Library
   Board of Public Instruction of
   Broward County
   1320 S.W. 4th Street
   Fort Lauderdale  33310

3) Indian River Community College Library
   South 35th St. and Cortez Blvd.
   Fort Pierce  33450

1) Education Library
   University of Florida
   341 Norman Hall
   Gainesville  32601

3) Dade County Public Schools
   Professional Library
   1410 NE. 2nd Avenue
   Room 800
   Miami  33132

1) Florida International University
   Tamiami Trail
   Miami  33144

2

1) Professional Library
   Marion County Public School System
   406 SE Alvarez Avenue
   Ocala  32670

1) Florida Technogical University
   Library
   Orlando  32816

3) University of West Florida
   Library Building
   Pensacola  32504

1) Documents-Map Division
   Florida State University Library
   Tallahassee  32306

1) Florida Educational Resources
   Information Center, Division of
   Vocational, Technical and Adult
   Education
   Knott Building - Room 258
   Tallahassee  32304

1) University of South Florida
   Tampa  33620

   GEORGIA

1) Albany Junior College Library
   2400 Gillionville Road
   Albany  31705

1) Main Library
   University of Georgia
   Athens  30601

2) Augusta College Library
   2500 Walton Way
   Augusta  30904

3) Department of Education
   156 Trinity Ave. SW.  Room 318
   Atlanta  30300

1) U.S. Office of Education, Region 1V
   50 Seventh Street, NE. - Room 404
   Atlanta  30323

1) West Georgia College
   Sanford Library
   Carrollton  30117

3) North Georgia College Library
   Dahlonega  30533

2) Savannah State College
   Savannah  31404

2) Georgia Southern College Library
   Statesboro  30458

1) Richard H. Powell Library
   Valdosta State College
   Valdosta  31601

HAWAII

1) Hamilton Library
   University of Hawaii
   2550 The Mall
   Honolulu  96822

3) Honolulu Community College
   874 Dillingham Blvd.
   Honolulu  96817

1) Ralph E. Woolley Library
   The Church College of Hawaii
   Laie  96762

   IDAHO

1) Professional Library
   Idaho State Department of Education
   200 State Office Building
   Boise  83702

   ILLINOIS

1) Education-Psychology Library
   Southern Illinois University
   Carbondale  62901

1) Booth Library
   Eastern Illinois University
   Charleston  61920

1) Northeastern Illinois State
   College Library
   Bryn Mawr at St. Louis Avenue
   Chicago  60625

1) U.S. Office of Education, Region V
   226 W. Jackson Blvd., Room 406
   Chicago  60606

3) University of Illinois at Chicago
   Circle Library
   Chicago  60680

1) University of Chicago Library
   Chicago  60637

1) Swen Parson Library
   Northern Illinois University
   DeKalb  60115

3) Lovejoy Library
   Southern Illinois University
   Edwardsville  62025

1) Northwestern University Library
   Evanston  60201

1) Memorial Library
   Western Illinois University
   Macomb  61455

1) Milner Library
   Illinois State University
   Normal  61761

3) Governors State University Library
   Park Forest South  60466

2) Cullom-Davis Library
   Bradley University
   1501 West Bradley Avenue
   Peoria  61606

2) Klinck Memorial Library
   Concordia Teachers College
   7400 Augusta Street
   River Forest  60305

1) Sangamon State University Library
   Springfield  62703

1) Education and Social Science Library
   University of Illinois
   100 Library
   Urbana  61801

1) ERIC Clearinghouse on Early
   Childhood Education
   University of Illinois
   805 W. Pennsylvania Avenue
   Urbana  61801

1) ERIC Clearinghouse on Teaching
   of English
   111 Kenyon Road
   Urbana  61801

   INDIANA

1) ERIC Clearinghouse on Reading
   200 Pine Hall
   Indiana University
   Bloomington  47401

1) School of Education, Education Library
   Indiana University
   Bloomington  47401

1) Saint Francis College Library
   2701 Spring Street
   Fort Wayne  46808

1) Phi Delta Kappa
   School Research Information Service
   8th and Union
   Bloomington  47401

1) Purdue University Library
   Lafayette  47907

1) Educational Resources Division
   Ball State University Library
   Muncie  47306

3

121

1) Memorial Library
University of Notre Dame
Social Studies Division
Notre Dame 46556

1) Indiana State University Library
Terre Haute 47809

IOWA

1) Iowa State University Library
Ames 50010

1) University of Northern Iowa Library
Cedar Falls 50613

1) Cowles Library
Drake University
28th and University
Des Moines 50311

3) Department of Public Instructions
Gremes State Office Bldg.
Des Moines 50319

2) American College Testing Program
Iowa City 52240

2) Education - Psychology Library
University of Iowa
Iowa City 52240

KANSAS

1) William Allen White Library
Kansas State Teachers College
Emporia 66801

3) Forsyth Library
Fort Hays Kansas State College
Hays 67601

1) Kansas State University Library
Education Division
Manhattan 66502

1) Educational Media Center
Johnson County Community College
57th and Merriam Drive
Shawnee Mission 66203

1) Wichita State University Library
Wichita 67208

KENTUCKY

1) Margie Helm Library
Western Kentucky University
Bowling Green 42101

1) Kentucky Department of Education
Library
State Office Building
Frankfort 40601

2) University of Kentucky
Education and Curriculum Library
205 Dickey Hall
Lexington 40506

1) University of Louisville Library
Louisville 40208

1) Johnson Camden Library
Morehead State University
Morehead 40351

1) Murray State University
Murray 42071

1) John Grant Crabbe Library
Eastern Kentucky University
Richmond 40478

LOUISIANA

1) Louisiana State Department of Education
Office of Asst. Deputy for
Vocational Education
Baton Rouge 70804

3) Sims Memorial Library
Southeastern Louisiana University
Hammond 70401

1) Dupre Library
University of Southwestern Louisiana
Lafayette 70501

3) Louisiana State University in
New Orleans
Earl K. Long Library
Lake Front
New Orleans 70122

1) Sandel Library
Northeast Louisiana University
Monroe 71201

2) Pelk Library
Francis T. Nicholls State University
Thibodaux 70301

MAINE

1) Planning & Evaluation Unit
ERIC Office
Maine Department of Education
Augusta 04330

Raymond H. Fogler Library
University of Maine
Orono 04473

MARYLAND

1) Loyola College Library
4501 North Charles Street
Baltimore 21210

1) Maryland State Department of Education
301 West Preston Street
Baltimore 21201

1) Albert S. Cook Library
Towson State College
Baltimore 21204

2) ERIC Processing and Reference Facility
4833 Rugby Avenue
Bethesda 20014

2) McKeldin Library
University of Maryland
College Park 20742

3) Montgomery County Public Schools
550 Stonestreet Avenue
Rockville 20850

3) Blackwell Library
Salisbury State College
Salisbury 21801

MASSACHUSETTS

1) University of Massachusetts Library
Amherst 01002

1) Boston Public Library
Boston 02117

3) Boston University
School of Education
765 Commonwealth Avenue
Boston 02215

1) Educational Reference Center
Massachusetts Department of Education
182 Tremont Street
Boston 02111

1) U.S. Office of Education/Region I
J. F. Kennedy Federal Building
Boston 02203

3) Maxwell Library
State College at Bridgewater
Bridgewater 02740

3) Massachusetts Board of Education
Southeast Regional Center
Buzzards Bay 02532

2) Harvard University
Graduate School of Education Library
Longfellow Hall, 13 Appian Way
Cambridge 02138

2) Merrimack Educational Center
101 Mill Road
Chelmsford 01824

1) Boston College Library
Chestnut Hill 02167

4

3) School Committee Supply Room
1216 Dorchester Avenue
Dorchester  02125

1) Fitchburg State College Library
Fitchburg  01420

3) Lowell State College Library
Rolfe Street
Lowell  01854

3) Education Development Center
55 Chapel Street
Newton  02160

3) Massachusetts Board of Education
Pittsfield Regional Center
Pittsfield  01202

3) Department of Library Services
Quincy Public Schools
Coddington Street
Quincy  02169

3) Massachusetts Board of Education
Northeast Regional Center
555 Chickering Road
North Andover  01845

3) Springfield College Library
Springfield  01109

3) Massachusetts Board of Education
Springfield Regional Education Center
2083 Roosevelt Avenue
Springfield  01104

3) Massachusetts Board of Education
Worcester Regional Center
Worcester  01600

MICHIGAN

1) Education Library
University of Michigan
Ann Arbor  48104

1) ERIC Clearinghouse on Counseling
and Personnel Services
The University of Michigan
School of Education Building, Room 2108
East University St.
Ann Arbor, Michigan  48104

1) University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn  48128

2) Professional Library
1068 School Center Building
Detroit  48202

3) Professional Library
Detroit Public Schools
1032 School Center Building
Detroit  48202

1) Education Division
Wayne State University Library
Detroit  48202

1) Michigan State University Library
East Lansing  48823

1) Educational Resources Center
Western Michigan University
Kalamazoo  49001

1) Bureau of Library Services
Michigan Department of Education
735 E. Michigan Avenue
Lansing  48913

1) Oakland Schools Resource Center
2100 Pontiac Lake Road
Pontiac  48054

1) University Library
Eastern Michigan University
Ypsilanti  48197

MINNESOTA

1) Bemidji State College
Bemidji  56601

3) Memorial Library
Mankato State College
Mankato  56001

1) Education Library
University of Minnesota
Minneapolis  55455

2) Moorhead State College Library
Moorhead  56560

1) Learning Resources Services
St. Cloud State College
St. Cloud  56301

2) Maxwell Library
Winona State College
Winona  55987

MISSISSIPPI

2) W. B. Roberts Library
Delta State College
Cleveland  38732

1) University of Southern Mississippi
Library
Hattiesburg  39401

3) Mitchell Memorial Library
Mississippi State University
State College  39762

MISSOURI

1) University of Missouri Library
Columbia  65201

2) State Department of Education
Division of Public Schools
Jefferson Building - 7th Floor
Jefferson City  65101

1) Missouri Southern College Library
Newman and Duquesne Roads
Joplin  64801

1) Resource Center
Mid-Continent Regional
Education Laboratory
104 E. Independence Avenue
Kansas City  64106

1) U.S. Office of Education, Region VII
601 East 12th Street
Kansas City  64106

1) Pickler Memorial Library
Northeast Missouri State College
Kirksville  63501

1) Southwest Missouri State
College Library
Springfield  65802

1) Central Midwestern Regional
Educational Laboratory
10646 St. Charles Rock Road
St. Ann  63074

3) University of Missouri Library
St. Louis Campus
8001 Natural Bridge Road
St. Louis 63121

2) Audio Visual Department and Photo
Duplication Service Laboratory
Washington University
St. Louis  63130

1) Wards Edwards Library
Central Missouri State College
Warrensburg  64093

MONTANA

1) Eastern Montana College Library
Billings  59101

1) Northern Montana College Library
Havre  59501

NEBRASKA

3) Reta King Library
Chadron State College
Chadron  69227

1) Kearney State College Library
Kearney  68847

1) University of Nebraska Library
Lincoln  68508

2) Gene Eppley Library
University of Nebraska at Omaha
Omaha  68101

NEVADA

1) Nevada Southern University Library
Las Vegas  89109

1) University of Nevada Library
Reno  89507

5

NEW HAMPSHIRE

3) State Department of Education
64 North Main Street
Concord  03301

1) University of New Hampshire Library
Durham  03824

1) Herbert H. Lamson Library
Plymouth State College
Plymouth  03264

NEW JERSEY

1) Occupational kesearch and Develop-
ment Center
Building 871, R.M.C.
Plainfield Avenue
Edison  08817

3) Savitz Library
Glassboro State College
Glassboro  08028

3) Jersey City State College
Forrest A. Erwin Library
2039 Kennedy Boulevard
Jersey City  07305

1) Government Publications Department
Rutgers University
New Brunswick  08901

1) Phillipsburg Free Public Library
Phillipsburg  08865

1) ERIC Clearinghouse on Tests
Measurement and Evaluation
Educational Testing Service
Princeton  08540

1) Monmouth County Library
Eastern Branch
N. J. Highway #35
Shrewsbury  07701

2) Roscoe L. West Library
Trenton State College
Pennington Road
Trenton  08625

2) Newark State College Library
Union  07083

1) Paterson State College Library
300 Pompton Road
Wayne  07470

NEW MEXICO

1) Zimmerman Library
University of New Mexico
Albuquerque  87106

3) Southwestern Cooperative
Education Laboratory
117 Richmond, N.E. ·
Albuquerque  87106

1) ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Las Cruces  88001

1) New Mexico State University Library
Las Cruces  88001

NEW YORK

1) State University of New York at Albany
1400 Washington Avenue
Albany  12203

1) New York State Library
Albany  12224

3) Board of Cooperative Educational
Services
6th South Street
Belmont  14813

1) Drake Memorial Library
State University College at Brockport
Brockport  14420

3) Brooklyn College Library of the
City University of New York
Brooklyn  11210

1) Edward H. Butler Library
State University College at Buffalo
1300 Elmwood Avenue
Buffalo  14222

1) Lockwood Memorial Library
State University of New York
at Buffalo
Buffalo  14214

1) Teaching Materials Center
Cornish Hall,  D-206
State University of New York
Cortland  13045

2) Paul Klapper Library
Queens College
City University of New York
Flushing  11367

1) Reed Library
State University College
Fredonia  14063

2) Adelphi  University Library
Garden City  11530

1) Milne Library
State University College
Geneseo  14454

6

1) C. W. Post College Library
Long Island University
Greenvale  11548

2) Hofstra University Library
Hempstead  11550

3) Albert R. Mann Library
Cornell University
Ithaca  14850

3) La Guardia Community College
Long Island City  11101

1) State University College Library
New Paltz  12561

3) Bank Street College of Education
610 W. 112th Street
New York  10025

1) Center for Urban Education Library
105 Madison Avenue
New York  10016

3) Baruch School Library
The City College
17 Lexington Avenue
New York  10010

1) City College Library of the
City University of New York
Convent Avenue at W. 135th Street
New York  10031

2) Fordham University Library
at Lincoln Center
Columbus Avenue and 60th Street
New York  10023

2) Graduate Studies Division Library
City University of New York
33 W. 42nd Street
New York  10036

1) ERIC Clearinghouse on Languages
and Linguistics
Modern Language Association of America
62 Fifth Avenue
New York  10011

1) Education Library
New York University
4 Washington Place
New York  10003

1) ERIC Information Retrieval Center
on the Disadvantaged
Teachers College
Columbia University
New York  10027

1) Teachers College Library
525 W. 120th Street
New York  10027

1) U.S. Office of Education, Region II
26 Federal Plaza, Room 1013
New York  10007

1) Penfield Library
   State University of New York College
   at Oswego
   Oswego  13126

2) Suffolk County Regional Education
   Center
   20 Church Street
   Patchogue  11772

3) State University of New York
   College of Arts and Science
   Plattsburg  12901

1) Frederick W. Crumb Memorial Library
   State University College of New York
   Potsdam  13676

2) Education Library
   University of Rochester
   Rochester  14627

1) Che-MAD-Her-On, Inc.
   200 East Garden Street
   Rome  13440

2) Northern Colorado Educaticnal
   Board of Cooperative Services
   Essex Co. Area Educational Center
   Mineville  12956

3) Richmond College Library
   130 Stuyvesant Place
   Staten Island  10301

1) State University of New York
   at Stony Brook Library
   Stony Brook  11790

3) Film Library
   Board of Cooperative
   Educational Services
   145 College Road
   Suffern  10901

1) Educational and Cultural Center
   700 E. Water Street, Room 213
   Syracuse  13210

1) ERIC Clearinghouse on Adult Education
   107 Roney Lane
   Syracuse  13210

1) Syracuse University Library
   Carnegie Bldg., Room 210
   Syracuse  13210

2) Nassau Regional Education
   Resource Center
   1196 Prospect Avenue
   Westbury  11590

1) Board of Cooperative
   Educational Services
   845 Fox Meadow Road
   Yorktown Heights  10598

3) U.S. Dept. of Schools
   European Area
   Professional Library
   APO New York  09164

### NORTH CAROLINA

1) Appalachian State University Library
   Boone  28607

1) University of North Carolina Library
   Chapel Hill  27514

1) Hunter Library
   Western Carolina University
   Cullowhee  28723

1) Learning Institute of North Carolina
   1006 Lamond Avenue
   Durham  27701

1) National Laboratory for
   Higher Education
   Mutual Plaza
   Durham  27701

3) Walter C. Jackson Library
   University of North Carolina
   at  Greensboro
   Greensboro  27412

1) J. Y. Joyner Library
   East Carolina University
   Greenville  27834

1) D. H. Hill Library
   North Carolina State University
   Raleigh  27607

1) Research and Information Center
   North Carolina State Department
   of Public Instruction
   Education Building, Room 252
   Raleigh  27602

### NORTH DAKOTA

1) Chester Fritz Library
   University of North Dakota
   Grand Forks  58201

### OHIO

1) University of Akron Library
   Akron  44304

3) Ohio University Library
   Athens  45701

1) Bowling Green State University Library
   Bowling Green  43403

3) Main Campus Library
   University of Cincinnati
   Cincinnati  45221

3) Cleveland State University Library
   Euclid Avenue at E. 24th Street
   Cleveland  44115

1) Ohio State Department of Education
   Department of Research, Planning
   and Development
   781 Northwest Boulevard
   Columbus  43212

1) ERIC Clearinghouse on Vocational
   and Technical Education
   The Ohio State University
   1900 Kenny Road
   Columbus  43210

1) ERIC Clearinghouse for Science,
   Mathematics and Environmental Education
   1460 West Lane Avenue, 2nd Floor
   Columbus  43221

1) Education Library
   Ohio State University
   060 Arps Hall
   1945 N. High Street
   Columbus  43210

1) Wright State University Library
   Serial Records Section
   Colonel Glenn Highway
   Dayton  45431

1) Kent State University Library
   Kent  44242

2) Alumni Library
   Miami University
   Oxford  45056

1) University of Toledo Library
   Toledo  43606

3) Central State University
   Wilberforce  45384

7

1) Youngstown State University Library
   410 Wick Avenue
   Youngstown 44503

   OKLAHOMA

3) East Central State College
   Ada 74820

1) Acquisitions Department
   Central State College Library
   Edmond 73034

2) University of Oklahoma Library
   401 W. Brooks, Room 130
   Norman 73069

1) Oklahoma State University Library
   Stillwater 74074

2) John Vaughn Library
   Northeastern State College
   Tahlequah 74464

1) Harwell Library
   University of Tulsa
   Tulsa 74104

1) Southwestern State College Library
   Weatherford 73096

   OREGON

1) Southern Oregon College Library
   Ashland 97520

1) William Jasper Kerr Library
   Oregon State University
   Corvallis 97331

1) ERIC Clearinghouse on Educational
   Management
   University of Oregon
   Library - South Wing
   Eugene 94703

1) Northwest Regional Educational
   Laboratory
   400 Lindsay Building
   710 S. W. 2nd
   Portland 97204

1) Portland State University Library
   Portland 97207

2) Oregon State Library
   State Library Building
   Salem 97310

   PENNSYLVANIA

3) Bloomsburg State College
   College Library Department
   Bloomsburg 17815

1) California State College Library
   California 15419

3) Research and Information
   Services for Education
   117 West Ridge Pike
   Conshohocken 19428

2) Kemp Library
   East Stroudsburg State College
   East Stroudsburg 18301

2) Hamilton Library
   Edinboro State College
   Edinboro 16412

2) State Library of Pennsylvania
   Education Building
   Harrisburg 17126

1) Rhodes R. Stabley Library
   Indiana University of Pennsylvania
   Indiana 15701

2) Regional Resources Center of Eastern
   Pennsylvania for Special Education
   443 S. Gulph Road
   King of Prussia 19406

1) Kutztown State College
   Kutztown 19530

2) Ganser Library
   Millersville State College
   Millersville 17551

1) Bucks County Community College Library
   Swamp Road
   Newton 18940

1) Samuel Paley Library
   Temple University
   Philadelphia 19122

1) Pedagogical Library
   School District of Philadelphia
   Parkway and 21st Street
   Philadelphia 19103

1) Research for Better Schools
   1700 Market Street, Suite 1700
   Philadelphia 19103

1) U.S. Office of Education, Region III
   401 North Broad Street
   Philadelphia 19108

1) Hillman Library G-16
   University of Pittsburgh
   Pittsburgh 15213

2) Shippensburg State College Library
   Shippensburg 17257

1) Maltby Library
   Slippery Rock State College
   Slippery Rock 16057

1) Pattee Library - 205
   The Pennsylvania State University
   University Park 16802

1) Documents Department
   Francis Harvey Green Library
   West Chester State College
   West Chester 19380

1) Eugene Shedden Farley Library
   Wilkes College
   Wilkes-Barre 18703

   RHODES ISLAND

3) University of Rhode Island Library
   Kingston 02881

1) Rhode Island College Library
   Providence 02908

   SOUTH CAROLINA

2) Charleston County School District
   67 Legare Street
   Charleston 29401

1) Clemson University Library
   Clemson 29631

1) South Carolina State Library
   1500 Senate Drive
   Columbia 29201

2) Dacus Library
   Winthrop College
   South Carolina College for Women
   Rock Hill 29730

   SOUTH DAKOTA

2) South Dakota State Library
   322 South Fort Street
   Pierre 57501

3) Southern State College Library
   Springfield 57062

1) I. D. Weeks Library
   University of South Dakota
   Vermillion 57069

   TENNESSEE

1) Jere Whitson Memorial Library
   Tennessee Technological University
   Cookeville 38501

3) University of Tennessee
   Research Coordinating Unit
   909 Mountcastle Street
   Knoxville 37916

1) John Brister Library
   Memphis State University
   Memphis 38111

1) George Peabody College for
   Teachers, Library
   Nashville 37203

8

## TEXAS

2) Southwest Educational Development
   Laboratory
   800 Brazos Street
   Austin 78701

3) Texas Education Agency
   Resource Center Library
   201 East 11th Street
   Austin 78711

1) Education Psychology Library
   OLB 200
   University of Texas at Austin
   Austin 78712

1) West Texas State University Library
   Canyon 79015

1) Texas A & M University Library
   College Station 77843

2) East Texas State University Library
   Commerce 75428

1) U.S. Office of Education, Region VI
   1114 Commerce Street
   Dallas 75202

1) Special Materials Section
   North Texas State University Library
   N. T. Station
   Denton 76203

1) Texas Woman's University Library
   Box 3715, TWU Station
   Denton 76201

2) Educational Service Center
   Region XIX
   6501-C Trowbridge
   El Paso 79905

1) Pan American University Library
   Edinburg 78539

1) Sam Houston State University
   Huntsville 77340

1) Texas A & I University Library
   Kingsville 78363

3) Texas A & I University at Laredo
   Library
   Laredo 78040

2) Texas Technological University Library
   Lubbock 79409

3) Education Service Center
   Region XVII
   713 Citizens Tower
   Lubbock 79401

2) Education Service Center
   Region VIII
   100 N. Riddle Street
   Mount Pleasant 75455

3) Stephen F. Austin State College
   1534 - Library
   Nacogdoches 75961

1) Ector County Independent
   School District
   Curriculum Library
   Odessa 79760

3) Education Service Center Region X
   Richardson 75080

1) Our Lady of the Lake College
   411 S.W. 24th Street
   San Antonio 78207

2) Education Service Center
   Region IX
   2000 Harrison Street
   Wichita Falls 76309

## UTAH

1) Utah State University
   Logan 84321

1) Weber State College
   Ogden 84403

1) Brigham Young University Library
   Provo 84601

1) Marriott's Library
   University of Utah
   Salt Lake City 84112

2) Technical Assistance Reference Center
   Utah State Board of Education
   1400 University Club Building
   136 East South Temple
   Salt Lake City 84111

## VIRGINIA

3) Alexandria School Board
   418 S. Washington Street
   Alexandria 22313

3) T. C. Williams High School
   33 King Street
   Alexandria 22312

2) Arlington County Public Schools
   Professional Library
   1426 North Quincy Street
   Arlington 22207

2) ERIC Clearinghouse on
   Exceptional Children
   Council for Exceptional Children
   1411 South Jefferson Davis Highway
   Arlington 22202

1) Carol M. Newman Library
   Virginia Polytechnic Institute and
   State University
   Blacksburg 24061

1) Alderman Library
   University of Virginia
   Charlottesville 22903

1) Fairfax County Public School
   Administration Building
   10700 Page Avenue
   Fairfax 22030

1) George Mason College of the
   University of Virginia Library
   Fairfax 22030

1) Johnston Memorial Library
   Virginia State College
   Petersburg 23803

2) Virginia Polytechnic Institute and
   State University Extension Division
   12100 Sunset Hills Road
   Reston 22070

1) James Branch Cabell Library
   Virginia Commonwealth University
   901 Park Avenue
   Richmond 23220

3) State Board of Education
   1312 E. Grace Street
   Richmond 23216

3) College of William and Mary
   Earl Gregg Swem Library
   Williamsburg 23185

## WASHINGTON

1) Bellevue School District
   310 102nd Avenue, NE.
   Bellevue 98004

1) Education-Curriculum Division
   Wilson Library
   Western Washington State College
   Bellingham 98225

1) Kennedy Library
   Eastern Washington State College
   Cheney 99004

1) Central Washington State
   College Library
   Ellensburg 98926

9

1) Office of Superintendent of
   Public Instruction
   Professional Curriculum Library
   Old Capitol Building
   Olympia 98501

1) U.S. Office of Education, Region X
   Arcade Plaza Building
   1321 Second Avenue
   Seattle 98101

1) Social Sciences Reference Library
   University of Washington Library
   Seattle 98105

   WEST VIRGINIA

1) Research and Evaluation Division
   Appalachia Educational Laboratory, Inc.
   Charleston 25325

2) West Virginia Research Coordinating
   Unit on Vocational Education
   Marshall University
   Huntington 25701

1) West Virginia University Library
   Downtown Campus
   Morgantown 26506

   WISCONSIN

3) William D. McIntryre Library
   Wisconsin State University
   EAU Claire 54701

1) Wisconsin Board of Vocational
   and Technical and Adult Education
   137 E. Wilson Street
   Madison 53703

1) Instructional Materials Center
   154 Education Building
   University of Wisconsin
   Madison 53706

1) Wisconsin Department of Public
   Instruction
   Professional Library
   126 Langdon Street
   Madison 53702

1) The Robert L. Pierce Library
   Stout State University
   Menomonie 54751

3) University of Wisconsin - Milwaukee
   UWM Library
   2311 East Hartford Avenue
   Milwaukee 53201

1) Forrest R. Polk Library·
   Wisconsin State University - Oshkosh
   Oshkosh 54901

1) Chalmer Davee Library
   Wisconsin State University
   River Falls 54022

1) Waukesha County Technical Institute
   222 Maple Avenue
   Waukesha 53186

1) Wisconsin State University
   Whitewater 53190

   WYOMING

1) Wyoming Research Coordinating Unit
   State Department of Education
   Capitol Building
   Cheyenne 82001

   AMERICAN SAMOA·

3) Community College Office
   Government of American Samoa
   Pago Pago 96920

   PUERTO RICO

1) Catholic University of Puerto Rico
   Encarnacion Valdes Library
   Ponce 00731

1) University of Puerto Rico
   Biblioteca General
   Rio Piedras 00931

   AUSTRALIA

3) National Library of Australia
   Canberra, A.C.T. 2600

1) Macquarie University Library
   North Ryde
   New South Wales 2113

   CANADA

1) University Library
   The University of Calgary
   Calgary 44, Alberta

3) University of Alberta Library
   Edmonton, Alberta

1) University of Lethbridge Library
   Lethbridge, Alberta

1) Microform Division
   University of British Columbia Library
   Vancouver 8, British Columbia

3) Department of Education Library
   Room 206
   1181 Portage Avenue
   Winnipeg 10, Manitoba

1) Education Library
   The University of Manitoba
   Winnipeg, Manitoba

2) Bibliotheque Champlain
   Universite de Moncton
   Moncton, New Brunswick

3) Memorial University of Newfoundland
   Education Library
   St. John's, Newfoundland

3) Douglas Library
   Queen's University
   Serials Department
   Kingston, Ontario

2) Althouse College of Education
   University of Western Ontario
   Lawson Memorial Building
   London 72, Ontario

1) Faculties and Psychology Library
   University of Ottawa
   Ottawa 2, Ontario

3) Education Centre
   155 College Street
   Toronto 2B, Ontario

3) Ontario Institute for Studies in Education
   252 Bloor Street, West
   Toronto, Ontario

2) The F. W. Minkler Library
   Education Administration Centre
   Board of Education for the
   Borough of North York
   5050 Younge Street
   Willowdale, Ontario

3) University of Saskatchewan
   Acquisitions Department Library
   Saskatoon, Saskatchewan

3) Sir George Williams University
   Library
   Montreal 25, Quebec

3) Department of Education
   Bibliotheque de L'Univ. Du Quebec
   1180 Rue Bleury, Montreal

3) University de Montreal, Bibliotheque
   Montreal 101, Quebec

2) Bibliotheque Generale
   University Laval
   Ste-Foy, Quebec

3) University de Sherbrooke Bibliotheque
   Sherbrooke, Quebec

10

128

DENMARK

1) Statens Paedagogiske Studiesamling
   (The State Library of Pedagogics and
   Child Psychology)
   22 Frederiskberg Alle, DK 1820
   Copenhagen V., Denmark

ENGLAND

1) National Lending Library for
   Science and Technology
   Boston SPA
   Yorkshire, Great Britain

FRANCE

3) The Secretary General
   Organization for Economic Cooperation
   and Development
   2, rue Andre Pascal
   Paris

GERMANY

1) Padagogisches Zentrum Bibliothek
   : Berlin 31
   Berliner Str. 40/41

SWEDEN

1) Statens Psykologisk-Pedagogiska
   Bibliotek
   104  35  Box 23099
   Stockho1. 23

PHILIPPINES

3) Manila University
   Main Library
   Manila

11

GLOSSARY OF ERIC TERMS*

1. ANNUAL INDEX — the RIE Annual Index cumulation of subject, author, institution, and cross reference indexes from the monthly issues. The CIJE Annual Cumulation includes complete citations as well as the indexes from the monthly issues.

2. CIJE — Current Index to Journals in Education.

3. CLASS — Current Awareness Literature Service

4. CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) — the companion volume to RIE which announces journal articles. CIJE uses the same indexing terms as RIE. When necessary articles are annotated for clarity.

5. DESCRIPTORS — authoritative terms which characterize the substantive content of a document and are used to index and search the ERIC system.

6. ED NUMBERS — primary identification numbers used to identify ERIC documents. Used to search the ERIC file and to order documents from EDRS.

7. EDRS — ERIC Document Reproduction Service which makes available in microfiche and hard copy most of the documents cited in RIE.

8. ERIC ACCESSION NUMBERS — assigned sequentially to documents at the clearinghouses as they are processed into the ERIC system. Preceded by clearinghouse prefix initials and used to identify individual clearinghouse input into RIE.

9. ERIC EDUCATIONAL DOCUMENTS INDEX — a subject and author index providing titles and ED numbers for RIE documents from November 1966 through December 1969. Includes both major and minor descriptors.

10. ERIC—EDUCATIONAL RESOURCES INFORMATION CENTER — a national information network for acquiring, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports, program descriptions, and other materials.

11. HC — hard copy, a full-size xerox reproduction.

12. IDENTIFIERS — additional identifying terms such as names of tests or institutions used to index documents in RIE and CIJE but which are not listed in the Thesaurus of ERIC Descriptors.

13. LEASCO INFORMATION PRODUCTS, INC. (LIPCO) — of Bethesda, Maryland — contractor to OE for EDRS and other central services.

14. MF — microfiche, a 4" x 6" sheet of film showing up to 70 images each representing an 8 1/2" x 11" sheet of paper. It is read in a microfiche

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reader which enlarges the images.

15. MAJOR DESCRIPTORS - descriptors without an asterisk in each <u>RIE</u> entry indicating the major concepts of a document.

16. MINOR DESCRIPTORS - descriptors without an asterisk in each <u>RIE</u> entry indicating the less important concepts of a document.

17. NCEC - National Center for Educational Comminication, office in U.S.O.E. responsible for the ERIC system.

18. PREP - Putting Research into Educational Practice (reports).

19. QUERY - a computer program used to search the ERIC files.

20. RESEARCH IN EDUCATION (RIE) - a monthly abstract journal which announces new substantive reports in the field of education. It contains resumes highlighting the significance of each document, and indexes citing the contents by subject, author, institution, ED number, and CH assession number.

21. RIE - <u>Research in Education</u>, monthly abstract journal published by ERIC.

22. ROTATED DESCRIPTOR DISPLAY - a list of all descriptors in the ERIC Thesaurus with each element of each descriptor entered separately in alphabetical order but always entered along with the other elements of the descriptor. Descriptors with words in common are grouped together.

23. THESAURUS OF ERIC DESCRIPTORS - structured compilation of educational terms used to index and enter documents into the ERIC system. Needed to search for documents on a specific topic.

BIBLIOGRAPHY

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133

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