The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles are reviewed and approved by the ERIC Program Office before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements are: Action Items; Network News; Vendors News, International News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as attachments to EAB issues. (WTB)
ERIC ADMINISTRATIVE BULLETIN (EAB)

January 1988 - January 1993
(21 issues)

A periodic newsletter prepared
by the
ERIC Facility on the basis of contributions
from the
ERIC Clearinghouses and ERIC Support Contractors
and distributed internally within the ERIC system.
# TABLE OF CONTENTS

## ACTION ITEMS

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS, RC, and TM Clearinghouses Change Contractors</td>
<td>4</td>
</tr>
<tr>
<td>ERIC Directors Meeting Scheduled</td>
<td>4</td>
</tr>
<tr>
<td>Central ERIC Monitoring Assignments Announced</td>
<td>5</td>
</tr>
<tr>
<td>ERIC Clearinghouse Publications (1987)--Annual Request for Clearinghouse Input to this Bibliography</td>
<td>6</td>
</tr>
</tbody>
</table>

## PROCESSING ADVISORIES

<table>
<thead>
<tr>
<th>Advisory</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMI Requests ERIC to Not Cite Dissertation Prices in RIE (Because They Change Too Frequently)</td>
<td>6</td>
</tr>
<tr>
<td>Backfile Changes to the Availability Field--A Never-Ending Task That is not Recommended</td>
<td>7</td>
</tr>
<tr>
<td>Clearinghouse Input for RIE--Fluctuating Shipment Size and the Resulting Need to Shift Documents</td>
<td>7</td>
</tr>
</tbody>
</table>

## LEXICOGRAPHY

<table>
<thead>
<tr>
<th>Lexicography</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Education Thesaurus (CET)--Status Report #4</td>
<td>8</td>
</tr>
</tbody>
</table>

## USER SERVICES

<table>
<thead>
<tr>
<th>User Service</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computerized Databases Relevant to Higher Education</td>
<td>8</td>
</tr>
<tr>
<td>ERIC-on-CD-ROM Training for ACE Libraries</td>
<td>8</td>
</tr>
<tr>
<td>The Top 10 Documents Sold by EDRS in the Fourth Quarter of 1987</td>
<td>8</td>
</tr>
<tr>
<td>ERIC Microfiche Statistics, 1966-1987</td>
<td>9</td>
</tr>
<tr>
<td>USIA Requests ERIC Publications for Saudi Arabian Conference on Higher Education</td>
<td>10</td>
</tr>
<tr>
<td>Anecdote--Researching the &quot;Deans List&quot;</td>
<td>10</td>
</tr>
</tbody>
</table>
ARTICLES ABOUT ERIC

"ERIC: An Essential Online Tool for Educators," by Susan Dunman (Electronic Learning, January 1988, p.45-47). (Attachment 5)

"Memories of a Novice", by Erik Mortensen. (DIALOG Chronolog, December 1987, p.304) (Attachment 6)

NETWORK NEWS

PERSONNEL

National Federation of Abstracting and Information Services (NFAIS)--ERIC Membership not Renewed due to Budget Constraints 10

Adrienne Lannom Joins EA 10

Margarita Donnelly (EA) Elected to CCLM Board 11

Jonathan Fife Receives ASHE Service Appreciation Award 11

MEETINGS

CG Director Addresses Virginia Counselors Association

Mary Lou Finne (EA) Represents ERIC at FLICC/FEDLINK Regional Workshop and at University of Oregon Conference on "The Computer--Extension of the Human Mind".

CLEARINGHOUSE PUBLICATIONS

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.) Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
LIST OF ATTACHMENTS

Attachment 1: ERIC Clearinghouse Publications (1987)--Annual Request for Clearinghouse Input to This Bibliography

Attachment 2: UMI Request to ERIC to Not Cite Dissertation/Thesis Prices

Attachment 3: Canadian Education Thesaurus (CET)--Status Report #4

Attachment 4: Computerized Databases Relevant to Higher Education (HE's List of 15 Databases)


Attachment 6: "ERIC: An Essential Online Tool for Educators", by Susan Dunman (Electronic Learning, January 1988, p.304)

Attachment 7: "Memories of a Novice", by Erik Mortensen (DIALOG Chronolog, December 1987, p.304)

Attachment 8: Clearinghouse Input for RIE
   A. September 1987
   B. October 1987
   C. November 1987
   D. December 1987


Attachment 10: CIJE Source Journal Index Update--January 1988

Attachment 11: A. ERIC/TM--revised page in ERIC Telephone Directory
               B. Central ERIC--revised page in ERIC Telephone Directory
ACTION ITEMS

CS, RC, and TM Clearinghouses Change Contractors

As a result of the recent Clearinghouse competition, three new contractors will be operating ERIC Clearinghouses. While we are all sorry to see the departure of colleagues who contributed so much to the success and quality of the ERIC system, we hope our new colleagues will be welcomed into the ERIC family.

The names and addresses of the new Clearinghouse host organizations are provided below:

CS  Indiana University  Jan. 1, 1988
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN  47405
Telephone: (812) 335-1236
Director: Dr. Carl B. Smith

RC  Appalachia Educational Laboratory, Inc.  April 1, 1988
1031 Quarrier Street
PO Box 1348
Charleston, WV  25325
Telephone: (304) 347-0400
Director: Dr. C. Todd Strohmenger

TM  American Institutes for Research (AIR)  Jan. 1, 1988
Washington Research Center
1055 Thomas Jefferson Street, NW
Washington, DC  20007-3893
Telephone: (202) 342-5060
Director: Dr. Lawrence M. Rudner

....CERIC

ERIC Director's Meeting Scheduled

Please put March 21 and 22, 1988 on your calendars for a national meeting of the ERIC Directors and Central ERIC. The meeting will be held in Washington, DC, and will be scheduled in conjunction with the National Technical meeting. For out-of-town Directors who will not be in Washington earlier, project officer briefings (Task 1 under the new Clearinghouse contracts) can also be scheduled during that week.
The following basic schedule has been agreed upon:

**Monday, 3/21**—Directors' Meeting

**Tuesday, 3/22**—Directors' Meeting continues in morning; joint session with National Technical meeting begins in afternoon; joint social hour/dinner in the evening.

**Wednesday/Thursday, 3/23-24**—National Technical Meeting continues. Directors schedule individual project officer briefings, as required.

Central ERIC will be working with Don Ely (COED) and Lynn Barnett (Technical Steering Committee) to make all the necessary arrangements, and each of you will be contacted for suggested agenda items. Nancy Krekeler has arranged for lodging and meeting rooms in the Bellevue Hotel (right around the corner from the Central ERIC office). If you have any questions, please do not hesitate to call (202) 357-6088.

....Bob Stonehill (CERIC)

**Central ERIC Monitoring Assignments Announced**

New Central ERIC monitoring assignments have been announced. Effective immediately, the following assignments will be in effect:

<table>
<thead>
<tr>
<th>Clearinghouses</th>
<th>Lead Monitor</th>
<th>Backup Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>Pisaro</td>
<td>Klein</td>
</tr>
<tr>
<td>CG</td>
<td>Pisaro</td>
<td>Krekeler</td>
</tr>
<tr>
<td>CS</td>
<td>Thomas</td>
<td>Pisaro</td>
</tr>
<tr>
<td>EA</td>
<td>Myers</td>
<td>Coulter</td>
</tr>
<tr>
<td>EC</td>
<td>Arundel</td>
<td>Thomas</td>
</tr>
<tr>
<td>FL</td>
<td>Thomas</td>
<td>Pisaro</td>
</tr>
<tr>
<td>HE</td>
<td>Krekeler</td>
<td>Pisaro</td>
</tr>
<tr>
<td>IR</td>
<td>Arundel</td>
<td>Prevel</td>
</tr>
<tr>
<td>JC</td>
<td>Pisaro</td>
<td>Myers</td>
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<tr>
<td>PS</td>
<td>Klein</td>
<td>Arundel</td>
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<tr>
<td>RC</td>
<td>Coulter</td>
<td>Klein</td>
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<tr>
<td>SE</td>
<td>Klein</td>
<td>Stonehill</td>
</tr>
<tr>
<td>SP</td>
<td>Coulter</td>
<td>Myers</td>
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<tr>
<td>SO</td>
<td>Arundel</td>
<td>Krekeler</td>
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<td>Stonehill</td>
<td>Arundel</td>
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<tr>
<td>UD</td>
<td>Myers</td>
<td>Stonehill</td>
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</tbody>
</table>
ERIC Clearinghouse Publications (1987)--Annual Request for Clearinghouse Input to This Bibliography

Attachment 1 is a copy of the ERIC Facility's annual request to the Clearinghouses to verify what resumes should be included in the bibliography of ERIC Clearinghouse publications for 1987.

It is very important for the ERIC system to have these listings of all ERIC Clearinghouse publications. Please give this task a high priority.

...Central ERIC

PROCESSING ADVISORIES

UMI Requests ERIC to NOT Cite Dissertation Prices in RIE (Because They Change Too Frequently)

UMI has requested (See Attachment 2) that in the future ERIC not cite the price for any dissertation or thesis available from UMI (Dissertation Abstracts). The reason for this request is that the prices for dissertations/theses from UMI change frequently, leading to the issues of RIE and the ERIC online records carrying obsolete UMI prices in the vast majority of cases.

ERIC document processors should abide by this request. The ERIC Processing Manual will be revised to reflect this request.

...Carolyn Weller (Facility)
Backfile Changes to the Availability Field--A Never-Ending Task That is Not Recommended

The ERIC Facility has recently received several requests from Clearinghouses to make backfile changes to the Availability field in older records already in the master file of ED Documents. Because data in the Availability field changes frequently and because of the infrequent reloads of the data by the online vendors, the Facility does not attempt to keep the Availability field data current. Clearinghouses should not report changes to in-print status, prices, availability, addresses, etc., for backfile correction unless the initial input was incorrect at the time the document was entered into the system.

....Carolyn Weller (Facility)

Clearinghouse Input for RIE--Fluctuating Issue Size and the Need to Shift Documents

Clearinghouse input statistics for RIE from September through December 1987 are included as Attachments 7A-D. Because of the unusual variation in the size of shipments during the last few months, it was necessary to do more shifting of documents from one issue to another than is normally done. 1243 documents (plus priorities) were received for the November issue; however, input for the December issue dipped to 996 (plus priorities) and January dipped even further, to 930 (plus priorities).

Because GPO expects RIE to be roughly similar in size from month to month, an attempt is made to avoid large variations in document input. Major variations in issue size can also cause some staffing problems at the Facility.

Clearinghouses should, therefore, endeavor to maintain weekly shipments of approximately similar size. When a 5-week issue is scheduled, it is helpful if shipments for each week can be evened out so that the 5-week issue does not end up much larger than a 4-week issue.

The Facility hopes that the recent series of document shifts from one issue to another will be completed with the February issue. However, if shipment sizes continue to be low (due to the recent Clearinghouse competitions), documents will continue to be shifted as needed.

....Carolyn Weller (Facility)
LEXICOGRAPHY

Canadian Education Thesaurus (CET)--Status Report #4

Attachment 3 is Status Report #4 of the project to prepare a Canadian Education Thesaurus. The report deals primarily with the topic of the planned degree of compatibility between ERIC and CET.

...Jim Houston (Facility)

USER SERVICES

Computerized Databases Relevant to Higher Education

HE has revised and updated its list of computerized databases relevant to higher education (see Attachment 4). Since there are literally hundreds of computerized databases and the argument probably could be made that most of them are somehow relevant to higher education, it was difficult to keep the list short. This list is admittedly not complete and it is updated only to November 1987, but it may serve as a prototype for others. Your suggestions for changes and improvements are welcome.

...Vi Walker (HE)

ERIC on CD-ROM Training for ACE Librarians

Librarians at the American Council on Education (ACE) Library and Information Service (in the National Center for Higher Education) are now well trained in using ERIC on CD-ROM. ERIC/HE recently trained Mary Font and Jill Bogart of ACE on how to save themselves time and energy in researching requests for information using ERIC on CD-ROM.

This Washington-based library is designed to serve the needs of higher education policymakers and academic administrators and works closely with 40 major higher education associations in DC. The collection of books, periodicals, and pamphlets reflects this scope and is recognized as being the most complete collection of higher education literature in the country. It also houses the archives of the American Council on Education, covering 65 years of the Council's history and involvement in national and regional issues.

...Vi Walker (HE)
The Top 10 ERIC Documents Sold by EDRS in the Fourth Quarter of 1987

The end of the year is a favorite time to record the best or worst, or top and bottom of the past year. In this vein, EDRS has thoughtfully provided a list of the ten (10) most popular (i.e. most ordered) documents in the fourth quarter of 1987.

Therefore, in order of popularity:

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ED#</th>
<th>CH#</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Works, Research About Teaching and Learning</td>
<td>263299</td>
<td>AA001145</td>
</tr>
<tr>
<td>Organizing and Managing the Elementary School Classroom</td>
<td>223570</td>
<td>SP021330</td>
</tr>
<tr>
<td>What Works, Research About Teaching and Learning (Second Edition)</td>
<td>280940</td>
<td>AA001163</td>
</tr>
<tr>
<td>Computing and Higher Education: An Accidental Revolution</td>
<td>205068</td>
<td>HE014069</td>
</tr>
<tr>
<td>Organizing and Managing the Junior High Classroom</td>
<td>223564</td>
<td>SP021323</td>
</tr>
<tr>
<td>Social Studies Reform 1880-1980</td>
<td>211429</td>
<td>S0013811</td>
</tr>
<tr>
<td>Parent Involvement in Unusually Successful Compensatory Education</td>
<td>279428</td>
<td>PS016386</td>
</tr>
<tr>
<td>A Survival Kit for Invisible Colleges (Second Edition)</td>
<td>196317</td>
<td>HE013126</td>
</tr>
<tr>
<td>Evaluation Handbook for Health Education Program in Alcohol and Substance Abuse</td>
<td>270638</td>
<td>CG019111</td>
</tr>
<tr>
<td>A Reference Bibliography: A Basic Collection for an Elementary School</td>
<td>272203</td>
<td>IR051577</td>
</tr>
</tbody>
</table>

...Vic Fortin (EDRS)

ERIC Microfiche Statistics, 1966-1987

The Facility often gets questions from users concerning the size of the ERIC microfiche collection, how many total fiche cards are involved, how many fiche per document on average, the cost for various year spans, etc.

ERIC Ready Reference #11 was designed to answer all those questions on one convenient "Ready Reference" page (see Attachment 5)
Each Clearinghouse is being sent approximately 100 copies of this new reference product. Now that we have it, we can already see some possible improvements: Larger type, inclusion of EDRS's address; etc. Since we will have to revise this page when EDRS announces its next price increase (right around the corner), the improvements will be made at that time.

....Joanna Eustace (Facility)

USIA Requests ERIC Publications for Saudi Arabian Conference on Higher Education

At the request of the United States Information Agency (USIA), ERIC/HE supplied 25 titles from the ASHE-ERIC Higher Education Report series for a conference to be held in Saudi Arabia. The conference will have the theme "Master Planning in Higher Education." Coincidentally, ERIC/HE was even able to provide an Arabic version of one book, "Public Service in Higher Education: Practices and Priorities," which had been translated last year by a Saudi Arabian firm. USIA contacted ERIC after a survey of experts identified two publishers as the best in this field: ASHE and Jossey-Bass. All that we asked in return was that they make Jon Fife a crown prince...

....Chris Rigaux (HE)

Anecdote--Researching The "Deans List"

HE's user constituency seems to have broadened to include the Los Angeles film industry! A recent inquiry was received from a firm employed by a film company making a movie about college deans. The specific question was whether there were any real deans with the names given in the movie script to the fictional deans. We were able to help them eliminate one name and gave them leads for following up on the others. Unfortunately, we doubt that ERIC will be listed in the movie credits.

....Lynn Barnett (HE)

NETWORK NEWS

National Federation of Abstracting and Information Services (NFAIS)--ERIC Membership not Renewed due to Budget Constraints

ERIC's associate membership in the National Federation of Abstracting and Information Services (NFAIS), has not been renewed due to budget constraints. As a result, the NFAIS Newsletter will no longer be distributed to the Clearinghouses periodically along with the EAB.

.... Patricia Coulter (CERIC)
PERSONNEL

Adrienne Lannom Joins EA

Adrienne Lannom, recently hired by EA as a document cataloger and processing coordinator, received a degree in community service and public affairs (with an emphasis on public administration) from the University of Oregon and has also pursued studies in anthropology and music at New York University and at California State University at Fullerton. Her previous work experience includes positions as legislative assistant to a state representative, research assistant on a mental health/vocational rehabilitation project, and administrative assistant positions in the School of Architecture and the Department of Planning, Public Policy, and Management at the University of Oregon.

....Mary Lou Finne (EA)

Margarita Donnelly of EA Elected to CCLM Board

Margarita Donnelly, EA editor/abstractor, has been elected for another term to the Board of the Coordinating Council of Literary Magazines (CCLM). She has also been appointed to serve as Secretary of the CCLM Board during her second term of office. CCLM is a national organization based in New York City that promotes literary publishing through support of over 1000 literary magazines. Ms. Donnelly has been a member of the CCLM Board since 1986.

....Mary Lou Finne (EA)

Jonathan Fife Receives ASHE Service Appreciation Award

Joanathan Fife, Director of the ERIC Clearinghouse on Higher Education, was the first recipient of the Service Appreciation Award presented by the Association for the Study of Higher Education (ASHE). This award was made in recognition of the conclusion of Jon's decade-long voluntary service as the Association's Executive Secretary-Treasurer. For six of those years he also served as the Managing Editor of its quarterly journal, The Review of Higher Education.

....Vi Walker (HE)

MEETINGS

CG Director Addresses Virginia Counselors Association

"The Reform and Rebirth of School Guidance" was the subject of ERIC/CAPS Director Garry Walz's keynote address to the Virginia Counselors Association. At their annual meeting on November 13, Dr. Walz spoke to an audience of over 500 public school counselors,
emphasizing that new counseling methods and motives, management strategies that regard change as opportunity, and marketing strategies driven by user needs, will be responsible for a rebirth in school counseling. Dr. Walz commented on the necessity of management to be knowledge-based and highlighted the potential of the ERIC database for use by counselors.

....Dale Jerome (CG)

Mary Lou Finne (EA) Represents ERIC at FLICC/FEDLINK Regional Workshop

Mary Lou Finne represented ERIC as one of ten participants in the 3-day FLICC/FEDLINK Western Regional Library Workshop on accessing Federal databases, held in cooperation with the University of Washington, September 15-17. The Federal Library and Information Network (FEDLINK) is a cooperative program of the Federal Library and Information Center Committee (FLICC). Participants attended a morning session at which presentations were given on all the databases scheduled for the day. In the afternoon "breakout", rooms were provided where participants could go for hands-on-practice on the databases being offered that day. Approximately 40 persons attended the first day when the ERIC presentation was made, and most of them dropped in on the ERIC practice session. The majority of participants were experienced searchers and had searched ERIC. However, even the experienced librarians enjoyed the printouts of their search requests. Among the institutions represented were Bonneville Power, military bases, Boeing Technical Libraries, U.S. Government Publications, Naval Civil Engineering Library, National Park Service, Department of Labor and Industry, and numerous college and university libraries. Participants were impressed with the wide range of subjects covered in ERIC. For example, a librarian with the Bureau of Mines asked about women in mining; we found 19 citations. Other participants asked about driver education and off-road vehicles, military dependents schools, and computers used by the public in public libraries. We found two author citations for a participant who remembered sending some documents to ERIC. We stressed the areas of concentration represented by the different Clearinghouses and suggested that participants contact individual Clearinghouses for materials and assistance. ERIC/JC's "Search Strategy File" provided a perfect follow-up to that suggestion and JC can expect to receive some orders. The CD-ROM Digest by Pamela McLaughlin (IR) was of special interest to the group, as was the Facility-produced complete list of ERIC Digests. Thanks are due to Judy Wagner (CE) and Lucie Olson (TM) for sending workshop materials. We used or adapted much of their materials for the assembled handouts and transparencies used at the presentation.

....Mary Lou Finne (EA)
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Location</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE Jan/ 14-15</td>
<td>Washington, DC</td>
<td>Marilyn Shorr, Lynn Barnett, Vi Walker, Brenda Burley</td>
<td>Exhibited ERIC/HE products at the Association of American Colleges 74th Annual Conference</td>
</tr>
<tr>
<td>HE Nov. 10</td>
<td>Washington, DC</td>
<td>Jonathan Fife</td>
<td>Attended the annual FIPSE (Fund for the Improvement of Postsecondary Education) Project Director's meeting and gave two presentations entitled &quot;Institutionalizing Innovation: Dissemination Is Both an Art and a Science.&quot;</td>
</tr>
<tr>
<td>CS Oct. 29-31</td>
<td>Baltimore, MD</td>
<td>Karl Koenke</td>
<td>Represented ERIC/CS and served on the Program Committee at the annual meeting of the College Reading Association. Elected to next year's Program Committee.</td>
</tr>
</tbody>
</table>
Attended the annual National Council of Teachers of English convention. Exhibited ERIC/CS products, and provided no-cost computer search demonstrations. Michael Spooner served as Chair, and Karl Koenke served as Associate Chair of an ERIC/CS sponsored session on "Peers Talking and Writing: Research from the Center for the Study of Writing," featuring three panelists from the Center for the Study of Writing. ERIC/CS also sponsored a full-day practicum workshop entitled "Unlocking Shakespeare's Language."

Represented ERIC/CS at the National Reading Conference, and disseminated ERIC materials.

Represented ERIC/CS at the American Reading Forum meeting, and disseminated ERIC materials.

Represented EA at the annual University of Oregon Conference, "The Computer: Extension of the Human Mind". She arranged for a total of 6 hours of free DIALOG time and conducted ERIC searches for conference participants.

**ERIC CLEARINGHOUSE PUBLICATIONS**

**NEW PUBLICATIONS FROM CS**

*Mediation: Toward a Civilized System of Dispute Resolution*, by John W. (Sam) Keitner, 1987 (CS 505 796). Explores the process of mediation in the context of managing struggle and examines some of the characteristics of mediators, their training and ethics, and the techniques and skills of good mediation. Available from the Speech Communication Association ($8.95).
Recommended English Language Arts Curriculum Guides, K-12, 1987, compiled by the ERIC/RCS staff and the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, Tobye P. Polk, Chair (CS 210 807). Presents four activities that turn talking into writing: role-switching, peer-questioning, topic sculpting, and forensic discussion. The activities are easily adapted to many levels, from junior high and high school through college. Available from the National Council of Teachers of English and the Speech Communication Association ($4.50 NCTE members, $5.75 nonmembers).

...SueAnn Kendall Crain (CS)
ERIC CLEARINGHOUSE PUBLICATIONS
Covering the Period January 1987 - December 1987

Bibliographies of ERIC Clearinghouse publications have become an annual ERIC Facility product. The last cumulation covered the period January-December 1986; it listed 229 items.

The ERIC Facility has been requested by Central ERIC to begin preparation of the next edition of this publication, to cover material produced during the period January-December 1987.

The purpose of this communication is to ask Clearinghouses to identify all publications they feel should appear in such a bibliography. The general selection criterion is to be that the materials listed must be of sufficient quality to have been announced in Resources in Education (RIE) and to have an ED number. A computer search has been done on the ED portion of the ERIC database and resumes for all documents bearing the Publication Type 071 (ERIC publications) have been printed out. This search covers input beginning with the January 1987 RIE and extends through the December 1987 issue. Copies of 1987 ERIC Digests, Fact Sheets, and Short Reports that were not individually entered in RIE should be sent in with your report so that we may prepare a brief title listing for the back of the bibliography (as was done last year).

Enclosed are the resumes of all documents on the 1987 ERIC file identified as being ERIC Clearinghouse publications from your Clearinghouse. Please enter a checkmark beside those items that you wish to have included in the annual bibliography and strike out any that you do not wish to have included. If you have an item produced before 1987 that has an ED number but that has not appeared in earlier compilations, please send a Xerox of the record from RIE when you return your resume. (Items appearing in RIE after December 1987 will appear in the edition covering 1988.)

It is urged that care be taken in responding to this request, in order to ensure that your Clearinghouse is fully and accurately represented in this bibliography. No items returned to us and checked for inclusion will be omitted without either your concurrence or the decision of Central ERIC. As in the past, each ERIC monitor will review the items submitted by his or her Clearinghouse.

Because Central ERIC regards it as extremely important to produce this bibliography while the Clearinghouse publications are still timely, we ask that you respond to this request within two (2) weeks (i.e., by January 29, 1988) at the latest. Please return all marked up search results (both inclusions and omissions), along with the search cover sheet, to:

Clearinghouse Publications Project
ERIC Processing and Reference Facility
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475

Any questions should be directed to Carolyn Weller.
December 21, 1987

ERIC
Processing and Reference Facility
Attn: Ted Brandhorst, Director
4350 East-West Highway
Suite 1100
Bethesda, MD 20814-4475

Dear Mr. Brandhorst:

Thank you for your letter of November 23rd.

With regard to Dissertation citation references, we agree that it would be in our best interest for you to cite the pub number and ask the user to inquire as to present price. We trust you will implement this policy in your availability statement in the future.

Please feel free to contact me on our toll-free number, 1-800-233-6901, extension 708, if you have any questions.

Sincerely,

Candace C. Wise
Manager, Online Support
Dissertation Abstracts and Japan Technology

CCW/cjk
NOTES ON THE CANADIAN EDUCATION THESAURUS

CET COMMITTEE AT WORK

Twenty-three specialists form the Canadian Education Thesaurus (CET) Vocabulary Committee. Last October, they were asked to review lists of terms in two subject areas: "Language and Language Teaching" and "Exceptionalities and Exceptional people". All terms appearing on these lists were candidate descriptors and had been used in the Canadian literature. Members of the committee were asked to identify the terms that should be descriptors in a Canadian education information system, the terms that should appear in CET as non-descriptors, and the terms that should not appear in CET at all.

Committee members commented on problematic issues raised by the Editor, and submitted some of their own concerns. The overall greatest concern relates to the degree of compatibility between the ERIC Thesaurus and CET. In fact, the Committee's selection of descriptors and non-descriptors is remarkably faithful to ERIC choices.

FROM ERIC TO CET

ERIC and CET will be fully compatible, which does not mean that they must be identical at the terminological level. Conceptual compatibility is all that matters between two artificial indexing and retrieval languages that will not describe the same body of literature and will not be used to access the same databases. CET's very existence is based on a consensus that ERIC is not entirely appropriate for processing the Canadian educational literature. But CET cannot deviate very much from ERIC, the definitive model in the field, and information specialists need not worry about having to familiarize themselves with a totally different documentary language.

Terminology

CET will be only as specific as the Canadian literature, and will not contain as many terms as the ERIC Thesaurus. However, the whole structure of the language being hierarchic, additions at more specific (or generic) levels can be made easily when needed.

Terms that are common to CET and ERIC will normally have the same function in both thesauri (e.g. term descriptors in ERIC will be descriptors in CET). If appropriate, the ERIC terminology will be adopted in CET. However, there are some sensitive areas in Canada where change in terminology are required (Exceptionalities and handicaps, for example): in such cases, the ERIC term will appear in CET as a lead-in term.

A few changes in meaning will be unavoidable. Native Language, for instance, is used in ERIC in the sense of Mother Tongue. But in Canada, the term Native Languages refers to the Canadian Indian languages and is the preferred form for Aboriginal Languages (a term that does not even appear in ERIC).

Hierarchies

Some of ERIC's semantic hierarchies will be slightly modified, mostly through additions of intermediate levels: e.g.
Reading Instruction BT Language Instruction will be preferred to Reading Instruction BT Instruction. Language Instruction is a descriptor that is not used by ERIC anymore but... as we will recreate to consolidate the hierarchy. Immersion Programs will have a narrow term: French immersion Programs.

When new terms are added, hierarchies will be developed on the model of existing similar terms in ERIC: e.g. Technical Reading (a new term) will be developed on the model of Technical Writing.

In some cases, whole new hierarchies will be developed that will parallel ERIC's. The development of a complete hierarchy for Second Language seems justified in Canada: this hierarchy will be similar to that of Language: e.g. Second Language Proficiency, Second Language Skills, on the model of Language Proficiency, Language Skills, etc.

Associations

Associative relationships (RTs) will not be as numerous in CET as they are in ERIC. Strict guidelines will be followed for the creation of RTs. RTs will not be established when multi-word descriptors have the same first word and follow each other in alphabetical order. RTs will provide a direct access to a different hierarchy or to another section of the alphabetical list: e.g. Language will be related to Linguistics but not to Language Acquisition, Language Skills, Language Proficiency, etc.

PROGRESS REPORT

A basic classificatory framework for the development of CET has been designed. Its fourteen main classes are:

Education: Philosophy, Theory, Research

Educational system and structure

Educational administration and facilities

Instructional materials and methodologies. Teaching and training.

Academic curriculum subjects

Testing and evaluation

Cognitive processes

Language and Communication

People in education (Teachers and students)

Personality characteristics and development

Exceptionalities (impairments, disabiliies)

Guidance and Counseling

Life skills

Environment: family, sociocultural, economic, etc.

Each class will be developed independently to facilitate the identification of semantic hierarchies. In a later phase of the project, the broad classes will be interrelated by means of associative relationships.

As of December 1, the development of the English Language and Communication section of CET is progressing well. All terms have been verified in ERIC and in other relevant sources. A first selection of descriptors and non-descriptors has been made, and most records (of semantic relationships) are now complete. Following the establishment of the French list, this specific section of the thesaurus will be used to index the current literature.
# COMPUTERIZED DATABASES RELEVANT TO HIGHER EDUCATION

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Attachment Page 1 of 4
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(11/97)
## ERIC Microfiche Statistics

*(Resources in Education, 1966-1987)*

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**TOTALS**

277,909 248,653 89.5 379,322 1.53 $28,407.15

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*Includes Level 1 (microfiche and paper copy) and Level 2 (microfiche only) accessions. Does not include Level 3 accessions (i.e. those not reproduced by ERIC). Level 3 accessions (once as high as 21%) are currently running at less than 3% of total accessions.

**The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running stable at 1.4 fiche per accession.

***The price of $.082 per fiche card was effective October 1, 1987. Additional price increases are in process.
Here's everything you ever wanted to know about ERIC, the colossal online service for education.

Let me introduce you to ERIC. As an expert in the field of education, there is no equal. Mention just about any topic of interest in education, and ERIC can suggest appropriate journal articles, conference proceedings, lesson plans, speeches, course descriptions, research reports, surveys, or curriculum guides for your consideration.

Who is this high powered, high I.Q., photographic memory marvel? He's no big bucks consultant, ivory tower genius, or over-achieving educator. In fact, he's not a person at all. The Educational Resources Information Center (ERIC) is a national information network designed to meet the research and information needs of teachers, school administrators, counselors, and others involved in education.

Established in 1966 as an agency of the U.S. Department of Education, ERIC is composed of 16 clearinghouses scattered across the country. Each clearinghouse is responsible for collecting educational documents within designated subject areas. Collected documents are cataloged, abstracted, and indexed by subject, author, and responsible organization.

Materials are then sent to a central processing center, where the efforts of all clearinghouses are combined in a magnetic tape produced once a month. This tape is used in the production of a printed index and also for computer searching.

COVERS MORE THAN 780 EDUCATION JOURNALS

The amount of information available from ERIC is overwhelming. In addition to collecting thousands of non-journal educational documents, ERIC also provides coverage of articles published in approximately 780 major educational and education-related journals. With well over half a million records already in the system, this massive collection continues to grow at the rate of about 2,600 records per month.

Comprehensive coverage and voluminous holdings are impressive, but it's easy to make excuses for not using ERIC if information is difficult to retrieve. With the help of a microcomputer, you can toss those excuses right out the window.

The addition of a modem and telecommunications software can transform your micro into a remote terminal capable of accessing various online databases. ERIC is one of those databases.

The online version of ERIC is equivalent to the two printed indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). However, searching online by computer offers some distinct advantages over the printed versions.

The most obvious advantage is time. Research that may take hours with paper indexes can be completed in minutes. The system retrieves information matching specifications entered from your micro, and results are displayed immediately. From these results, searches may be further modified, printed out, saved to disk, or cancelled.

Another advantage to online searching is the flexibility it offers. This flexibility results from the way databases are organized. Every ERIC record includes up to 22 different fields of information, and each field can be searched for specific information.

Searchers can retrieve records which contain selected words or phrases within designated fields. Fields may be searched individually or in combination. The more combinations used, the more precise will be the search results.

Take a look at an actual online search. A teacher wanted to introduce online searching to her senior high school students. To save duplication of effort, she needed to know if any curriculum guides had already been developed for this subject. The ERIC Thesaurus was consulted (a list of subject terms used in ERIC) and appropriate subjects were chosen. This is what the completed search looked like:

Set 1: 3224 Online Systems
Set 2: 9805 High Schools
Set 3: 63118 Curriculum
Set 4: 1 Online Systems And High Schools And Curriculum

Here is an explanation of the search:

The system was asked to locate all records which had been assigned the subject headings Online Systems, High Schools, and Curriculum. In general, each record is given up to eleven different subject headings.

The system first retrieves all records dealing with some aspects of Online Systems, High Schools, and Curriculum. In general, each record is given up to eleven different subject headings.

The system then retrieves all records dealing with some aspects of Online Systems, High Schools, and Curriculum. In general, each record is given up to eleven different subject headings.

The system retrieved a total of 22,600 records. Of these, 3,224 contained information on Online Systems, 9,805 related to High Schools, and 63,118 concerned Curriculum. The teacher was satisfied with the results and was able to introduce online searching to her students with confidence.
At Home with ERIC: Online Searching from your Home Computer

By Emma Gonzalez-Stupp and Barbara Wildemuth. This manual comes in either an “After Dark” or “Knowledge Index” edition. Guides novice online users interested in accessing ERIC through the BRS or Dialog system. (ERIC/TME, Educational Testing Service, Princeton, NJ 08541; $5.00.)

Current Index to Journals in Education
Indexes articles appearing in over 700 journals representing the core of the periodical serial literature in the field of education. (Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Subscription: $175 a year.)

Resources In Education (RIE)
A monthly abstract journal that announces research reports, curriculum materials, and other non-journal literature of interest to the educational community. (U.S. Government Printing Office (GPO), Washington, D.C. 20402; subscription: $56 a year.)

Thesaurus of ERIC Descriptors
The master list of approved Descriptors (index terms) used by the ERIC system. (Oryx Press; Phoenix, AZ; price varies with edition—11th edition, 1986, is $65.)

POWERFUL AND CONVENIENT ONLINE SEARCHING

The results displayed in Set 4 reveal the power and convenience of online searching. After identifying the records with any subject match, the system then sorts those records on the basis of which ones contain all three subject headings.

As can be seen from the results displayed in Set 4, this dramatically narrows the number of records retrieved. Only one record met the required specifications, the title of which was printed out. The complete bibliographic citation could have been printed just as easily, as well as an abstract of the document.

The document located by this online search was exactly what the teacher needed. The entire search took less than one minute and the cost was around one dollar. For an additional fee, the complete document could have been ordered and mailed to her within the week.

To search ERIC online, it is necessary to go through a database vendor. Two major database vendors which offer ERIC for searching are BRS and Dialog. Both companies offer hundreds of databases for online searching, but ERIC is one of the most popular. In fact, studies have shown that ERIC is the fourth most widely used bibliographic database in the United States.

Needless to say, database vendors do not offer their services free of charge. Gaining access to a vendor’s databases usually requires the payment of a subscription fee. This entitles members to a password and essential documentation to database content and system commands. There are additional charges for going online to do searches and for ordering the complete text of citations retrieved.

The cost of searching varies between database vendors and even between different databases within the same system. Each vendor has its own pricing schedules, and it is difficult to accurately compare costs between different vendors.

No matter which system is chosen, the cost of the search will be based on three factors: The length of time spent connected to a database (connect-time charges); the number of records retrieved from the database (search or citation charges); and the amount of time spent connected to the main system (telecommunication charges).

MATCHING A DATABASE SYSTEM WITH YOUR NEEDS

Because online searching does cost money, it is important to select a system that matches your needs, interests, and search skills. Fortunately, there are a number of options available.

First, there are the full-featured, command driven systems. These systems are powerful, allowing for intricate search strategies and speedy processing of search requests. They take time to learn because there are no help screens, menus, or other user-friendly devices to aid in the search process.

With enough practice, searches often take less time and are more precise when using these systems, and that translates into less expensive searches. The BRS and Dialog systems are good...
searching ERIC. Within the last year, three different companies have produced a CD-ROM version of ERIC.

A CD-ROM disc is very similar to the compact disks available for recorded music. This small plastic disk can hold about 550 megabytes of data, the equivalent of 222,000 printed pages or over 1,500 floppy disks. The entire ERIC database of more than 600,000 citations, with its 20 years of print indexes, fits on three CD-ROM disks.

**CD-ROM ELIMINATES ONLINE CHARGES**

The major advantage of having ERIC on CD-ROM is elimination of the unpredictable charges associated with online searching. For a flat fee, the entire system can be purchased, including quarterly updates. Costly telecommunication charges are eliminated and searching can be conducted at a more leisurely pace. The more the CD-ROM is searched, the lower the cost per search.

The main disadvantages to CD-ROM are the frequency of updates (quarterly) and the fact that each micro must have its own CD-ROM drive, with only one user able to use it at a time. Despite these problems, CD-ROM is an attractive option, especially for larger institutions or organizations. Because system requirements and prices vary, it is best to contact the companies providing ERIC on CD-ROM directly for more information. (See separate listing of CD-ROM vendors.)

The ERIC system is a valuable resource for any educator, and online searching makes it more accessible than ever before. As a body of information produced by and for educators, it is especially relevant to your needs and interests. Need information? Ask ERIC. You may be pleasantly surprised by the answer!

—Susan Dunman is a reference librarian in the Waterfield Library at Murray State University, Murray, KY.

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**CD-ROM Products**

**CD-ROM ERIC PRODUCTS**

Dialog OnDisc ERIC
Dialog Information Services, Inc. 3460 Hillview Ave., Palo Alto, CA 94304; (415) 858-3810, (800) 334-2564.

OCLC Search CD450 for Educators
Online Computer Library Center, 5555 Frantz Road, Dublin, OH 43017; (614) 764-6000, (800) 605-6166.

SilverPlatter Information
SilverPlatter Information, Inc. 437 Walnut Street, Wellesley Hills, MA 02181; (617) 239-0300.
Memories of a Novice

By Erik Mortensen, Ed.D.
Information Services Specialist
J.P. Stevens & Co., Inc.
New York, NY

I was first introduced to the concept of online databases in 1968 as part of my work as a research associate at the Horace-Mann Lincoln Institute at Teachers College, Columbia University. The College was among the early subscribers to the ERIC Microfiche system, and I soon became an avid user.

In 1970, I started work on my dissertation dealing with different types of recording media used in classroom interaction research, such as film, videotaping, audio recordings, photography, etc. In order to make the best possible use of the extensive library holdings at the College, I turned to DIALOG to get an online search on my topic. After a couple of telephone calls, a search was implemented. One week later, I received a printout with nothing but several hundred ERIC database accession numbers, plus a bill for $10. It was, to say the least, a "no-frills" type of a search. Still, it worked like magic. It also made me the first doctoral candidate at the College to carry out essential parts of my literature research by means of online information retrieval. This was about two years before DIALOG became available as a dial-up subscription service. It was a memorable experience in many ways.

Armed with the printout as my road map, I buried myself in the Library at Teachers College. The ED-documents provided "addresses" to a broad variety of unpublished studies and reports, most of which were available in full text in the ERIC microfiche library. The EJ-references provided "addresses" to a huge library of journals. Scanning references in the microfiche library was, by far, the simplest of the two research tasks. Armed with a pocket full of dimes, I scanned one page after another on a microfiche reader until a useful reference popped up. In went a dime, and out came a chemically-treated paper copy of the page. Locating journal references occasionally proved to be a little bit more difficult and time-consuming, since the College did not subscribe to all journals cited in the printout.

At the end of each day, I would return home to my old typewriter with a stack of photocopies of original source documents, to be scrutinized further for possible use in the dissertation. As a consequence, I did not have to take extensive notes from reference materials or check quoted sources for accuracy. This research method clearly represented a significant time-saving over conventional library methods and also saved me from the frustration of trying to figure out my own hard-to-interpret scribbles.

Thanks to this simple and inexpensive online search, I was able to complete the writing of a 280-page dissertation in a few months – with footnotes on the bottom of each page – a veritable pain with an ordinary typewriter. But those were the rules.

One thing became quite evident at the time of my defense of the dissertation. The committee never questioned whether my library research was exhaustive or not. The mere fact that it had been performed on a major timesharing computer system (and implemented by an information specialist) somehow rendered an aura of authenticity, comprehensiveness, and reliability to the effort. Today, with growing computer and information literacy, procedures tend to be more stringent, since this kind of online information research is often a requirement in dissertation writing.

To me, this first exposure to online information retrieval represented the introduction to a totally new world of global information and a new way of thinking about information, which continues to fascinate me to this day.

My belated thanks to DIALOG – and whoever that nice and clever young .Idy was back in 1970 – for teaching me such a valuable and important lesson!

Editor's Note:
Dr. Mortensen is the author of several articles on the integration of office systems. The article "Tap into Info Power" in the November 1987 issue of Administrative Management (pages 24-29) is a recent publication.
### RIE Input by Clearinghouse (RIESEP87)

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#### 1. Resubmission of Clearinghouses Own Input (5)

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#### 2. Duplicates Appearing in RIE Three Months or More Ago (3)

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#### 3. Duplicates Appearing in July, August, September (3)

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#### 4. Total Duplicates for 1987 through Latest Issue = 81

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C. Delays (98)

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<td>ED 272 326/PS 016 015</td>
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2. Duplicates Appearing in RIE Three Months or More Ago (4)

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<td>SO 018 196</td>
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3. Duplicates Appearing in August, September, October (3)

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<td>HE 020 423</td>
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4. Total Duplicates for 1987 through Latest Issue = 91

B. Removes (6)

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<td>Cumulative later edition already in system</td>
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<td>Combined with SO 018 232</td>
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### RIE Input by Clearinghouse (RIEnov87)

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<th>REMOVED (DUPS, REJECTS, ETC.)</th>
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<th>GRAND TOTAL TO RIE YEAR-TO-DATE</th>
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*Includes documents from Week 5 Transferred to December*
RIENOV87

REMOVE LIST (91)

A. Duplicates (10)

1. Resubmission of Clearinghouses Own Input (6)

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2. Duplicates Appearing in RIE Three Months or More Ago (1)

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3. Duplicates Appearing in September, October, November (3)

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4. Total Duplicates for 1987 through Latest Issue = 101

B. Removes (59)

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<td>Forty-six (46) individual instructor/student guides were combined under 23 accession numbers and reprocessed as CE 047 434-456 in order to keep the series in sequence.</td>
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<tr>
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<tr>
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C. Delays (22)

Accession Removed

Delays/Moved to

Delayed - Better copy needed
Delayed - Appendixes missing
Delayed - Journal citation needed
Delayed - Reproduction release needed
Delayed - Scope problem
" - " "
" - " "
" - " "
" - Processing problem
" - Abstract problem
" - Page missing
Delayed - Replacement pages needed
Delayed - Scope
" - Abstract and reproducibility problems
" - Processing problems
" - " "

CG 019 949
EC 192 776
FL 016 688
IR 051 991
SO 017 852
SO 018 071
SO 018 197
SO 018 248
SO 018 255-256
SO 018 280
SO 018 455
TM 870 393
UD 025 583
UD 025 611
UD 025 619-620
UD 025 622-626
## RIE Input by Clearinghouse (RIEDEC87)

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</table>

* Includes transfers from Week 5 of November.
** Includes transfers to January 1988 RIE because of low input for that issue.
### A. Duplicates (9)

1. **Resubmission of Clearinghouses Own Input (5)**

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2. **Duplicates Appearing in RIE Three Months or More Ago (1)**

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3. **Duplicates Appearing in October, November, December (3)**

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4. **Total Duplicates for 1987 through Latest Issue = 110**

### B. Removes (3)

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# C. Delays (94)

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<td>SE 048 271-272</td>
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- 39 -
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CIJE SOURCE JOURNAL INDEX UPDATE
JAN83

Additions

EA Educational Management and Administration

Name Change

EC American Journal of Mental Deficiency to American Journal of Mental Retardation.
ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION
American Institutes for Research (AIR)
1055 Thomas Jefferson Street, NW
Washington, DC 20007-3893

Telephone: (202) 342-5060 OERI Monitor: Robert Stonehill
FTS Number: None Kevin Arundel

Business Hours: 8:30 - 5:00

TITLES OF DIRECTORS
Director
Associate Director

NAMES OF DIRECTORS
Dr. Lawrence M. Rudner 342-5140
Dr. Lauress Wise 342-5000

TITLES OF STAFF MEMBERS
Administrative Assistant
Director of Acquisitions
and User Services
Product Development Coordinator
Research Assistant
Librarian
Indexing/Abstracting
(Project Manager)

NAMES OF STAFF MEMBERS
Ms. Deborah J. Vitale 342-5060
Ms. Paula M. Hannaman 342-5141
Ms. Carolyn B. Bagin 342-5060
Mr. Philip L. Szenas 342-5060
Ms. Kathy A. Dorko 342-5060
Ms. Ruth Christie (Herner & Co.) 558-8200

Note: After September 1, 1988, the TM Clearinghouse address
will be:

3333 K Street, N.W.
Washington, D. C. 20007

Standing Order Customers: Massachusetts, New Jersey, Rhode Island

- 42 - Revised January 1988

50
**CENTRAL ERIC**
(and Associated Offices)

**OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)**

Information Services  
Education Library Division  
Educational Resources Information Center (ERIC) Branch  
555 New Jersey Avenue, N.W.  
Washington, D. C. 20208-1235

Telephone: (Please see individual listings.)

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<td>Sharon Horn</td>
<td>Director, Education Library Division</td>
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<td>Robert Stonehill</td>
<td>Head, ERIC Monitor: TM</td>
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<td>Kevin Arundel</td>
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<td>Patricia Coulter</td>
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<td>Sue Klein</td>
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<td>Nancy Krekeler</td>
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<td>James Prevel</td>
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<td>Robert Thomas</td>
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<td>Alberta Jett</td>
<td>Education Technician GPO (RIE)</td>
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<td>Evangeline Ring</td>
<td>Secretary</td>
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<td>Joyce Lowery</td>
<td>Secretary</td>
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**INFORMATION SERVICES**

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<td>Ray Fields</td>
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<tr>
<td>Suellen Mauchamer</td>
<td>Director, Public Information Division</td>
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<tr>
<td>Lew Walker</td>
<td>Chief, Educational Information Branch</td>
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<td>Lance Ferderer</td>
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<td>Milbrey Jones</td>
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<td>John Blake</td>
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<td>Sheldon Fisher</td>
<td>Director, Learning and Technology Resources Center</td>
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<tr>
<td>Stephen Sniegoski</td>
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**Educational Reference Center (ERC)**

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<td>Judith Stark</td>
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<td>Constance Odom</td>
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<td>Diane Lewis</td>
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TABLE OF CONTENTS

ACTION ITEMS

- Eric Directors Meeting and National Technical Meeting—Agendas 3

PROCESSING ADVISORIES

- Target Audience Field "Inflation" 3
- Classroom Instructional Materials—What to do When the Same Title Comes in a "Student Packet" and a "Teacher Packet" 3
- Eric Reply Card 4

NETWORK NEWS

- Department of Education Press Release: "Contracts Awarded for 16 ERIC Clearinghouses" 5
- New EDRS Order Form (Attachment 3) 5
- EDRS Continues to Improve Customer Service 5

COMPACT DISC (CD-ROM)

- Maintenance of CD-ROM Disc Drives 5
- SilverPlatter Announces Update to its CD-ROM Search and Retrieval Software 6
- DIALOG Enhances OnDisc ERIC 6

PERSONNEL

- Magon Kinzie Joins Oryx Press—Responsible for CIJE 7

THE LIGHTER SIDE

- The Longest Word in the ERIC Database (95 Characters!) 7
- Record of the Month (ED-238 236) (Attachment 7) 7
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
ACTION ITEMS

ERIC Directors Meeting and National Technical Meeting--Agendas

The Final Agendas of the upcoming ERIC Directors Meeting and National Technical Meeting were distributed on March 8 and are included here as Attachment 1A-B, for your information.

....Lynn Barnett (Steering Committee)

PROCESSING ADVISORY

Target Audience Field "Inflation"

The Facility has advised us that the Target Audience field is being overused. Please note that the Target Audience field is to be recorded only when the author explicitly specifies the audience or when there is equivalent hard evidence in the document clearly identifying the intended audience. The vast majority of documents will legitimately not have an entry in the Target Audience field since the above conditions are frequently not met. Please observe the above rules so that the integrity and value of the Target Audience field can be assured for our users.

....CERIC ERIC

Classroom Instructional Materials--What to do When the Same Title Comes in a "Student Packet" and a "Teacher Packet"

Classroom materials for use in teaching and learning a given topic often come in two parts: a teacher's guide (for the use of the person doing the teaching) and a student learning packet (containing the exposition, drills, tests, and other materials that the student would use). These items often have identical titles except for the subtitle indicating the intended user.

The question arises as to how such items should be processed for RIE? Should they always be handled as separate documents? Should they always be combined? Or is a mixed strategy appropriate?

After reviewing many hundreds of such items, the ERIC Facility has come to the conclusion that a mixed strategy, based on the ability of the documents to stand alone, is the best answer.

There is, of course, always going to be a close relationship between these two parts of a given set of curriculum materials, but we have found that there is often a great deal of difference in the independence of the two pieces.
If you have a teacher's guide that does not repeat pages or material, but that constantly refers to or directs the teacher to the learning packet, then you have little more than a shell or outline and you certainly have something that no user would ever want to obtain all by itself. To make any sense, such items have to be paired with the learning packet. In such instances, we favor combining the two parts into a single accession. This has the advantage of putting things together in the way that will be most convenient for the user. It avoids the potential frustration of the user getting one half of a package only to find belatedly that they must also have the other half. This approach also avoids the proliferation of nearly identical "twin" titles, cataloged and indexed virtually identically. The database is simply made more efficient and less "clogged" if such logical combinations are made.

There are, however, other cases where each half has been put together in such a way that each can stand alone without necessarily requiring the other. If you can put yourself in the user's place and can imagine using the Teacher's Guide document alone and independently, then you can justify accessioning it independently.

The approach outlined above requires discretion and judgment on the part of the Clearinghouse. It is not the simplest solution. The simplest solution would be to always keep separate or always combine. We think that the tremendous variability in the literature ERIC processes requires us to apply our discretion (and not to blindly follow a "rule") if we are to best serve the end user. The basic decision rests with the Clearinghouse, but we have asked the Facility to question doubtful or troublesome cases as they pass through the editorial process.

....CERIC

ERIC Reply Card

The "ERIC Reply Card" is used to provide contributors with feedback concerning the disposition of their submissions. It is usually attached to the document either in response to a special request by the contributor or to continue a longstanding agreement with an organization.

If the document is not accepted, the Clearinghouse staff should remove the card, complete the appropriate information and mail it as soon as possible. However, if the document is accepted, the card should remain stapled to the document until the ED number is assigned. The Facility staff then becomes responsible for completing and mailing the card. Clearinghouses are requested not to return the card prematurely, when only the Clearinghouse number is assigned, in order to avoid confusion for the contributor.

....Joanna Eustace (ERIC Facility)
NETWORK NEWS

Department of Education Press Release: "Contracts Awarded for 16 ERIC Clearinghouses"

Attachment 2 is the February 5, 1988 Press Release from the Department of Education announcing the completion of the Clearinghouse procurements. It is of particular interest because it lists the contract value for each Clearinghouse, totalling a record high $4,964,218.

....ERIC

New EDRS Order Form

Rather than wait any longer for final approval of requested price increases, EDRS has decided to issue a new "interim" EDRS Order Form (see Attachment 3). This form reflects an increase from $.78 to $.82 per microfiche title and an increase from $1.85 to $1.94 per twenty-five page paper copy increment. Another updated order form will be issued when the final price increases are approved.

....Vic Fortin (EDRS)

EDRS Continues to Improve Customer Service

The EDRS toll free telephone number (1-800-227-ERIC) is now being answered from 8:30 a.m. to 9:00 p.m. Eastern time, Monday through Friday.

Orders transmitted via FAX (i.e. (703) 823-0505, toll call) are accepted 24 hours a day. FAX orders must be charged to a credit card (VISA or Master Card) or to an EDRS Deposit Account.

....Vic Fortin (EDRS)

COMPACT DISC (CD-ROM)

Maintenance of CD-ROM Disc Drives

The ERIC Facility regularly receives inquiries about the maintenance of CD-ROM disc players. The best idea is probably to obtain a maintenance agreement at the time you purchase the drive.

If you have not availed yourself of this option, then you will probably have to deal directly with the manufacturer's repair depot. The repair centers of which we are aware are as follows:
Hitachi drives:

Hitachi
Repair Center
1333 Lawrence Expressway
Suite 118
Santa Clara, CA 95051
(408) 249-1821

Philips drives:

Philips
Repair Center
4425 ArrowWest Drive
Colorado Springs, CO 80909
(303) 593-4207

We advise you to call first, before sending in your damaged drive, in order to verify correct procedures and estimated cost.

....Pat Brown (ERIC Facility)

SilverPlatter Announces Update to its CD-ROM Search and Retrieval Software

Attachment 4 is the SilverPlatter news release announcing Release 1.4 of its retrieval system. Among the new features added with this release are: (1) scrolling both backward and forward in the INDEX; (2) "Lateral Searching", i.e. selection of search terms from data on display on the screen, without the need to key the data; (3) support of Microsoft extensions; (4) improved tutorials for the novice searcher; (5) improved speed and time of response.

....Pat Brown (ERIC Facility)

DIALOG Enhances OnDisc ERIC

The DIALOG Chronolog newsletter for February 1988 (p.88:25) announces an enhanced version of the OnDisc ERIC search system (see Attachment 5). Among the new search features are: (1) Ability to select a specific ERIC record by accession number (EN = ); (2) Cascading of entries in fields such as Contract Number, and Report Number, in order to be able to search on everything under a given prefix; (3) Identifiers added to rotated display of Descriptors; and (4) Document Type options added to the Easy Menu Search.

....Pat Brown (ERIC Facility)
PERSONNEL

Magon Kinzie Joins Oryx Press--Responsible for CIJE

Ms. Magon Kinzie is the new Oryx Press contact person for matters concerning CIJE. Please address all inquiries and packages to her attention.

....Oryx Press

THE LIGHTER SIDE

The Longest Word in the ERIC Database (95 Characters!)

The Facility has long known about the longest word in the ERIC database. It caused us headaches when it first came lumbering through. Now a user at the University of Maine has stumbled over it and proposed it to DIALOG as their "Record of the Month". The word is the French version of Ronald McDonald's refrain, recorded without inter-word spaces (see ED-253047 or Attachment 6, which appeared in DIALOG Chronolog, February 1988, p. 88:40).

....Carolyn Weller (ERIC Facility)
DRAFT AGENDA -- CLEARINGHOUSE DIRECTORS' MEETING

Sunday, March 20, 1988

8:00 pm Hospitality Hour (Don Ely's suite, Bellevue Hotel)

Monday, March 21, 1988

8:30 - 9 am Coffee & Refreshments

9 - 11 am Central ERIC Session. General discussion among Central ERIC staff, Directors and other participants. This session will cover new policies, initiatives, and procedures, including:

- Acquisition policies (Nancy K.)
- New online monthly reporting procedures (Jim P.)
- ERIC Annual Report (Bob T./Sam P.)
- ERIC planning and funding; Royalties
- Outside funding opportunities/ERIC "prospectus"
- Privatization of RIE (Pat C./Don Ely)
- New monitoring procedures (inc. deliverables)
- New ERIC components -- relationship of Clearinghouses to ACCESS ERIC, partners, Facility
- Adjunct clearinghouses--new concepts (Sue K.)
- Updates of system brochures
- Special projects -- criteria, funding
- Contractual obligations and ad hoc requests
- Issues from oversight hearings
- Need to revise ERIC Processing Manual/Administrative Manual/Policy Manual
- Dialog proposal for unlimited search time
- Dates for next Directors' meeting

11 - 11:30 am Ray Fields, Director, IS -- ERIC, OERI and ED: How can ERIC cooperate with other programs and projects?

11:30 - 12 pm Schelly Reid -- legislative perspective/discussion

12 pm - 1:30 Luncheon

1:30 - 3:30 Clearinghouse Directors Session. General discussion, election of new Executive Group members.

3:30 - 5:00 CIJE -- how good is our coverage? (Dorothy M.)

SOCs -- realignment of SOC responsibilities

ERIC Digests Online -- plans to incorporate Digests into Dialog file; future activities; use of OERI Bulletin Board for EDO (Kevin A.)
ERIC Clearinghouse Directors' Meeting -- Draft Agenda

User services--trade-offs between different modes
(Judy C.)

Product Development and Dissemination -- sharing
effective practices (UD)

Tuesday, March 22, 1988

8:30 - 9 am  Coffee

9 - 10:15  Continuation of previous day's sessions--
ERIC products to address Federal/State/Local policy
and practice considerations (Bob Howe)
ERIC Advocates Resource Pool (Judy C.)

10:15 - 10:30  Summary and recapitulation of action items

10:30 - 11:00  Cooperative projects with Regional Laboratories,
Research Centers, and National Diffusion Network
(Sharon Horn, Mitch Pearlstein, Barbara Leib-Brilhart,
Jim Fox, Shirley Curry)

11:00 - 12:00  Concurrent Sessions

  Knowledge Synthesis (Sue Klein)
  Relating Funding to Performance (Garry Walz)
  New ERIC Technology (Don Ely, Jim Prevel)
  Demonstration of OERI Bulletin Board (Tom Litkowski)

12:00 - 1:00  Lunch (on your own)

1:00 - 5:00  Joint Directors/Technical Meeting
AGENDA

ERIC NATIONAL TECHNICAL MEETING

Washington, D.C.
Bellevue Hotel
March 22-24, 1988

TUESDAY, MARCH 22

1:30 p.m. Joint session with Directors and Central ERIC

Agenda items to be determined. Steering Committee discussion suggestions include: (1) how Clearinghouses will work with new entities such as ACCESS ERIC and Adjunct Clearinghouses and with other OERI-funded organizations such as the National Diffusion Network, regional labs, and research centers, and (2) CDROM management and its impact on Clearinghouse functions. Brief discussion could also address revision of new system brochures (who, when, dissemination), implementation of new equipment/software requirements, possible changes in categories of users for statistical reporting, and status of 1987 DIALOG proposal to OERI for unlimited online searching, CDROM subscriptions, etc.

6:00 p.m. ERIC Social - "ERIC Through the Ages: A Brief Analytical Synthesis of the Conceptual Framework of the World's Finest Online, User Friendly Information Retrieval System and Its Personnel" (or some such title). Hors d'oeuvres provided. Location to be announced.

WEDNESDAY, MARCH 23

8:00 a.m. Continental Breakfast and ERIC Exhibits

Registration

Pick up registration packets and admire each other's exhibits and products while you have a little breakfast.

9:00 a.m. Welcome and introductions (Lynn Barnett/HE)

9:15 a.m. Orientation to ERIC (Margaret Mann/SP)

This first session will allow participants to mix with each other while sharing information about ERIC's functions and interrelationships.
10:00 a.m. Indexing and Retrieval (Jeannie Rennie/FL, Jim Houston/Facility)

All ERIC staff have a vested interest in how literature goes into the database and how to get it out, regardless of your primary responsibilities. This session will use the recently prepared "in-house indexing guidelines" as a starting point. Small break-out groups will concentrate on general rules and/or misconceptions, including subtypes, major and minor descriptors, population groups, etc. The session will include a brief report from the ad hoc Age Level Descriptor committee. Time will be allowed for each breakout group to report its findings, and to submit an informal written summary to the Steering Committee.

(BREAK MID-MORNING)

12:00 p.m. GROUP LUNCHEON (in the hotel)

2:00 p.m. ERIC Partners (Judi Conrad/EC)

This session will focus on how Clearinghouses will interact with their ERIC Partners. Topics may include acquisitions, workshops or other outreach, product development and/or dissemination, and any innovative ideas proposed across the system.

2:45 p.m. CIJE and Oryx Press (Anne Thompson/Oryx)

Topics to be covered include: Oryx's production schedule and how Clearinghouses should handle such things as how to add or delete a journal, how and how often to change the Source Journal Index in the front of CIJE, how to make changes in the CIJE backfile, who to contact for publicity materials, what current prices are, what Clearinghouses can expect to get for free, Oryx's policy on reproduction releases of its own publications, EPM documentation of new CIJE procedures, UMI reprint decisions, CERIC role in liaison, possibility of Source Journal Index arranged by Clearinghouse. Question and answer session included.

3:15 p.m. BREAK
3:30 p.m.  Acquisitions: OERI Role (Nancy Krekeler/CERIC)

This session will focus primarily on acquiring documents from the OERI-funded projects (including labs and centers) for inclusion in the ERIC database. It should be an informative interchange on what the Clearinghouses can expect from Central ERIC, and what the Facility and Clearinghouses will continue to do. Topics to be included: lab/center document copyrights, followup procedures, expeditious processing of ED/OERI documents by Clearinghouses.

4:30 p.m.  CONCURRENT SESSIONS

(1) Special Interest Group Round Tables (as requested)
   -- Exhibits
   -- Acquisitions
   -- Partners
   -- Indexing
   -- Editing RIE

(2) Assistant/Associate Director Concerns (Margaret Mann/SP)

Informal gathering to discuss middle-management issues.

5:30 p.m.  Informal reception with light refreshments (Steering Committee suite)
THURSDAY, MARCH 24

8:00 a.m. Continental Breakfast and ERIC Exhibits

9:00 a.m. Digests/ERIC Digests Online (Mima Spencer/PS, Kevin Arundel/CERIC)

This will be an update on Digests in general as well as the status of the EDO file, including ACCESS ERIC role, scheduling, online sources.

9:30 a.m. Short Reports

-- Machine Readable Data Files (MRDF) (Ted Brandhorst/Facility and Charlie Missar/Facility)

MRDF has also been called "ERICSTAT." This report will give the status of these files in RIE, what Clearinghouses need to be doing with them (identifying, processing) and implications for user services. Handout.

-- EDRS (Vic Fortin/EDRS)

This report will update us on technical requirements for document reproducibility--what to do with dot matrix print quality, samples of small type acceptable for level 1 or 2 reproduction, etc.--as well as new products, customer services, upcoming price increases, 800 phone number level of activity, new invoice format. Handout.

-- InterEd (Jim Houston/Facility)

Current developments in other English-language education databases will be reported, including implications for ERIC input. Handout.

10:15 a.m. BREAK
10:30 a.m.  Clearinghouse Outreach: Workshops, Networking, etc. (Judy Wagner/CE)

This session will cover a variety of user service areas, including ideas on how to reach new audiences (e.g., parents), how to make workshops stimulating, ways to update old users, how to capitalize on user service networking for acquisitions, how to manage CDROM usage, etc.

11:30 a.m.  Monthly Reports to Central ERIC (Jim Prevel/CERIC)

New Clearinghouse contracts call for monthly reporting to CERIC via electronic transmission. This session will describe the required information and how to submit it, including the software to be used. Computer demonstration.

12:00 p.m.  LUNCH ON YOUR OWN

1:45 p.m.  Abstracting: Citing References (Jane Henson/SO)

This very brief session is get a consensus on a Steering Committee proposal to Central ERIC that RIE abstracts cite the number of references in an RIE document. CERIC will defer to the group.

2:00 p.m.  User Service Products and Desktop Publishing (Gina Doggett/FL and Chris Rigaux/HE)

Ideas will be both presented and generated for using laser printer technology for off-the-shelf products and marketing materials for other Clearinghouse products.

3:00 p.m.  BREAK

3:15 p.m.  Special Interest Group Round Tables (as requested)

-- Vocabulary development
-- Software skills
-- Indexing
-- Desktop publishing
4:00 p.m. Tech Meeting Recommendations (Lynn Barnett/HE)

This will serve as both a brainstorming and summary session to identify issues or problems that should be brought to the attention of Clearinghouse directors and/or Central ERIC. The group as a whole will (1) suggest technical issues that have policy implications and should be communicated to directors and (2) make recommendations to the Technical Steering Committee for forwarding to Central ERIC.

5:00 p.m. Farewells
The U.S. Department of Education today announced the award of nearly $5 million to operate the 16 clearinghouses of the Educational Resources Information Center (ERIC) system.

The funds are for the first year of contracts that are expected to run for five years.

The clearinghouses are major components of the 21-year-old ERIC system, which is the world's largest source of education information and now contains over 650,000 documents on education research, practice and statistics. Each clearinghouse is responsible for collecting and distilling current and comprehensive information about a particular subject area, and for making the information easily accessible to educators, scholars, policymakers, journalists, parents and the general public.

Each of the winning proposals in the clearinghouse competition ranked highest in quality as well as lowest in cost. Three of the winners are new contractors: Indiana University will operate the Clearinghouse on Reading and Communication Skills; the Appalachia Educational Laboratory will manage the Clearinghouse on Rural Education and Small Schools; and the American Institutes for Research will direct the Clearinghouse on Tests, Measurement and Evaluation.

The clearinghouse awards mark the first of several contract competitions aimed at improving and expanding the services that ERIC offers.
Two new components of the ERIC system will be competed later this year. ACCESS ERIC will coordinate outreach, product development and dissemination to make it easier for diverse audiences of potential users to get information from ERIC. Smaller units called Adjunct Clearinghouses will acquire documents and articles in specific fields to supplement information collected by the 16 clearinghouses. The contract to operate the existing ERIC Facility -- which builds and maintains the extensive ERIC database -- will also be recompeted this year.

"Our intention," said Assistant Secretary Chester E. Finn, Jr., whose Office of Educational Research and Improvement oversees the ERIC system, "is to revitalize the system to make it more useful to parents, educators, students and administrators seeking to improve education in their communities. The awards we have just made for the clearinghouses are an important step in the Department's efforts to expand and strengthen ERIC services."

Information in the ERIC system is made available to the public in several ways: microfiche collections are maintained at hundreds of libraries across the nation, the actual documents are available as reference materials at these libraries or can be ordered from a central distribution service, and the information is also accessible to personal computer users who can directly enter the database through commercial systems.

###

NOTE TO EDITORS: Attached is a list of the 16 clearinghouse winners with their subject areas and award amounts.
## AWARDS FOR ERIC CLEARINGHOUSES

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Subject Area</th>
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<tr>
<td>University of California at Los Angeles</td>
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<tr>
<td>George Washington University</td>
<td>Higher Education</td>
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<td>Center for Applied Linguistics</td>
<td>Languages and Linguistics</td>
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<tr>
<td>American Institutes for Research</td>
<td>Tests, Measurement, and Evaluation</td>
<td>$269,959</td>
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<tr>
<td>American Association of Colleges for Teacher Education</td>
<td>Teacher Education</td>
<td>$293,919</td>
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<tr>
<td>Indiana University, Bloomington</td>
<td>Reading and Communication Skills</td>
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<tr>
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<td>Social Studies/Social Science Education</td>
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<tr>
<td>University of Illinois, Urbana</td>
<td>Elementary and Early Childhood Education</td>
<td>$286,218</td>
</tr>
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---MORE---
Recipient | Subject Area | Amount
--- | --- | ---
**MICHIGAN**
University of Michigan, Ann Arbor
Contact: Dr. Garry R. Walz (313) 764-9492 | Counseling and Personnel Services | $266,640

**NEW YORK**
Syracuse University
Contact: Dr. Donald P. Ely (315) 423-3640 | Information Resources | $298,283

Teachers College, Columbia University, New York
Contact: Dr. Erwin Flaxman (212) 678-3433 | Urban Education | $262,619

**OHIO**
Ohio State University, Columbus
Contact: Dr. Susan Imel (614) 486-3655 or (800) 848-4815

Ohio State University, Columbus
Contact: Dr. Robert W. Howe (614) 292-6717 | Science, Mathematics, and Environmental Education | $315,255

**OREGON**
University of Oregon, Eugene
Contact: Dr. Philip K. Piele (503) 686-5043 | Educational Management | $265,774

**VIRGINIA**
Council for Exceptional Children, Reston
Contact: Dr. Donald K. Erickson (703) 620-3660 | Handicapped and Gifted Children | $461,161*

**WEST VIRGINIA**
Appalachia Educational Laboratory, Charleston
Contact: Dr. C. Todd Strohmenger (304) 347-0400 | Rural Education and Small Schools | $269,196

Total for 16 clearinghouses: |  | $4,964,218

* Includes $155,132 provided by the Office of Special Education and Rehabilitative Services for additional work.
**IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM**

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

<table>
<thead>
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<th>ED NUMBER</th>
<th>NO. OF PAGES</th>
<th>NO. OF COPIES</th>
<th>UNIT PRICE</th>
<th>EXTENDED UNIT PRICE</th>
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**UNIT PRICE SCHEDULE**

**MICROFICHE (MF)**

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<td>(additional 96 pages)</td>
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**PAPER COPY (PC)**

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<th>PRICE</th>
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**VA RESIDENTS ADD 4.5% SALES TAX**

**SHIPPING CHARGES**

**TOTAL COST**

**CHARTS FOR DETERMINING SHIPPING CHARGES**

1st CLASS POSTAGE FOR Microfiche

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UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

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<td>8 to 10 lbs</td>
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**PAYMENTS:** You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTER CARD or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS. U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

**PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.**

- [ ] Check or Money Order
- [ ] Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
- [ ] MasterCard
  - Account Number
  - Signature
- [ ] VISA
  - Account Number
  - Signature

**ENTER "SHIP TO" ADDRESS**

**CALL TOLL FREE 1-800-ERIC (3742) TO PLACE PHONE ORDERS OR FOR CUSTOMER ASSISTANCE**

**EFFECTIVE FEB. 1, 1988**
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   The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. **PAYMENT**
   The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any shall be borne by the Customer. Payment shall be made not later than (30) days from date of invoice. Payment shall be without expense to CMC.

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   A paper copy (PC) is a micrographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. **FOREIGN POSTAGE**
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### STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.82 per microfiche. The collection of documents in all issues of Resources in Education (RIE) since 1966 are available on microfiche at a unit price of $0.82 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a Dazoo film base without envelopes. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

### BACK COLLECTIONS

Back collections of documents in all issues of Resources in Education (RIE) since 1966 are available on microfiche at a unit price of $0.82 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a Dazoo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For ordering information write or call Toll Free 1-800-227-ERIC (3742).

### SPECIAL COLLECTIONS

Special collections of documents from the ERIC Clearinghouses are also available from EDRS. These are: Office of Education Research Reports 1955-65, Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education. Manpower Research, Inventory for Fiscal Year 1965 and 1967; Manpower Research, Inventory for Fiscal Year 1968. Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

### AIM/ARM MICROFICHE COLLECTIONS

Please write or call for prices and shipping charges.

### ERIC CLEARINGHOUSE COLLECTIONS

Back collections of, or standing order subscriptions for, current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

### ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).
SilverPlatter Announces Update to its Search and Retrieval Software

SilverPlatter Information, Inc. of Wellesley, MA, has announced distribution plans for its latest software update, Release 1.4. This update enhances the SilverPlatter® search and retrieval System, providing a number of features which will make searching faster and easier.

Novice users will be aided by online tutorials. Three database specific tutorials will be available, each providing hands-on interaction between the user and the system. The tutorials cover the use of the System, searching basics, and detailed searching strategies specific to the database in use. Users can follow any one or all three of the tutorials, and can exit the tutorials at any time to search on their own.

Another major enhancement to this release is SilverPlatter's Lateral Searching capability. With Lateral Searching, users can select one or more entries from the System's INDEX or one or more terms or phrases from a record displayed on the screen, and have the System automatically perform a search on the selection. This feature provides users with a faster means to search for terms which are more focused on their search concept.

Other features of this release include:
- Scrolling in the INDEX. Users can now move up and down the INDEX one line at a time, or can PageUp or PageDown in the INDEX.
- A time-out feature which is a customer-defined length of time of inactivity at the workstation before the System performs a restart.
- Use of an optional "spill device": a portion of hard disk or RAM can be designated as a spill device to temporarily store information thus making System response faster.
- Support of Microsoft Extensions.

This software update is scheduled for delivery to all SilverPlatter customers in March. For further information about SilverPlatter's software release, or any of SilverPlatter's CD-ROM databases, contact:

Christopher Pooley
National Sales Manager
SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
617-239-0306
Enhanced DIALOG OnDisc™ ERIC

We are pleased to announce an enhanced version of DIALOG OnDisc ERIC, the ERIC database in CDROM format. Benefits of the improved version include compatibility of search features with our other CDROM products, new menu options, and expanded searching capability. In addition, the entire database is now contained on two discs instead of the former three. To increase the coverage of the more recent portion of the file, one additional year has been added to the current disc, which now includes the years 1980 forward. The backfile disc covers 1966-1979.

DIALOG OnDisc ERIC provides immediate access to abstracts of articles published in over 700 educational journals, thousands of research reports, evaluation studies, curriculum guides, and lesson plans collected by the U.S. Department of Education. ERIC corresponds to two printed indexes: Resources in Education (RIE), and Current Index to Journals in Education (CIJE). An important advantage to using DIALOG OnDisc ERIC is that subscribers are able to provide unlimited searching locally to their entire user community at a fixed cost. Plus, the most recent ERIC material is easily accessible online.

New Menu Options. To provide more specific results, a limit option has been added to the Easy Menu Search so that searches may be restricted to EI (journal) items or ER (reports, conference proceedings, curriculum materials, etc.) items. These choices are presented as menu selections. Additionally, other changes have been made to the Easy Menu Search for compatibility with other DIALOG OnDisc products.

New Search Features. In response to user requests, an ERIC Number (EN=) field has been added to the Command Search mode. This addition does not apply to the online file. The purpose of this field is to provide a means for direct selection and display of specific ERIC records that corresponds to the online direct record access. (See Figure 2.)

Another new feature is the cascading of entries in the Contract Number (CN=), Corporate Source (CS=), Bureau/Project Number (BN=), and Report Number (RN=) fields to match the treatment of these fields in the online file. Cascading allows you to retrieve all numbers falling under a particular alphabetical or alphanumeric prefix. For example SELECT PN=CRP retrieves PN=CRP-CN-045 and all other project numbers beginning with CRP (Corporate Research Project).

To make location of indexing terms easier, identifiers have been added to the rotated display of descriptors (zz=) in both Easy Menu Search and Command Search modes. This rotated index allows you to find any word that is part of a descriptor or identifier, regardless of the word's position in the term.

DIALOG OnDisc ERIC - Current Only or Complex File. DIALOG offers two different DIALOG OnDisc ERIC subscriptions: you can license just the current ERIC information (from 1980 to the present) on one disc, or the complete ERIC file (1966 to the present) on two discs. Each subscription option includes the ERIC disc(s), quarterly updates to the current disc, the DIALOG OnDisc Manager retrieval software, the complete DIALOGLINK package for telecommunications access, complete documentation, and searching assistance via our toll-free 800 telephone number.

A yearly prepaid license fee covers the unlimited use of DIALOG OnDisc ERIC:

- Current ERIC subscription (1980-present, 1 disc with quarterly updates)
  Price: $950

- Complete ERIC subscription (1966-present, 2 discs with quarterly updates)
  Price: $1,650

Customers who have already subscribed to the complete DIALOG OnDisc ERIC database can now renew their license agreement for only $950 per year. This renewal provides:

- Quarterly update discs for DIALOG OnDisc ERIC

- Any enhancements to the DIALOG OnDisc Manager software issued during the year, along with appropriate documentation

- Continued telephone search support from DIALOG Customer Services

Customers who are now subscribers to DIALOG OnDisc ERIC will be receiving the upgraded discs and new, enhanced search software this month.

Required Equipment. You may already own some of the equipment needed for DIALOG OnDisc files. The following equipment is required:

- IBM PC, PC/AT, PC/PS 2 Model 30, or 100%-compatible personal computer and IBM PC DOS Version 2.0 or higher
- S12K RAM required (640K RAM recommended)

- Hard storage disk with at least one megabyte of free space (5 megabytes of free space is recommended for walk-up use)

- Any Philips or Hitachi CDROM reader and controller card, or an Andek Laser Drive 1 or 2, or a Digital Equipment Corporation R115-50EA Reader (includes controller)

- A Hayes-compatible modem or certain other models, if you wish to take advantage of online searching

If you don't have a CDROM reader, you can purchase a Philips CDROM reader through a special DIALOG/Philips arrangement.

(continued on page 38)

Figure 2. DIALOG OnDisc ERIC Sample Search

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A Comparison of Leadership Styles and Organizational Cultures: Implications for Educational Equity.
Ortiz, Flora J.; Hendrick, William
Journal of Educational Equity and Leadership, v7 n2 p146-60 Sum 1987
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (149)
Journal Announcement: CN0V87

Three studies of school superintendents demonstrate the relationship between leadership styles and organizational culture. When these findings are compared and contrasted they show that persons with these distinct leadership styles - charismatic, intentional and symbolic-processed different means to induce organizational change but educational equity was a key ingredient for all. (VH)
Descriptors: Administrators; Bureaucracy; Equal Education; Leadership Qualities; Leadership Styles; Organizational Climate; Organizational Theories; Superintendents; Identifiers: California (South)
Record of the Month

From ERIC (File 1)

This month's "Record of the Month" was submitted by Bryan Goodwin, Information Services, University of Maine, Orono, ME. Mr. Goodwin writes, "I would like to submit the enclosed record for your 'Record of the Month' column. It may well qualify as the longest keyword in the ERIC database."

ED253047 FLO14019
Ronald McDonald did: "Tout le monde connait: 'Deuxsteakshachessaucespecialsaladesal㺯ignondansuntriple-lepainron'decouvertegrainsdesesames' (Ronald McDonald Says: "Everyone Knows: 'Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun')."


EDRS Price - MF01/PC01 Plus Postage.

Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN85
Target Audience: Teachers; Students; Practitioners

This booklet is intended for classroom use in first-year high school French to acquaint students with the McDonald's fast food restaurants in Paris. The specific objectives are for the student to: (1) discuss the similarities and differences between the American and Parisian McDonald's, (2) set up a miniature McDonald's in the classroom, (3) order a meal in French using phrases and vocabulary from the unit, (4) convert American dollars to French francs and the reverse, and (5) converse in French with other students about the McDonaldland food items. The materials in the booklet include an introduction for the teacher, facts about McDonald's for the student, text in English, phrases in French, self-tests (some with illustrations), exercises, photographs, and McDonald's advertising in French. The self-test answer key is also included. (MSE)

Descriptors: Advertising; Costs; Cultural Education; *Dining Facilities; *Food Service; Foreign Countries; *French; High Schools; Instructional Materials; Monetary Systems; *Popular Culture; Realia; *Second Language Instruction; *Vocabulary Development

Identifiers: France; *McDonalds
ED 238 236

Bluestone, Michael A.
Decreasing Mattress Ripping Using Forced Practice.
Pub Date—Aug 83
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Behavior Modification, Case Studies, Deafness, Institutionalized Persons, *Multiple Disabilities, Severe Mental Retardation

A deaf, profoundly retarded institutionalized 20-year-old, who engaged in mattress ripping, was required to participate in forced practice behavioral training. Repeatedly physically guided through ripping mattresses, he was given the aversive consequence of a squirt of tabasco sauce solution. After 5 weeks of intensive behavioral training and a 3 month followup, the resident's frequency of ripping mattresses remained at zero for 6 consecutive weeks during the followup phase. Results indicated that forced practice can be effective in intervening with low frequency, high intensity, surreptitious behavior. (Author/CL)
### ERIC Accession Number Ranges (By Year)

**Resources in Education (RIE)**

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**Current Index to Journals in Education (CIJE)**

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CIJE SOURCE JOURNAL INDEX UPDATE
FEB88

Additions

HE Campus Activities Programming

Name Changes

HE Journal of the College and University Personnel Association to CUPA Journal.

EC Education and Training of the Mentally Retarded to Education and Training in Mental Retardation.
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TIME ZONE: Eastern

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS*
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47405

Telephone: (812) 335-5847  OERI Monitor: Bob Thomas/Sam Pisaro
Business Hours: 8:00 - 5:00

TITLE OF DIRECTORS
Director  Dr. Carl B. Smith
Associate Director  Dr. Roger Farr
Assistant Director  Ms. Ellie Macfarlane

TITLES OF STAFF MEMBERS
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Coordinator, Subject Area Panel  Dr. Leo Fay
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Research Assistant  Ms. Sarah Davenport
Research Assistant  Ms. Amy Harrington
Research Assistant  Mr. Jin Kang
Research Assistant  Ms. Mary Morgan
RIE Coordinator  Dr. Nola Kortner Aiex
Secretary  Ms. Dana Ganninger
User Services Specialist  Ms. Gail Londergan

Standing Order Customers: Illinois, Indiana, Wisconsin

*ERIC/RCS (Reading and Communication Skills)

Revised March 1988
ERRATUM

ERIC Ready Reference #11: "ERIC Microfiche Statistics" (1966-1987) contains the correct unit price per fiche and the correct price for each year, but the grand total inadvertently wasn't totalled through 1987. The correct grand total for 1966-1987 is $31,107.30 (See Attachment ).

Since a brand new unit price will go into effect as soon as the in-process price increase is finally granted to EDRS, and all the numbers in the last column will change at that time, the Facility will not reprint this Ready Reference until that soon-to-be-announced change takes place.

....Ted Brandhorst (ERIC Facility)
### ERIC Microfiche Statistics

**Resources in Education, 1966-1987**

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**TOTALS** 277,909 248,653 89.5 379,322 1.53 $31,107.30

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*Includes Level 1 (microfiche and paper copy) and Level 2 (microfiche only) accessions. Does not include Level 3 accessions (i.e. those not reproduced by ERIC). Level 3 accessions (once as high as 21%) are currently running at less than 3% of total accessions.

**The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running stable at 1.4 fiche per accession.

***The price of $.082 per fiche card was effective October 1, 1987. Additional price increases are in process.*
## Table of Contents

### ACTION ITEMS

<table>
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<td>New EDRS Order Form (April 1988)---Incorporating Recent Postal Service Increases</td>
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<td>ERIC Telephone Directory---Revision for 1988 Coming Up</td>
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### PROCESSING ADVISORY

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### NETWORK NEWS

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<td>ERIC Technical Steering Committee (as of 4/1/88)</td>
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<td>New ERIC Fact Sheet (Revised April 1988)</td>
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<td>RIE Recipients---Statistics (By Country &amp; State)</td>
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<td>ERIC/SO's Regional Associate Network (RAN)</td>
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<td>ERIC Brochure Project (ERIC/IR)---Final Products</td>
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<td>SilverPlatter Announces Apple Macintosh Version (to be shown at ALA, July 1988)</td>
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<td>O:yx Press Confirms Offer of Free ERIC-Related Publications for the ERIC Clearinghouses</td>
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<td>HE and SP Cooperate to Promote New Publications</td>
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<td>HE Director Assists Christian Science Monitor Reporter</td>
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MISCELLANEOUS

NTIS Privatization - Status Report 8
National Diffusion Network (NDN) Briefing Sheet 8
Regional Educational Laboratories (directors, addresses, telephone numbers, monitors) 8
Entries for Databases in Library Public Access Catalogs 9

PERSONNEL

Jan Burt Joins HE as User Services Coordinator 9
Laurie Priest (SP Associate Director) Elected President of National Association for Girls and Womens Sports 10
Mary Dilworth (SP Director) Project Makes Media Splash 10
User Services Revived at IR by Elena Beattie
Announcing the Arrival of Eric Stonehill 11

PUBLICATIONS

MEETINGS

ATTACHMENTS

1. New EDRS Order Form (April 1988)---Incorporating Recent Postal Service Increases
2. ERIC Telephone Directory---Oryx Press (Revised Page)
3. ERIC Fact Sheet (Revised April 1988)
4. RIE Recipients Statistics (By Country and State)
5. ERIC/SO’s Regional Associate Network (RAN)
6. Brochure: Study Project (ERIC/IR)---Final Products
8. NTIS Privatization---NFAIS Status Report (NFAIS Newsletter)

9. National Diffusion Network (NDN)---Briefing Sheet

10. Regional Educational Laboratories (List of Directors, Addresses, Telephone Numbers, OERI Monitors)

11. How Publicizing Can Help Your Library - Database Descriptions at the University of Ottawa ---Richard Janke

12. CIJE Source Journal Index Update
   A. CIJMAY88
   B. CIJJUN88

13. CIJE Monthly Report (CIJAPR88)

14. Clearinghouse Input for RIE
   A. January 1988
   B. February 1988
   C. March 1988
   D. April 1988

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
NEW EDRS ORDER FORM (APRIL 1988)---
INCORPORATING RECENT POSTAL SERVICE INCREASES

The projected second EDRS price increase referred to frequently in recent communications was not granted. The on-demand prices remain at $0.82 (MF) and $1.94 (PC) and the subscription price remains at $.082 per fiche card. With this matter settled, EDRS has re-printed the EDRS Order Form ("effective April 3, 1988") with the same prices, but taking account of the recently announced Postal Service increases ("effective April 3, 1988"). Stock of the form has been sent to all Clearinghouses and additional copies are available from EDRS. A copy of the new EDRS Order Form is provided as Attachment 1.

...Vic Fortin (EDRS)

ERIC TELEPHONE DIRECTORY---REVISION FOR 1988 COMING UP

Revised ERIC Telephone Directory pages for the new CS and TM Clearinghouses and for Central ERIC have recently been prepared and distributed via the EAB. A revision page for Oryx Press is provided herewith as Attachment 2. A similar page for the new RC Clearinghouse will be forthcoming soon.

A new ERIC Directory is currently in preparation. Each ERIC component has been sent a copy of their entry from the May 1987 Directory with a request that it be updated and returned to the Facility by May 10.

...Elizabeth Pugh (ERIC Facility)
PROCESSING ADVISORY

CONGRESSIONAL HEARINGS---CITE GPO’S CONGRESSIONAL SALES OFFICE IN AVAILABILITY FIELD (WHEN APPROPRIATE)

When Congressional hearings are available from the Superintendent of Documents, Congressional Sales Office, please cite the complete information. The Congressional Sales Office is a division of the Government Printing Office and orders for hearings will be delayed if they are intermingled with the regular GPO mail.

...Carolyn Weller (ERIC Facility)

NETWORK NEWS

ERIC TECHNICAL STEERING COMMITTEE (AS OF 4/1/88)

Appointments to the ERIC Technical Steering Committee were announced at the March National Technical Meeting in Washington. Anita Colby of JC was appointed as the new representative from the western region, and Lynn Barnett of HE was reappointed as Chair. Membership and terms of office are as follows:

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<td>Jim Houston (ERIC Facility)</td>
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<td>Midwest</td>
<td>Jane Henson (SO)</td>
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<tr>
<td>West</td>
<td>Anita Colby (JC)</td>
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<tr>
<td>Chair</td>
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</table>

Central ERIC Liaison: Pat Coulter

...Lynn Barnett (HE)
NEW ERIC FACT SHEET (REVISED APRIL 1988)

The ERIC Fact Sheet (ERIC Ready Reference #7) has been revised and reorganized and is provided here as Attachment 3. The new organization deletes certain usage figures from the King Report, expands the sales data, and, in general, gives the Fact Sheet a "new look."

...Ted Brandhorst (ERIC Facility)

RIE RECIPIENTS STATISTICS (BY COUNTRY AND STATE)

Attachment 4 represents a statistical analysis of GPO's RIE Subscriber List (dated June 1987), together with some summary data provided by the Joint Committee on Printing (JCP) concerning distribution of RIE to Depository Libraries. Overall, nearly 3,000 copies of RIE are distributed to specific institutions worldwide.

...Ted Brandhorst (ERIC Facility)

ERIC/SO'S REGIONAL ASSOCIATE NETWORK (RAN)

All ERIC Clearinghouses are initiating "ERIC Partners" activities in 1988. Some of the outreach activities that preceded "ERIC Partners" can contribute to the new concept. One of these is ERIC/SO's Regional Associate Network (RAN), described in the Fall 1987 issue of SO's newsletter Keeping Up (see Attachment 5).

...Fred Risinger (SO)

ERIC BROCHURE PROJECT (ERIC/IR)---FINAL PRODUCTS (SEE ATTACHMENT 6)

"I thought you might like to see some of the final products that were used in the brochure study project."

"We discovered that parents and teachers (to a lesser extent) felt that this type of 'digest' was useful and the format was appropriate. We found that public libraries were especially good distribution points."

...Don Ely (IR)
SILVERPLATTER ANNOUNCES APPLE MACINTOSH VERSION

In a Press Release dated March 1, 1988 (see Attachment 7) SilverPlatter announced a new version of the SilverPlatter CD-ROM retrieval software designed for the Apple Macintosh. The new software will be demonstrated at the upcoming American Library Association (ALA) annual conference in New Orleans, July 9-12, 1988, and will be available in the fall of 1988.

...Pat Brown (ERIC Facility)

ORYX PRESS CONFIRMS OFFER OF FREE ERIC-RELATED PUBLICATIONS FOR THE ERIC CLEARINGHOUSES

Oryx Press has agreed to give a free copy of each Oryx Press ERIC-related publication to each of the ERIC Clearinghouses. This offer is in addition to the 43 monthly subscriptions to CIJE that are currently being sent by Oryx to the ERIC Facility for redistribution to the Clearinghouses. Clearinghouses will continue to receive a 50% discount on any other copies of ERIC publications that they order (over and above the gratis copy).

Oryx Press ERIC-related publications include: CIJE; CIJE Semiannual Cumulation; Thesaurus of ERIC Descriptors; RIE Annual Cumulation Abstracts; RIE Annual Cumulation Index. Microfiche is not included in this offer.

At the March 1988 Technical Meeting, one of the suggestions was that Oryx Press should make available to the Clearinghouses a typeset copy of the CIJE Source Journal Index arranged by Clearinghouse. Such copies are now available and Oryx will send one copy to each Clearinghouse. They can be duplicated and distributed as required. (Naturally, because the journal list is comprehensively updated on a quarterly basis, updated copies will be made available on a quarterly basis.)

...Magon Kinzie (Oryx Press)

HE AND SP COOPERATE TO PROMOTE NEW PUBLICATIONS

HE and SP have been working together to promote new publications to similar markets. HE wanted to advertise ASHE-ERIC Higher Education Report 4, 1987, entitled Learning Styles: Implications for Improving Educational Practices, by Charles Claxton and Patricia Murrell, while SP promoted Recruitment and Retention of Minority Students in Teacher Education, edited by Ernest Middleton and Emanuel Mason, No. 8
of the Teacher Education Monograph Series. For the postage price they normally spend on mailing to 15,000, each Clearinghouse reached 31,000 people. So cooperation can enable us to s-t-r-e-t-c-h our budgets. Now if only our sales double as easily....

...Chris Rigaux (HE)
and Margaret Mann (SP)

HE DIRECTOR ASSISTS CHRISTIAN SCIENCE MONITOR REPORTER

Jonathan Fife, the Director of ERIC/HE, met with James McLeod-Warrick, research manager for the Christian Science Monitor newspaper. Mr. Warrick was looking for information on how to identify specific colleges by certain majors offered and by size, in connection with a project involving students and the paper. Several sources were identified, including the Peterson's Guide database that is available online through DIALOG. We hope that our friends from the Fourth Estate will continue to take advantage of our expertise.

...Chris Rigaux (HE)

MISCELLANEOUS

NTIS PRIVATIZATION---STATUS REPORT

The issue of possibly privatizing NTIS has some obvious relevance to ERIC and we have, therefore, periodically kept you up-to-date on the progress of this matter. The latest summary appears in the NFAIS Bulletin (March 1988, p. 304) and is reproduced below.

...Ted Brandhorst (ERIC Facility)
At the recent ERIC Technical Meeting, presentations were made by representatives of both the NDN and the Regional Educational Laboratories. Handouts were provided at that time. Two of the handouts seemed particularly useful and are represented here as Attachments 9 and 10.

...Ted Brandhorst (ERIC Facility)

ENTRIES FOR DATABASES IN LIBRARY ACCESS CATALOGS

Some libraries are putting database descriptions in their regular public access catalogs. Richard Janke of the University of Ottawa recently wrote of this practice in the BRS Bulletin (Number 1, 1988, p. 17). This short article is of special interest because the example he uses is ERIC. See Attachment 11.

...Pat Brown (ERIC Facility)

PERSONNEL

JAN BURT JOINS HE AS USER SERVICES COORDINATOR

HE is happy to welcome Jan Burt to the Clearinghouse as the new User Services Coordinator, replacing Vi Walker, who has taken another position in the Amherst, Massachusetts, area. A native of Connecticut, Jan is a 1986 graduate of Howard University and is experienced in community-based user services activities with the the Girl Scouts Council in Hartford and the Walkways Center clearinghouse in Washington.

...Lynn Barnett (HE)
LAURIE PRIEST (SP ASSOCIATE DIRECTOR) ELECTED PRESIDENT OF NATIONAL ASSOCIATION FOR GIRLS AND WOMENS SPORTS

Laurie Priest, Associate Director of the ERIC Clearinghouse on Teacher Education for the past 11 years, has been elected President-elect of her professional association, the National Association for Girls and Womens Sports. This 5,000 member association is made up of women athletic directors, coaches, faculty, and teachers and is one of seven associations that make up the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

In addition to her ERIC duties, Laurie is on the faculty at Marymount University, Arlington, Virginia, where she is the Athletic Director and coaches the swim team.

...Margaret Mann (SP)

MARY DILWORTH (SP DIRECTOR) PROJECT MAKES MEDIA SPLASH

On December 15, 1987, USA TODAY on its front page announced the release of a study conducted by SP Director, Mary E. Dilworth. The study was also announced in the December 15, 1987 issue of Education Daily. On January 18, 1988, the Chronicle of Higher Education featured the same study and also announced the availability of an AACTE policy paper, Minority Teacher Recruitment and Retention: A Call for Action, written by Dr. Dilworth. As of March 1, more than 800 requests for the policy paper had been received by AACTE.

...Margaret Mann (SP)

USER SERVICES REVIVED AT IR

Elena D. Beattie assumed the User Services Coordinator position at ERIC/IR on March 7. She replaces Pam McLaughlin who is now the head of Online Services at Bird Library, Syracuse University. Elena has a Master of Library Science degree from the School of Information Studies at Syracuse University. Her undergraduate work was in Russian studies at SUNY--Oswego and a language institute in Moscow. (Add another language to ERIC’s language bank!) She has served as a library intern in two academic libraries and in the School of Information Studies. She knows microcomputers and is an experienced online searcher. She will be IR’s expert on CD-ROM systems.

...Don Ely (IR)
ANNOUNCING THE ARRIVAL OF ERIC STONEHILL

Thursday, April 21st, Bob and Camille Stonehill became the proud parents of their first child—a 10 pound, 1 ounce son. Everyone is fine. The baby’s name is Eric Laurence, after both grandfathers. Best wishes to Bob and Camille.

...The Stork

PUBLICATIONS


Student variation in the way information is taken in and processed can have far-reaching implications on teaching methods, student-teacher interaction, and even organizational culture on the campus. The authors conclude that more understanding about learning styles can be fostered through a variety of devices, including sharing information with students, organizing workshops and seminars, and distributing research findings to faculty and administrators alike. This report is available from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183, for $10.00. There is a 10% discount for 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

MEETINGS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION ANNUAL CONFERENCE

On March 9-12, 1988, HE attended and exhibited ERIC/HE products at the American Association for Higher Education annual conference. The staff members who participated were: Jonathan Fife, Marilyn Shorr, Lynn Barnett, Chris Rigaux, Jan Burt, Brenda Burley, and Maureen Hawley. The Clearinghouse held an advisory committee meeting to discuss future topics for the publication series and new ways the Clearinghouse can serve various groups in higher education.

...Chris Rigaux, HE
**IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM**

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

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<td>671-840 MF or 301-375 PC PAGES</td>
<td>841-1010 MF or 376-450 PC PAGES</td>
<td>1011-1180 MF or 451-525 PC PAGES</td>
<td>1181-1690 MF or 526-750 PC PAGES</td>
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- [ ] Check or Money Order
- [ ] Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
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  - Signature
- [ ] VISA
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  - Signature
- [ ] Deposit Account Number
  - Signature

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Please write or call for prices and shipping charges.

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ERIC Fact Sheet

I. Usage Statistics (Estimated)**

A. Institutions in U.S. Providing Access to ERIC Products
   3,269
B. Uses of ERIC Resources (Annually)
   2.7 million
C. ERIC Bibliographic Records Retrieved in Searches and Provided to Clients (Annually)
   30 million
D. Annual Expenditure by Institutions to Support Distribution of ERIC Resources to Users
   $26 million

II. Database Building

A. Documents
   1. Documents Evaluated Annually for Possible Addition to ERIC Database
      35,000
   2. Documents Added to ERIC Database (Resources in Education file)
      a. Monthly (Average)
         1,040
      b. Annually (Current Level)
         12,500
      c. To Date (1966 through December 1987)
         277,809
B. Journal Articles
   1. Journal Titles Covered (i.e. analyzed for education-related articles)
      780
   2. Journal Articles Added to ERIC Database (Current Index to Journals in Education file)
      a. Monthly (Average)
         1,500
      b. Annually (Current Level)
         18,000
      c. To Date (1969 through December 1987)
         358,804
C. Total Accessions in ERIC Database (15.6-1987)
   636,713
D. Organizations Contributing Documents to ERIC
   1. Total to Date (1966-1987)
      30,000
   2. Active Within Last Five Years
      12,000
   3. Standing Acquisition Arrangements
      (Organizations Automatically Sending ERIC Their Documents)
      1,250

III. Document Delivery

A. Microfiche Production Activity
   1. Titles Microfiched
      a. Monthly (per RIE issue)
         1,025
      b. Annually
         12,250
   2. Microfiche Cards per Title (Average)
      1.4
   3. Microfiche Cards Delivered per Subscriber
      a. Monthly (per RIE issue)
         1,435
      b. Annually
         17,000
B. Sales Activity (from EDRS)
   1. Standing Order Subscriptions for ERIC Microfiche
      750
   2. Microfiche Cards Sold on Subscription (Annually)
      13,000,000
   3. On-Demand Document Orders Processed Annually
      Microfiche or Paper Copy
      12,000
C. ERIC Microfiche Collections Open to Public Access
   1. Domestic
      780
   2. Foreign
      111
   3. Total
      891

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** Many of the statistics reported here are constantly changing and therefore have been rounded.

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### IV. Publications

- **A. ERIC Clearinghouse Publications (all types) (1967-1987)**
  - Count: 4,910

- **B. ERIC Digests (Highlights and syntheses of research findings on major topics)**
  - 1. Total ERIC Digests (through 1987)
    - Count: 533
  - 2. ERIC Digests Available Online
    - Count: 350

- **C. Abstract Journals**
  - 1. Subscriptions to *Resources in Education* (RIE)
    - Count: 2,000
  - 2. Subscriptions to *Current Index to Journals in Education* (CIJE)
    - Count: 1,800

### V. User Services

- **A. Subscriptions to ERIC Magnetic Tapes**
  - Count: 40

- **B. ERIC Information Service Providers**
  - 1. Offering Access to ERIC Microfiche
    - Count: 891
  - 2. Offering Computer Searches of ERIC Files
    - Count: 500

- **C. Inquiries/Questions Answered Annually**
  - 1. ERIC Facility
    - Count: 3,000
  - 2. Clearinghouses (16)
    - Count: 115,000

### VI. Authority Lists

- **A. Thesaurus of ERIC Descriptors**
  - Total Vocabulary Terms (as of 11th edition, 1987)
    - Count: 9,459

- **B. Identifier Authority List**
  - Total Identifiers (as of June 1987)
    - Count: 41,149

- **C. Institutional Source Directory (Complete)**
  - Organizations/Institutions Contributing Documents to the ERIC Database (as of March 1987)
    - Count: 29,647

- **D. Other Authority Lists**
  - a. Languages
    - Count: 168
  - b. Geographic Locations
    - Count: 217
  - c. Publication Types
    - Count: 38
  - d. Government Levels
    - Count: 5
  - e. Target Audiences
    - Count: 11
# Figure 1

## RIE Recipients

**(By State and Territory)**

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*Does not include distribution of RIE done by GPO in accordance with the Depository Library Program.*
### RIE Recipients

*(By State and Territory)*

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**Outlying U.S. Territories**

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**TOTAL**

|                  | **1,131**       | **140**                                | **1,271** |

*Note:* GPO Subscribers

- Domestic: 1,131
- Foreign: 504

Subtotal: 1,635

Complimentary Distribution (Via ERIC)

- Domestic: 140
- Foreign: 26

Subtotal: 166

Depository Libraries (via GPO)

- Total: 1,073

Official "Exchanges" (via GPO)

- Total: 60

**TOTAL:** 2,934
## RIE Recipients

### (By Country)

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### RIE Recipients (By Country)

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The Regional Associate Network (RAN) of ERIC/ChESS continues to grow and become a vital part of ERIC. This edition of Keeping Up includes the current list of RAN members. This year the number of RAN members has grown to 90 with members representing nearly all 50 states, plus international connections in Canada, Egypt, and Australia.

RAN members are volunteers who assist ERIC/ChESS by acting as resource persons in their home state. Many provide information for fellow teachers and staff members and conduct workshops at conferences and in teaching methods classes.

There is always an additional need for new RAN members. New members are especially needed in Delaware and Nebraska to help with workshops and in providing information from ERIC/ChESS to state newsletter editors.

If you are interested in joining RAN, please contact Dave Selter at ERIC/ChESS, 2805 East Tenth Street, Suite 120, Bloomington, IN. 47405. (812) 335-3838.
**The 1987-88 ERIC/ChESS Regional Associate Network**

The Regional Associate Network (RAN) consists of social studies teachers, teacher educators, information specialists, and other educators who have volunteered to assist the Social Studies/Social Science Education Clearinghouse by acting as ERIC resource persons in their area. We encourage *Keeping Up* subscribers to consult the network members listed below and to let others know about the network.

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<tr>
<th>ALABAMA</th>
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<tr>
<td>Dr. Andrew M. Weaver</td>
<td>Doug Phillips</td>
<td>Dr. Paul Robinson</td>
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<tr>
<td>Dept. of Curriculum &amp; Teaching</td>
<td>Social Studies Program Coordinator</td>
<td>Division of Teacher Education</td>
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<tr>
<td>Auburn University</td>
<td>Anchorage School District 4600 Debauer Rd</td>
<td>College of Education University of Arizona</td>
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<tr>
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<td>Tucson, AZ 85721</td>
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<td>Warren R. Prior</td>
<td>Mr. Ronald P. Hynes</td>
<td>Peter Anderson</td>
</tr>
<tr>
<td>Victoria College</td>
<td>Social Studies coordinator</td>
<td>Coordinator Data Services</td>
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<td>Roman Catholic School Board</td>
<td>Meriam Library</td>
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<tr>
<td>662 Blackburn Road, Clayton</td>
<td>St. John's Newfoundland A1C 324</td>
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<tr>
<td>Ms. Lynn Parisi</td>
<td>Mr. Keith Dauer</td>
<td>Ms. Barbara Fitzpatrick, Manager</td>
</tr>
<tr>
<td>Social Science Education Consortium</td>
<td>38 W. Main Street</td>
<td>Instructional Resource Center</td>
</tr>
<tr>
<td>855 Broadway</td>
<td>Chester, CT 06412</td>
<td>Lake Forest School District</td>
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<tr>
<td>Boulder, CO 80302</td>
<td>203-669-5701</td>
<td>Harrington, DE 19952</td>
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<td>Nabil Ahmed Amer Sobelh</td>
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<tr>
<td>3 Mamaleek Street, Apartment 53</td>
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<tr>
<td>Cairo, Egypt</td>
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</table>
William Joyce
Professor of Education
363 Erickson Hall
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East Lansing, MI 48824-1034
517-353-0696

Professor Grace Kachaturoff
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Detroit, MI 48221-2599
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Durham, NC 27705
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Dot Bickley, Librarian
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Athens, OH 45701
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Social Studies Chairperson
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Huron, OH 44839
419-433-3171

Dan Langen
President, Firelands Council
Milan High School
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Milan, OH 44846
419-499-2471
Al Peugeot
Sandusky High School
Hayes Avenue
Sandusky, OH 44870
419-626-6940
Dr. William Wilen
Teacher Development and
Curriculum Studies
Kent State University
Kent, OH 44242-0001

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Ms. M. Maggie Rogers
Information Center Director
N.W. Regional Educational Lab Suite 500
101 SW Main Street
Portland, OR 97204
503-275-9555
Mr. Jim Ylvisaker
Director of Instructional Services
Multnomah Education Service District
220 S.W. 102nd Avenue
Portland, OR 97216
503-255-1841

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Kemp Building
Kutztown University
Kutztown, PA 19530
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S. Rex Morrow, Ed.D
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Division of Curriculum Instruction
Pennsylvania State University
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University Park, PA 16802
814-865-6565

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Rose Marie Cipriano
Woonsocket Junior High School
357 Park Place
Woonsocket, RI 02895
401-765-3400
Don Leonard
Teacher, Social Studies
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Providence, RI 02908
401-861-9122

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University of South Carolina
Columbia, SC 29208
803-777-8185

SOUTH DAKOTA
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School of Education
University of South Dakota
Vermillion, SD 57069
803-777-8185

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Memphis, TN 38152
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Coordinator of Elementary Education
Sam Houston State University
Huntsville, TX 77341
405-394-1146
Dr. Richard Diem, Director
Office of Professional Development
in Education
University of Texas at San Antonio
San Antonio, TX 78285
512-691-5410

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Mr. Boone C. Colegrove
Utah State Board of Education
250 East 500 South
Salt Lake City, UT 84111
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Dr. Mary Haas
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West Virginia University
Morgantown, WV 26505
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Help at Home Can Make the Difference

Parents play a vital role in helping children develop as readers. You can best help your children become readers if you:

- Read and write with them,
- Provide them with reading materials in the home, and
- Encourage them to spend more of their leisure time reading and writing.

Only 36 percent of children's learning can be attributed to school-related efforts, according to studies of student achievement. Other research has shown that reading failure is common among children who come from homes where reading and writing are not valued. Parents' efforts are critically important in developing children's reading skills and general attitudes toward reading.

Reading aloud to children often and involving them in reading and writing activities through informal questions and discussions are the most effective ways parents can promote reading success. Relate events in stories to real events in children's lives. Help children identify word meanings, as well as letters and words.

Other home-related factors that appear to contribute to early reading success are:

- stable family relationships, and
- limited and guided television viewing.

By creating an environment in which reading is a frequent and integral part of life in the home, parents can motivate their children to read and to value reading throughout their lives.

What specific things can I do to help children read better?

Research shows that setting aside time to read and write with children, and to listen to them read aloud, are the best ways parents can encourage reading. In addition, limiting children's television-viewing and suggesting exciting books as alternatives seem to promote their reading ability. Finally, make a variety of enjoyable, stimulating reading materials available to children. Take them to the local library, and help them use it.

How can I change negative reading attitudes children already have?

Reading should be associated with pleasure. A common mistake parents make is to tell a child that "reading is good for you." Instead, they can communicate the message that reading is an enjoyable, valuable activity by choosing materials that reflect the child's interest, and by reading themselves. Parents who read and write themselves show children that reading is an important activity. Visiting libraries and bookstores with children can be a regular activity that everyone enjoys.

Where can I find more information to help improve children's reading?

Many organizations will provide information to parents who need further ideas. Send a stamped, self-addressed envelope to any of the following groups:

- American Library Association, 50 East Huron St., Chicago, IL 60611;
- Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, DC 20016;
- The Children's Book Council, Inc., 67 Irving Place, New York, NY 10003;
- International Reading Association, 800 Barksdale Road, Newark, DE 19711;
- National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61821.
Students drop out of school for many reasons. Parents and schools can help prevent them from leaving school early by offering flexible instructional options, strong support services, and most important of all, understanding.

Across America, dropouts were estimated in 1985 to total some 2.6 million youths between the ages of 16 and 21. Dropout rates actually have declined since the turn of the century, but they remain alarmingly high in some large cities, and among some low-income minority groups.

Negative experiences at home or at school can contribute to students dropping out. Student characteristics associated with dropping out include a previous history of academic failure or poor attendance, and the early adoption of adult roles, such as marriage, pregnancy and parenthood, and full-time employment.

Changes at home or at school which try to address and prevent these situations may help keep a student in school. Parents who meet with teachers, counselors, or other professionals can plan a joint strategy to prevent dropout before it happens.

For students considered at risk of dropping out, some schools offer the following options:

- Daily monitoring of attendance and grades, with follow-up phone calls or home visits to parents;
- Special guidance and counseling, such as peer mentoring, family counseling, and conflict mediation;
- Job skills training, and volunteer or paid work experience;
- Instructional options, including classes in subjects of high interest, individualized programs, and tutoring or remedial instruction.

Other schools treat dropout prevention as a byproduct of general improvements that benefit all students. They emphasize creating a positive school environment, with high expectations for student achievement, instruction that meets students' needs, and monitoring to help students achieve their goals.

Whatever program or support offered by schools, parents' support and participation are key factors in keeping students in schools. Parents and educators both must go beyond simply blaming students for their own problems, or insisting that longer, harder work is the answer. They can help students best by developing flexible, caring responses to students' needs.

Why should we pay attention to dropouts if the dropout rates are going down? Leaving school early has long-range negative effects not only on dropouts, but on society in general. Dropouts have more difficulty finding jobs, and earn less when they do, than high school graduates. And the children of dropouts may be at increased risk of school failure themselves. Further, high dropout rates for low-income blacks and Hispanics suggest that schools haven't yet succeeded in helping those groups overcome social and economic disadvantages.

But aren't students free to make the choice to stay in school or drop out? Often dropping out is a passive withdrawal from a discouraging experience. Students usually don't realize the consequences of leaving school early. Parents and schools must be certain that they have not pushed students out by failing to address their special needs.

What can schools do to help at-risk students in the classroom?

Schools can provide smaller class sizes, or mini-schools, where students can relate closely to each other and their teachers; flexible schedules planned around students' work hours; short-term transitional classes for students returning to school after long absences; before- and after-school classes to make up credit requirements; and, alternative ways to earn credit, such as credit for work or real-life experiences.

What help do parents and teachers need in order to address at-risk students' needs?

Dropout-prone students aren't always easy to teach, and parents and schools often must consider special resources, such as the following:

- Special training or counseling to increase understanding of the student;
- Increased contact between teachers and students' families;
- Researching and developing creative instructional strategies and curriculum content;
- Centralized, easily available information on student attendance and achievement;
- Consistent emphasis on dropout prevention as a central goal.
Do Schools Teach Us Enough About Our Constitution?

Written by Dr. John Patrick
ERIC Clearinghouse for Social Studies/Social Science Education
1987

For more information, contact ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, Social Studies Development Center, 2805 East Tenth St., Bloomington, IN 47405.

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The United States Constitution is the world's oldest written constitution, and it has served as a model for those of many other nations. Since the year of its birth, 1787, this Constitution has become a symbol of nationhood and an instrument of free government in the United States. Yet, many Americans lack knowledge of basic Constitutional principles, values, and issues.

During the 1980s, the decade of our Constitution's bicentennial, many studies have focused on such questions as how much Americans know about the Constitution, and how well American secondary schools teach its lessons.

Recent surveys of adolescents and adults reveal extensive ignorance and confusion about constitutional principles. Survey findings include:

- Many respondents are confused about the powers of different branches of government, and about their relationships to one another. For example, many over estimate both the domestic power of the President and the responsibility of the Supreme Court.

- Respondents tend to misunderstand such apparent contradictions as "the majority rules," yet "minority rights must be protected."

- Respondents tend to support constitutional liberties and rights in the abstract, but many strongly reject extending these legal guarantees to unpopular groups or individuals.

Surveys of public opinion, as well as state government mandates, reveal that secondary schools are expected to emphasize the Constitution through required courses in American history and government. However, recent studies of curriculum guides and textbooks indicate a need for improved education about the Constitution.

Among the findings of these studies are:

- Textbook and curriculum coverage of political history, including constitutional history, has decreased significantly since the 1950s, while coverage of social history has expanded.

- Attempts to update curricula to heighten student interest have at times precluded or overshadowed inclusion of constitutional principles, values, and issues.

- Textbook treatments of constitutional government have tended at times to be relatively colorless or routine, remote from the vibrant concerns of citizenship in a free society.

How has the bicentennial of the Constitution affected secondary school education about the Constitution?

A resurgence in concern about Constitutional studies has occurred. New, high-quality learning materials have been developed, and many in-service education programs for teachers are underway. Strong efforts have begun, and will continue, to restore the Constitution to a central place in the secondary school curriculum.

Are secondary schools required to teach students about the Constitution?

Yes. Study of the Constitution in secondary schools is mandated in 43 states. The Constitution is part of required courses in American history and government in virtually all American school districts. Furthermore, many educational goals based on the Constitution are included in curriculum guides issued by state education agencies and local school districts.

In general, it seems that education about the Constitution in secondary schools has suffered from routine treatment and neglect. Adolescents and adults who have studied American history and government in school tend to lack knowledge of basic principles, values, and issues inherent in our Constitution. Research has led educators to recognize a need for renewal and improvement of education about the Constitution, and the bicentennial of 1987 is a fitting time to direct attention and resources toward this end.
SOURCES


For more information, contact ERIC Clearinghouse on Reading and Communication, Skills, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801.

How Can I Help Develop My Child's Language Skills?

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do not necessarily reflect the positions or policies of OERI or ED.
One of the most important ways to help children develop language skills is by talking to them. Yet recent studies indicate that most parents spend less than half an hour a day talking to their children. Making time for such talk during children's infancy and throughout childhood helps children learn the structure and uses of language, and provides a foundation for reading and writing.

Children begin to develop language skills when they are very young. In fact, many experts believe the process of language development begins at birth. Even the earliest sounds children make reflect the structure of the language they hear.

The amount of time parents spend talking to children, and the environment in which their exchanges take place, may dramatically affect children's vocabulary development and abilities to recognize and comprehend words.

Children learn grammar by imitation and intuition. When they say "runned" instead of "ran," or "toots" instead of "feet," they are exploring language, making new words from those they already know. These efforts should not be considered "mistakes"—they are stages in language development, in which children form and test ideas about how language works. Being too critical of their early pronunciations, or calling them "wrong," does not help children learn—and may create negative feelings about language. Parents who praise children's attempts to explore language, and help them discover standard forms of usage, assist them in learning to communicate clearly.

Language learning is most likely to occur in an environment where:
- parents and others interact with children and allow them to experiment with words.
- errors in speaking are not emphasized or punished — but pleasantly corrected.
- activities are provided that let children develop language skills in a pleasant setting.

Giving children chances to hear language used for a variety of purposes will encourage them to play creatively with language. From that play, an understanding of language's structure and adaptability can grow.

What should parents talk about with their children?

Children like to talk about the world around them. Parents can encourage their curiosity by readily answering children's questions and, especially, by posing new ones, questions that extend and follow up the ones that children ask — about the trees they see at the park, about family news, or about the foods they see at the supermarket. Reading aloud to children is a wonderful way to stimulate discussions. Even television shows can provide chances for families to talk and ask questions. Building activities around everyday events helps children test and build language skills.

But don't most parents do these things already?

Surprisingly, many do not. Researchers found that most mothers spend less than 30 minutes of an average day talking or reading to their children, and fathers spend only about fifteen minutes a day. Merely by turning off the car radio, or limiting television-viewing, most parents can provide additional time for talk. Household chores provide excellent times for chatting, too.

How can children improve, if parents don't correct their language?

Any corrections parents make should be done pleasantly and casually. Children develop language skills at different rates, and the development of one child shouldn't be measured against that of another. If parents think a child has special problems in language development, they should consult a speech professional.

Parents can help children communicate with others outside the home by encouraging use of the correct names of objects, places, and people. Insisting on standard, formal grammar, however, can inhibit children's learning; afraid of making mistakes, they may limit their communications to "safe" sentences, instead of experimenting with words.
SOURCES


For more information, contact ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, College of Education, 805 W Pennsylvania Ave., Urbana, Ill. 61801-4897.
Parents' Attitudes Can Make the Difference

Each year, an estimated one million children are retained in their school grade—that is, they are not promoted to the next higher school grade level. Many of these children, and their parents, view grade retention as a form of failure. They may blame themselves, each other, or the teacher, until they realize that the issues involved are complex.

Sometimes called "grade repetition" or "non-promotion," retention is an experience that few children or parents greet happily. Often, retained children feel that they have "failed"—academically and socially. Their feelings of failure may last long after the retention is over.

Research indicates that parents' and teachers' attitudes can make a significant difference in a child's progress. By working together, they can help eliminate the need for retention—or, if deemed unavoidable, make the experience a positive one.

Many school districts notify parents when children are considered for retention. Parents may be able to work with the school in helping children make the progress necessary to avoid retention.

Usually, the teacher or principal makes the recommendation to retain a child. Unacceptable levels of academic achievement or social maturity are the most commonly given reasons. Some research indicates that other factors—such as the child's age, physical and emotional growth levels, and parents' attitudes—also are reflected in the retention recommendation.

If the decision to retain is made, the attitudes of parents, teachers, and classmates influence the child's future progress. A recent two-year study found that children whose parents accepted and supported the grade retention were more "successful" than those whose parents did not. The study defined "success" in terms of academic gain, levels of emotional development, improvement of social skills, and overall progress as assessed by teachers and parents.

Other research has found that teachers who systematically assess the retained child's academic and social progress, and who encourage the child's interactions with classmates, can make a positive difference in the child's development.

Overall, many researchers recommend a more humane approach to retention—one that emphasizes the positive aspects of both the student and the retention itself.

How can I help a child adjust to being retained in a grade?

At home, parents can help by maintaining strong, positive interest in the child's work and progress. Reminding the child that everyone grows and learns at a different rate may help remove any feeling of failure.

By working with the teacher, and with the child at home, parents can ease a child's adjustment. Conferences between teachers and parents should be scheduled long before, during, and after the time of decision.

Is merely repeating a grade enough help for a child performing below grade level?

Probably not. The key is to provide the child with a different kind of learning experience—preferably without grade retention. But if the child is retained, then individualized instruction is important to make the retention successful. Studies show that students have fewer difficulties attaining grade-level skills when they are both retained and promptly offered remedial help.

Does retention work for children with learning disabilities?

Retention alone does not address the special problems of children with learning disabilities. Individually tailored help is necessary in order for those students to attain grade-level skills. A parent or teacher who suspects the existence of a learning disability should contact one another immediately. The school's special education unit should be consulted to make sure that the child is properly diagnosed and appropriately helped.
How Can I Be Involved in My Child's Education?

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Involvement Affects Achievement

Recent educational research has demonstrated what parents and teachers already knew: parents' involvement in their children's education improves the children's performance.

Parent involvement improves children's academic achievement, school attendance, and behavior, and generates community support for schools. Parents' active participation takes many forms, including the following:

**INDIRECT INVOLVEMENT**

- **Reading** Parents deeply influence children's interest in reading by reading to them often from an early age. Demonstrate the importance of reading by reading and writing yourself, and by providing books and magazines for children.

- **Work and Study Attitudes** Parents can foster attitudes of responsibility and respect for hard work. Nurture children's ability to listen at home, and they'll be able to listen effectively in the classroom. Monitor and limit children's television-viewing.

- **Love and Well-being** Make sure that children receive plenty of love, as well as the rest, exercise, and nutrition needed for optimal performance.

**DIRECT INVOLVEMENT**

- **Support the Value of Education** Children are sensitive to their parents' values. If parents value education—admire and respect people who teach and people who learn—then their children will, also.

- **Build a Parent/Teacher Relationship** Parents can attend regularly scheduled parent/teacher conferences, but also should initiate contact with the teacher when a question or problem arises, or a favorable event occurs. Communicate your pleasure when children succeed, as well as your concern when they don't. Visit your child's school and classroom.

- **Volunteer** Parents can chaperone a field trip, join school advisory groups, participate in special fund-raising activities, become room parents, discuss hobbies, or aid in classroom learning activities.

- **Homework** Parents need to provide children with a quiet place to study, and to set specific times for homework. Provide assistance with homework, math drill, and reading practice, when needed. Stay informed of what children are learning in school.

- **Attendance** Parents can establish firm policies that motivate students to attend school.

- **Performance** Parents should be aware of children's problems and successes on a regular basis, in order to provide help or seek assistance for the child. Reward children not only for high achievement, but for trying hard.

What should the school principal and administration do to aid parent involvement?

Schools should provide written communications to parents such as a handbook of school policies, newsletters discussing school events and activities, and report cards which specify areas in which parents and teachers can work together to improve students' achievement.

Schools need a coordinator of volunteers, a teaching staff committed to parent volunteers, and a program to train volunteers and match them with appropriate tasks. Volunteers should be told the purpose of their activity, and its time commitment. Volunteers deserve to be thanked! School administrators should make sure that teachers are trained in school/family relations.

What can parents expect teachers to do to aid parent involvement?

Effective teachers provide opportunities for parents to be involved in meaningful ways with their children and encourage communication with parents beyond yearly parent/teacher conferences. Classroom visits by parents are welcomed. Teachers send home activities on which parents and children can work together. And, effective teachers should send home good news as well as bad, commending children's achievement, behavior, and attendance. Teachers can inform parents about their children's progress toward learning goals.
SOURCES


For more information, contact ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

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Should Gifted Students Be Grade-Advanced?

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1987
Individual Evaluation
Is Essential

Students who are academically talented and gifted need learning activities that are geared to their higher levels of ability. "Accelerated" activities—those that are more challenging or more rapidly paced—can help gifted students grow intellectually and maintain high levels of motivation.

One method of acceleration which is available to all school systems is grade advancement. Grade advancement is a valuable procedure for improving the match between selected students' capabilities and their academic programs. Advancements of a year or two often bring the student closer to a suitable level of academic challenge and into contact with intellectual peers.

Nevertheless, many educators and parents fear the consequences of grade advancement. They are concerned about possible gaps in learning, or social maladjustment and emotional disturbance.

Educational research to date indicates no negative effects in the academic progress, social and emotional development, or adjustment of children who have been advanced in grade level. To the contrary, research has found that grade advancement generally contributes to academic success. As a group, students advanced in grade level have been found to maintain their interest in school work, surpass their classmates in academic achievement and, later, to complete higher levels of education.

Overall, research indicates that the dangers attributed to graduate advancement have been greatly exaggerated. Indeed, research suggests that we should be equally, if not more, concerned with the possible dangers of holding back precocious students in order to keep them with their agemates. One can conclude from the evidence that grade advancement could be used far more frequently than is currently the case in meeting the needs of the intellectually-advanced student. When practiced wisely, grade advancement is beneficial to the student and to society as well.

How should the decision be made whether or not to advance a student's grade?

The decision-making process usually has three steps. First, a comprehensive individual assessment of the student should be made. Second, attitudes toward acceleration and advancement of parents, students, and teachers involved should be evaluated. Finally, grade advancement decisions should be based on facts, not myths.

Who makes the assessment of the student, and on what grounds?

A psychologist should evaluate the child's intellectual functioning, academic skill levels, and social/emotional development. A superior level of intellectual functioning, or a level of mental development above the mean for the grade to be entered, indicates that grade advancement should be considered. The child's academic skills also should be above the mean for the higher grade. In addition, the child should be free of any serious adjustment problems and should demonstrate a high degree of persistence and motivation.

What attitudes should parents and teachers maintain in making the decision to grade-advance?

Students' parents must be in favor of grade advancement, if the decision is to have successful results. But they must be careful not to unduly pressure students to advance in grade level. The psychologist making the student evaluation will attempt to determine that the students themselves desire to advance. Further, the teacher or teachers involved must have positive attitudes toward the advancement and be willing to help students adjust.

Even if students can handle the academic pressures of an advanced grade, won't they suffer socially and emotionally?

Belief that grade advancement is detrimental to social and emotional development is unfounded. No negative effects on social or emotional development have been identified by research. Grade-advanced students have been found to be socially adapted, involved in a wide variety of extracurricular activities, and emotionally well-adjusted.

Contrary to popular belief, research evidence suggests that social and emotional development may be enhanced by grade advancement. Grade-advanced students often report less boredom and frustration and view the overall effects of grade advancement as a maturing experience.

What adjustment problems does a grade-advanced student face?

Adjustment problems, if any, following grade advancement, tend to be minor and temporary in nature. Adjustment problems reported by grade advanced students have been related to age and concerned such activities as driving and dating. Parents and teachers who are aware that such problems are common and usually temporary can offer the student understanding and sympathy, to minimize the effects of adjustment.
What Can Kindergarten Teach Children About Reading?


For more information, please contact ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Ave., Urbana, IL 61801-4097.
Kindergarten Enhances Early Language Skills

The most important things that children can learn about reading in kindergarten are that written language is related to spoken language, and that meanings can be gained from printed words. A good kindergarten provides the transition from informal learning at home to more formal, school-based instruction.

In kindergarten children learn that print communicates ideas, that written language is related to, but different from, spoken language, and that stories have a structure. They learn to anticipate events in a story, and to fill in gaps between events.

In kindergarten, children begin to learn the conventions of printed language. They may learn to identify and name the letters of the alphabet, and go on to discover that these letters can be grouped into words and sentences which convey meaning. They also may learn to write letters and words, often beginning with their own names.

Depending on their skill development, children may begin formal reading programs in kindergarten, or in first grade. Also, they may begin to write, sometimes “inventing” spellings of words by sounding them out. Formal spelling can come later.

A good kindergarten class provides an environment that is rich with reading and writing materials, and offers a variety of ways in which to use them. Good kindergarten teachers:

- Read regularly to children from a range of books and reading materials, in a variety of settings.
- Use reading and writing in such activities as creating signs, labels, charts, and lists of interest to children.
- Encourage children to use written language, taking children's dictation when necessary.
- Provide a quiet library area where children can read from books on their own.
- Provide writing materials, such as pencils, pens, and paper.
- Provide specific literacy skill materials, such as alphabet books, letters children can manipulate, and other word-making materials.
- Find ways to elicit reading and writing, encouraging children's initial responses without being too critical.
- Set examples by using reading and writing themselves.

Learning to read and write is a gradual process. It does not begin when the child starts a formal reading program. It develops over time, from many formal and informal experiences with both spoken and written language.

Should children be taught to read in kindergarten?

Children come to kindergarten from a variety of backgrounds, and with different levels of skills and abilities. Some children are ready for formal reading instruction at some time during the kindergarten year. The majority of children, however, will be more successful in learning if they begin formal reading programs in first grade.

What are the signs of a good literacy program in kindergarten?

In a kindergarten that encourages reading, plenty of written materials are available in the classroom, and the teacher reads aloud often from different materials: story books, poetry, information books, and others. Also, the teacher provides constant, warm encouragement to children.

What can parents do to help children of kindergarten-age learn to read?

Possibly the most important aid is parents who read to children regularly, and who read themselves. Parents can take children to public libraries to select books. Helping them to start even a small library for themselves is also important. Encouraging children to read and write at home, and paying attention to their efforts, lets them know that their work is valued. Parents can write children's dictated stories about the pictures they draw, and later display children's work in a place of honor. Finally, simply maintaining an enthusiastic, loving, and encouraging attitude helps children develop the confidence necessary for them to progress.
How Do I Help My Child Say "No" to Drugs?

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Information Alone Is Not Enough

What do children need to stop them from using drugs? Clearly, information about the dangers of drugs has not been enough. Despite widespread drug information education efforts in America since the early 1970s, drug abuse by children and teenagers continues.

The reasons for drug abuse are varied. Children may abuse drugs to satisfy their curiosity, conform to peer pressure, relieve anxiety, or have adventures. But, whatever excuse tempts them, they need the ability to say “no” to drugs.

Much recent educational research has focused on the role of “affective education” in preventing drug abuse. Affective education emphasizes children’s emotional/interpersonal development. Parents are the prime nurturers of this development. Children need to develop high self-esteem, ethical values, responsibility for themselves and others, adequate coping skills, and the ability to make conscientious decisions.

How can parents encourage this development in their children? The following activities have proven to be helpful:

- Start as early as you can, in infancy if possible, to praise children’s accomplishments and to direct them into activities where they will be successful. High self-esteem helps children resist peer pressure to abuse drugs.

- Ethical values and responsibility are taught primarily through what social scientists call “modeling,” or setting good examples for children to follow. Parents who have responsible habits themselves regarding drug and alcohol use send a healthy message to their children. Parents who use drugs and alcohol unwisely themselves are signalling their children that drug abuse is “okay.”

- Adequate coping skills enable a child to deal effectively with the pressures of growing up—including the temptation to experiment with drugs. Parents can give children opportunities to practice decision-making and to weigh the outcomes of their decisions.

- Finally, parents should first inform themselves, then make sure that their children are knowledgeable about the dangers of drug abuse by providing them with clear, factual information. In this way, children can be empowered to say “no” to drugs and “yes” to health.

I want my children to have good values and feel good about themselves, but sometimes it seems like a losing battle. Where can I get help?

Schools play a major role in children’s development. Expect and encourage your schools to foster healthy emotional growth as well as intellectual development. Schools should have a firm anti-drug policy supported by appropriate action.

I realize drugs are widely available, but how can we keep them out of schools?

A movement to promote drug-free schools is gaining attention. Parents can affect their local schools through organized efforts; see if parent or community groups are exerting anti-drug efforts at your local schools.

I have some general ideas about the dangers of drug abuse but I really do not know specifics. Where can I get this information?

Drug information is available at public libraries, from community health agencies, and community groups that focus on this problem. Often schools may provide drug information education for parents. Ask your school. Read your newspapers for local information. National organizations/agencies providing help to parents include:

Families in Action
National Drug Information Center
Suite 300
3845 North Druid Hills Road
Decatur, GA 30033
(404) 325-5799

Just Say No Foundation
1777 N. California Blvd.
Suite 200
Walnut Creek, CA 94596
(800) 258-2766
(415) 939-6666 in California

National Federation of Parents
for Drug-Free Youth
8730 Georgia Avenue
Suite 200
Silver Spring, MD 20910
(800) 554-KIDS
New Choices Meet a Range of Students' Needs

In one urban school, classes focus on dancing and the dramatic arts, supplemented by a strong academic core.

In a rural school, students combine classroom learning with "cultural journalism," interviewing local residents to learn history, legends, and skills.

In a suburban elementary school, children learn to read and write at individual paces in an "open classroom."

These are only a few examples of "schools of choice"—public schools that offer a range of options to students and parents. More than 10,000 such schools exist across America, according to recent estimates. Each differs according to subjects taught, styles of instruction, and learning environments.

Research indicates that schools of choice offer a variety of benefits to their communities. Students' academic achievement, attendance, and school behavior usually improve when a student leaves a "regular" public school for a school of choice.

When students and teachers choose to be involved in a school, they take on expanded roles and responsibilities. Both students and teachers in these schools report higher levels of satisfaction, and parental and community involvement tends to be higher, too.

Most schools of choice occupy buildings separate from regular schools, to give them distinct identities. However, about one-fifth are "schools within schools," sharing facilities with more traditional educational programs. The relatively small size of these schools (two-thirds of all schools of choice have fewer than 200 students) and lower-than-usual student-teacher ratio enable faculty and students to establish a sense of community and caring.

Schools of choice are designed to meet diverse student needs and abilities, and include the following types:

- Schools with a particular curriculum focus, such as science, the arts, or vocational training.
- Fundamental, or "back to basics," schools, with traditional curriculum and strict discipline.
- Progressive schools, in which students pursue independent study and learn at their own speeds.
- Alternative schools for special groups, such as potential dropouts, or pregnant students.
- Magnet schools, whose outstanding programs are designed to attract students of differing race and socioeconomic backgrounds.

Are schools of choice more expensive?
Schools that provide a range of options may have smaller classes, require lease or purchase of additional buildings, need to transport students for greater than usual distances, or use special instructional materials—all of which cost money. Still, the difference in costs between schools of choice and regular schools need not be great. Research on magnet schools shows that they cost only about $50 or $60 more per student per year, after start-up expenses are met.

Do these schools serve only the brightest students from the most affluent families?
It is true that middle- and high-income parents are more likely to take advantage of some choices for their children. Nevertheless, school districts can take the following steps to achieve equity:

- Offer schools of choice that will appeal to a variety of student populations.
- Communicate the availability of choices to everyone in the community; descriptive brochures should be written in more than one language, if English is not the primary language of some parents.
- Eliminate entrance requirements that discriminate on the basis of affluence.

Besides establishing special schools, what other options can public schools offer?
One of the most common options is open enrollment, which allows parents to enroll their children in any school in the district. However, if unrestricted, open enrollment can lead to racial and socioeconomic imbalance. Another option, work-based attendance, permits children to enroll in schools near their parents' places of employment.
SOURCES


For more information, please contact ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR. 97403.

How Are Teachers Selected?

Written by Stuart C. Smith Assistant Director and Editor ERIC Clearinghouse on Educational Management 1987

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract No. 400-85-0001. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.
Selection Methods Affect Educational Quality

School districts across America will hire an estimated one million teachers by 1992, to replace retirees and, in some areas, to meet growing enrollments. How will those teachers be selected?

Many districts see the need for new teachers as an opportunity to upgrade their faculties. Accordingly, they're evaluating—and, in some cases, changing—their selection procedures.

Districts use a variety of methods to choose their teachers. Recent research has shown that the way a district selects its teachers affects the quality of that district's education.

The most successful districts are those that choose teachers by use of selection teams, varied information-gathering, multiple assessment techniques, standardized policies, and follow-up evaluations.

The best procedures, research shows, include the following kinds of activities:

- A written policy states the district's intent to hire the best teachers and specifies a set of criteria and practices to be followed across the district.
- A range of information about each teaching candidate is collected and reviewed. That information includes assessments of academic ability, personal and social traits, and teaching skills.
- Properly trained interviewers, working as a team, follow a prearranged system administered equally to all candidates.
- Those candidates who pass initial screening go on to demonstrate their teaching skills, using live or videotaped presentations, lesson designs, or other samples of their work.
- Selection procedures are regularly evaluated—and, if necessary, revised—after assessing how well new teachers actually perform in the classroom.

Using a variety of such procedures can help a district maintain high quality in its faculty, and in the education it offers to its students.

How can we be sure our district is hiring the most qualified teachers?

Effective teachers possess a wide range of skills, knowledge, and personality characteristics. No formula for the perfect teacher exists. Parents and hiring officials sometimes disagree, even among themselves, on the value that should be assigned to each quality evaluated. Some research studies have found that officials tend to pay more attention to candidates' personality factors and attitudes, and less to their academic achievement and cognitive ability.

I've heard that school districts must hire minority applicants, no matter what their qualifications are. Is this true?

Not at all. Federal and state laws only require that employers give fair consideration to all candidates. Districts must be able to show, however, that their selection procedures are free of bias against qualified candidates who are minorities.

How does a district prove that its hiring practices are unbiased?

Periodically, some school districts rate some experienced teachers' performance, using the same criteria applied during the time of their hiring. If experienced teachers with the highest ratings also were the top-rated applicants, then the hiring criteria are judged fair and valid. On the other hand, if the two sets of rating disagree, new means of gathering evidence or better criteria for the hiring process must be developed.

How likely is a teacher shortage in the near-future?

In some parts of America, especially inner cities and remote rural areas, school districts already are having difficulty in recruiting teachers. An overall shortage of qualified candidates seems likely, unless the profession improves its ability to attract and keep qualified persons.
SilverPlatter® on the Apple® Macintosh™

SilverPlatter Information, Inc. of Wellesley, MA, the leading publisher of reference databases on CD-ROM, announces its plans for a Macintosh version of its Search and Retrieval Software.

This new version of the SilverPlatter software will take advantage of the Macintosh user interface windowing capability. It will first be demonstrated at the American Library Association annual conference in New Orleans July 9-12, 1988. It will be available to Macintosh users in the fall.

As with SilverPlatter’s standard software for the IBM PC environment, SilverPlatter’s Macintosh version can be used with all of SilverPlatter’s extended family of CD-ROM databases which include:

- MEDLINE on SilverPlatter
- CANCER-CD
- OSH-ROM
- CHEM-BANK
- PsycLIT
- sociofile
- ERIC
- AGRICOLA/CAIN
- A-V ONLINE
- COMPU-INFO
- SOFTWARE-CD
- CORPORATE & INDUSTRY RESEARCH REPORTS (CIRR)
- NTIS
- GPO on SilverPlatter

For information about SilverPlatter databases, and its search and retrieval software, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
(617) 239-0306

SilverPlatter Information, Ltd., 10 Barley Mow Passage, Chiswick, London W4 4PH, England / 01-995-8242
NTIS PRIVATIZATION
CONFERENCE REPORT

The Department of Commerce, evidently under the urging of the Office of Management and the Budget, continues to pursue the privatization of the National Technical Information Service (NTIS). This action seems ironic, since Congress opposes privatization, and the shift in administrations in 1989 may withdraw other support. Meanwhile, the Department of Commerce called a meeting (RFI) on January 29, ostensibly to gather feedback and reaction from would-be bidders and to learn of "any barriers that...would make a response to an RFP impossible or difficult.

We present first, the salient "terms" of the RFI, followed by some of the questions and answers from the meeting.

Request for Information
1. It is primarily a clearinghouse function of NTIS that is to be contracted out; a Government core management group will retain policy development and oversight.
2. The Government will retain ownership of the NTIS archive, including documents acquired by the Contractor, and will assess a commission on total sales that the Contractor will pay the Government. Also, the Contractor reimburses the Government for actual costs incurred by the core management group.
3. The Contractor must hire all NTIS employees who choose to leave government service and retain them for 180 days minimum. After that time, the Contractor must provide a full outplacement program for employees whom it elects to dismiss. Furthermore, a pre-funded Employee Stock Option Plan, meeting detailed criteria, must be established.
4. All contracted-out NTIS activities must continue in accordance with current standards. The Government, however, continues to "own" the products, e.g., the database.
5. The Contractor is urged to develop value-added services. Title and/or copyright to equipment, computer program investments, and product enhancements will remain with the Contractor, but the Government will acquire a perpetual license to use any software, proprietary or not, and all product enhancements developed.
6. Sale prices for source materials must be approved by Commerce. Also, the Government retains final word as to whom or where the products may be sold.
7. The core management group will retain the NTIS name and will administer international agreements regarding technology information requirements.
8. There is no guarantee that Federal agencies will continue to submit materials to the Contractor.

Questions/Answers from the Meeting
Q: What have been the results of other privatization efforts? A: It has never been done before.
Q: Why the urgency with NTIS? A: Discussion has been going on for ten years.
Q: If the Contractor needs to save on personnel costs but must offer full employment to NTIS staff, how can favorable economic status be achieved? A: The Contractor will make its profit from the creative use of the product line.
Q: Where can unprofitable NTIS services be discontinued? A: That is unspecified in the RFI; the Contractor should state its intentions in the RFP response.
Q: What are the estimated cost savings to the government of this privatization? A: Cost savings are not the main factor. Main reasons are to let the private sector do what it does best and to improve service.
Q: How does NTIS currently sell overseas? A: Through cooperative organizations. The Government will continue to negotiate and manage those agreements that the Contractor will carry out.
Q: Will an outside CPA firm audit NTIS beforehand? A: No.

All in all, the Commerce overture to the private sector does not seem to have much appeal. However, anyone interested in responding to the RFP (when it is issued) should route all communication to Jim Williams, Processing Officer for Commerce (202/377-4248).
As of October, 1986, approximately 406 programs had been field tested, and that it could be used successfully in other schools. The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

It does so by providing dissemination funds to exemplary programs called Developer Demonstrator projects, for two purposes: (1) to make public and nonpublic schools, colleges and other institutions aware of what they offer, and (2) to provide training, materials and follow-up assistance to schools and others that want to adopt them.

NDN also provides funds to State Facilitators, whose job it is to serve as matchmakers between NDN programs and schools and organizations that might benefit from adopting the programs.

What is the National Diffusion Network?

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

What makes the NDN Developer Demonstrator projects different from commercial products?

Several important things. NDN Developer Demonstrator project staff do not just hand a program to a school and expect the school to figure out how to use it. Instead, NDN program directors help local schools implement their programs to suit each school's unique needs. To do that, the director of the program provides training lasting from one day to a week or more, to staff members in the adopting school. The director also provides follow-up assistance in the form of additional training, visits, telephone consultation and newsletters. Sometimes, a program director or a State Facilitator arranges for all adopters of a particular program in a region or state to form a network so they can share successful approaches and solve common problems. All NDN services are provided at little or no cost to adopters.

How does NDN assure that a program is effective and worthy of replication in other schools?

Before a program can become eligible for funding as a part of the NDN, it must be approved by the Department of Education's Joint Dissemination Review Panel (JDRP). A program requesting a review by the panel must provide evaluation data that prove that the program is effective in the school in which it was developed or in another school. As of October, 1986, approximately 406 programs had been approved by the panel, and 82 of them were receiving Federal dissemination funds to help other schools adopt them.

What kinds of programs are available for adoption through the NDN?

NDN programs can meet the needs of students of every age — pre-school through adult — and the needs of teachers, administrators and other school personnel. Subject areas represented among the NDN programs include mathematics, science and reading. There are also programs in writing, technology, the humanities and programs for gifted and talented students.

Some programs are designed to improve preservice and inservice teacher training. Other fields represented include special education, career and vocational education, adult literacy, early childhood education, health and physical education. Some programs are directed toward processes to improve school administration and management and thereby improve instruction.

Is it possible to see a Developer Demonstrator program in action?

Yes. Each Developer Demonstrator program receiving federal dissemination funds maintains a demonstration classroom or school where visitors are welcome. These programs are located across the United States. In addition, many of the programs have demonstration sites in states other than the one in which they were developed. NDN State Facilitators can arrange for visits to a demonstration school, or to an adoption site.

How much does it cost to adopt an NDN program?

The first step is to contact one of the NDN State Facilitators. Their job is to help schools and other organizations learn about and adopt NDN programs. Often, for example, they hold "awareness conferences" featuring one or more NDN programs and invite educators to attend. They also work with educators in identifying the needs in a particular school and in determining which NDN program offers a solution. When a school decides to adopt a NDN program, the facilitator arranges for the program's developer to provide training to staff in the adopting school. In addition, if a school requires financial assistance to make an adoption, the facilitator usually knows about funding sources and how to apply for a grant under various federal, state or local programs or from private foundations or industry. Some facilitators sponsor meetings for administrators on how to apply for financial assistance.

What if the program a school wants to adopt is located in another state?

That's no problem; the NDN was developed so that educators would have access to exemplary programs, whether these programs are located in the same state or not. NDN brings the program to the school or district that wants it.

How does a school adopt a NDN program?

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schools help meet adoption costs with a grant from local or state funding sources or with funds from other sources including the private sector.

**What is the responsibility of a school in making an adoption?**

Each Developer Demonstrator program has basic requirements to be met by adopters. Adopting schools, for example, are usually required to implement certain basic features of the program, such as regular monitoring of students' academic progress or use of certain activities. Some programs may require the adopting schools to compile pretest and posttest scores or other appropriate measures of effectiveness and growth in order that the adopted program's benefits can be accurately evaluated. Each adopter agrees to an adoption plan which outlines roles and responsibilities of the parties concerned.

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**Can NDN really help schools?**

Many teachers, administrators and other educators think so. In 1984-85 alone, NDN programs were installed in almost 15,000 schools. An estimated 59,500 teachers and other school personnel received training in the use of NDN programs and approximately 1,825,000 students were served by these adopters. Several evaluations of the NDN show that it is meeting its goal of helping schools improve education through the dissemination of effective programs.

**Where can you get more information about NDN programs?**

Contact your NDN State Facilitator or The U.S. Department of Education, Recognition Division, 555 New Jersey Avenue, N.W., Mail Stop 1525, Washington, D.C. 20208; phone (202) 357-6134.
REGIONAL EDUCATIONAL LABORATORIES

Terry L. Eidell
Executive Director
Appalachia Educational Laboratory Inc.
1031 Quarrier Street
Charleston, West Virginia 25325
(304) 347-0400
OERI Institutional Liaison:
Richard Lallmang (202) 357-6274

Dean H. Nafziger
Executive Director
Robert Peterson
Director, Regional Programs
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 566-3000
OERI Institutional Liaison:
Cheryl Garnett (202) 357-6267 (Interim)

Lawrence Hutchins
Executive Director
Mid-Continent Regional Educational Laboratory
Suite 201
12500 East Iliff
Aurora, Colorado 80014
(303) 337-0990
OERI Institutional Liaison:
Carol Mitchell (202) 357-6126

Jane Arends
Executive Director
North Central Regional Educational Laboratory
295 Emroy Avenue
Elmhurst, Illinois 60126
(312) 941-7677
OERI Institutional Liaison:
Haroldie Spriggs (202) 357-6143

Robert Rath
Executive Director
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9500
OERI Institutional Liaison
Marshall Sashkin (202) 357-6120

David P. Crandall
Executive Director
Regional Laboratory for Educational Improvement
290 South Main Street
Andover, Massachusetts 01810
(617) 470-0098
OERI Institutional Liaison:
John Egermeier (202) 357-6119

John E. Hopkins
Executive Director
Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300
OERI Institutional Liaison:
Carter Collins (202) 357-6121

Charles J. Law
Executive Director
Southeastern Educational Improvement Laboratory
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, North Carolina 27709
(919) 549-8216
OERI Institutional Liaison:
John Coulson (202) 357-6133

Preston Kronkosky
Executive Director
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861
OERI Institutional Liaison:
Susan Talley (202) 357-6129

For Laboratory Program Information, Contact:

Barbara Lieb-Brilhart
Team Leader
Regional Educational Laboratory Program
555 New Jersey Avenue, N.W.
Washington, D.C. 20208
Phone: (202) 357-6186
User Spotlight

Slice of Life

How Publicizing Can Help Your Library Database Descriptions at the University of Ottawa

by Richard V. Janke

In the context of its training and orientation program for library patrons—students, professors and researchers—the University of Ottawa has adapted BRS's database descriptions from the BRS Database Catalogue in a novel and interesting fashion. In order to widen the scope of publicity of our Online Reference service, Morisset Library (social sciences) has decided to advertise our top ten databases more as services than as just products or information.

These ten databases are: ERIC and ECER, PsycINFO (PSYC), Social SciSearch (SSCI), the Sport Database (SFDB), Ontario Educational Resources Information System (ONED), Sociological Abstracts (SOCA), Linguistics and Language Behavior Abstracts (LLBA), the Religion Index (RELI) and Dissertation Abstracts (DISS). The choice of these ten databases, to the exclusion of all others we might occasionally search, was deliberate and reasoned. As Carol Hansen Fenichel points out in the December, 1987 issue of Database, "Most institutions can supply the majority of use (...in databases...) with the most recent few years of a relatively limited number of databases". This has in fact been our experience at the University of Ottawa.

How We Chose The Databases to be Promoted

Annual online statistics in all four search centres at the University of Ottawa (Morisset, Vanier, Fauteux and Health Sciences Libraries) for fiscal year 1986-1987 only serve to confirm this decision. In a field of 6679 online searches in all categories (bibliographic, SDI, interlibrary loan, reference questions and training and orientation), 3625 searches were bibliographic, that is, run either by librarians in the regular Online Reference service or by "end user" clients in Online After Six, using BRS/After Dark. Of these 3625, fully 2547 were run in only ten databases, with MEDLINE leading the way with 1365 (!) searches.
Yet only three of Morisset's key databases actually made it into the ranks of the top 'en databases in all four search centres that year. These were: PSYC, ERIC and SFDB respectively. The remaining seven databases have, however, been included in our revised publicity campaign flyers, since they are searched frequently enough in Morisset Library to warrant dissemination. In fact, one of them, ONED, is not being used often enough, so we printed a flyer for it in order to raise both librarians' and clients' awareness of its importance as a source of educational information in Ontario. Your own library may want to promote a locally relevant database in a similar fashion.

Databases As Services Rather Than as Information Products

When Morisset Library received the most recent BRS catalogue, with BRS's new database description symbols, we quickly realized the significance these might potentially have as "publicity handles." Since it is a well known truism that people rarely read promotional material such as pamphlets and handouts, especially when they are more than a page long, we decided to print database flyers incorporating as their key publicity element the new BRS database symbols. As shown in the prototype for a database flyer, adaptable to your own institution, and illustrated below, these symbols are prominently displayed right below your library's own logo and service name, such that they are immediately apparent to even the most casual reader:

Of course, it is critical for your library to make certain that these symbols are fully and simply explained, either on the database flyers themselves, or on a highly visible notice posted right with your database pamphlets. Since the former option would unnecessarily clutter each individual flyer, and reduce its overall readability, we opted for the latter. It was necessary for us to adapt BRS's symbols to our own library's service priorities. While we accepted some of BRS's symbols as is, namely; SDI and BRS/After Dark, we were obliged to change the others. For example, BRS/Instructor was altered to Training and Orientations, since it is clear enough that library patrons would not know or care what "BRS/Instructor" means, while they would closely identify with the concept of "Training and Orientations." In order to accommodate the BRS/SEARCH Service, we used the symbol of the arrow from the former BRKTHRU Service. And we used the symbol for full-text databases as the symbol for locally available CD-ROMs. Your own library undoubtedly has its own service priorities.

KEY TO THE SYMBOLS:

- CD-ROM
- SDI
- LIBRARY INSTRUCTION & ORIENTATIONS
- ONLINE AFTER SIX (BRS/After Dark)
- BRS/SEARCH

Educational Resources Information Center (ERIC)

<table>
<thead>
<tr>
<th>SERVICE NAME</th>
<th>YOUR LOGO</th>
<th>LIBRARY NAME</th>
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<tbody>
<tr>
<td>ERIC processing and Reference Facility</td>
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SCOPE:
ERIC contains over half a million citations covering research findings, project and technical reports, speeches, unpublished manuscripts, books and journal articles in the field of education. Educators, academicians, administrators and researchers will all find ERIC a key source for educational information. Citations include detailed source, geographic, institutional, and availability information in addition to ERIC subject descriptors and extensive abstracts.

PRODUCER:
ERIC Processing and Reference Facility
4350 East-West Highway
Suite 1100
Bethesda, MD 20814-4475

COVERAGE:
1966-present

UPDATES:
Monthly
With these adaptations, our new database fliers accurately describe the full range of BRS services that we provide our clients on a regular basis in Morisset Library, at the University of Ottawa. Even before our clients come to see us in the Online Reference office, either to arrange an appointment for a search by a librarian or for presearch counseling for Online After Six, or for any other on demand online service (such as reference query or a class orientation), they can get some idea on their own of the range of services we provide. In fact, simply by identifying the database by name and scanning its symbols, the library patron can quickly ascertain to what extent the database is likely to meet his or her information needs. It isn't even necessary for the client to read the actual database description - though this would, of course, be preferable, and should be stressed in orientations.

The University of Ottawa simply adapted to its own needs the database descriptions and symbols provided by BRS, which are incidentally not copyrighted. Your library can do the same.

We believe that this innovative approach to database publicity in an academic environment, used in conjunction with a comprehensive library in-class orientation program, is bound to raise client awareness of our Online Reference services.

Richard V. Janke is the Public Services Systems Librarian at the University of Ottawa and represents Academic/Non-Medical subscribers on the BRS User Advisory Board.
March 19, 1988

Ted Brandhorst
ERIC PROC. & REF. FACILITY
ORI, Inc., Information Systems
4350 East-West Hwy., Ste. 1100
Bethesda, MD 20814-4475

Dear Ted:

Enclosed please find the monthly report for April 1988 CIJE and the source journal update for the May 1988 journal list. (No updates were sent from clearinghouses for the March or April issues.)

**CIJE SOURCE JOURNAL INDEX UPDATE**

**MAY88**

<table>
<thead>
<tr>
<th><strong>Additions</strong></th>
<th><strong>Name Changes</strong></th>
<th><strong>Deletions</strong></th>
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</thead>
<tbody>
<tr>
<td>IR American Journal of Distance Education</td>
<td>CE MOBIUS to Journal of Continuing Education in the Health Professions</td>
<td>CS Association for Communication Administration Bulletin</td>
</tr>
<tr>
<td>Name Changes</td>
<td></td>
<td>CS Children's Theatre Review</td>
</tr>
<tr>
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<td></td>
<td>CS C. S. P. A. A. Bulletin</td>
</tr>
<tr>
<td>Name Changes</td>
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</tr>
</tbody>
</table>

Sincerely,

[Signature]

Assistant Editor

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPRI • Alar: ALA 0978 • Source: BCJ 387
March 29, 1988

ADDENDUM TO THE
CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAY88

As a result of The Oryx Press's efforts to solicit comprehensive source journal list updates from all the clearinghouses, I anticipate an unusually large number of additions, deletions, and name changes over the next month and a half. I will be entering the updated information as I receive it from the individual clearinghouses.

The Oryx Press is planning to initiate a similar comprehensive source journal update on a regular basis every three months; however, I would like to ask, as in the past, that clearinghouses try to send us journal updates as they occur on a monthly basis whenever possible. This will keep the index as up to date as possible.

Additions
SO American Historical Review
SO American Sociologist
SO British Journal of Educational Research
SO Bulletin of the Council for Research in Music Education
SO Chinese University Education Journal
SO Computers and the Humanities
SO Councilor
SO Design for Arts in Education
SO Educational Psychology: An International Journal of Experimental Educational Psychology
SO Geographical Education
SO Historical Methods
SO History Microcomputer Review
History of Education: The Journal of the History of Education Society
Intercollegiate Review
International Studies Notes
Journal of American History
Journal of Applied Philosophy
Journal of Art and Design Education
Journal of the Middle States Council for the Social Studies
Journal of Social Psychology
Kenya Journal of Education
Louisiana Social Studies Journal
Michigan Social Studies Journal
Moral Education Forum
National Art Education Association News
Network News Exchange
New Zealand Journal of Geography
OCSS Review
Religious Education
Social Science Computer Review
Social Studies Professional
Social Studies Teacher

Telephone (602) 254-6156 • Telex 910-951-1333 • Cable Address ORYXPHX • Alaran ALA 0978 • Source: BCJ 387

page 2 of 3
NOTE TO CLEARINGHOUSES

Remember when you send journal title updates, and also when you write the journal titles for abstract entries, that any initial the, a, or an should be omitted. If you are in doubt about exactly how a journal title should be worded or punctuated, please consult your authority list: Ulrich's International Periodicals Directory. Exact wording and punctuation is very important for all titles listed in CIJE entries.

Also, when a journal is being newly added to the index, don’t forget to let us know if it is being selectively or comprehensively covered by your clearinghouse. And, if information for a journal is changing, please send in all of the current information in the category of information being changed. For example, if the P.O. Box is changing, please include the entire current address; if the price per one year subscription is changing, please include all the current price information available, i.e., student, individual, single copy, etc. prices. This will prevent confusion about exactly what is to be changed, what left in, and what deleted altogether.
Additions

EA West's Education Law Reporter
HE Thought and Action

Deletions

HE New Universities Quarterly
CE Illinois Career Education Journal
EA Administration and Society
EA Catalyst for Change
EA Journal of Collective Negotiations in the Public Sector
EA Personnel Administrator
EA Socio-Economic Planning Sciences
EA Thrust for Educational Leadership
EA Curriculum Perspectives
SP Viewpoints in Teaching and Learning
SP Texas Tech Journal of Education

Name Changes

CG Canadian Counsellor to Canadian Journal of Counselling
CG Journal of College Student Personnel to Journal of College Student Development
CG Vocational Guidance Quarterly to Career Development Quarterly

April 14, 1988
CIJE SOURCE JOURNAL INDEX UPDATE FOR JUN88

Telephone (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alame: ALA 0978 • Source BCJ 387
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*Includes transfers from December

**Includes transfers from January to February
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1. **Resubmission of Clearinghouses Own Input (3)**

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2. **Duplicates Appearing in RIE Three Months or More Ago (3)**

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4. **Total Duplicates for 1988 through Latest Issue = 6**

## B. Removes (0)

## C. Delays (20)

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1. Resubmission of Clearinghouses Own Input (4)

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2. Duplicates Appearing in RIE Three Months or More Ago (7)

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3. Duplicates Appearing in December 1987, January, February (0)

4. Total Duplicates for 1988 through Latest Issue = 17

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**Pagination problem**

**Colored pages will not reproduce**

**Related to EC 200 754**

**Availability needs clarification**

**Title problem**

**Moved to March 1988; copy and institution problem**

**Moved to March 1988**

**Serial problem**

**Title and abstract problem**

" Resume not transmitted

**Missing figures**

**Scope problem**

" Pagination problem " " " " " Journal articles " Missing page " Author problem

**Cropped page**

**Title problem**
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**Net Total to RIE This Issue**

**Grand Total to Date**

**Transferred Out to Other Issues or Delayed**

**Removed (Dups, Rejects, etc.)**

**Transferred In from Previous Months**

**Received**
A. Duplicates (12)

1. Resubmission of Clearinghouses Own Input (3)

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2. Duplicates Appearing in RIE Three Months or More Ago (5)

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<td>OC 020 230</td>
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<td>JC 870 475</td>
<td>ED 284 066/CE 047 905</td>
<td>DEC87</td>
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<td>SO 018 286</td>
<td>ED 282 677/RC 016 214</td>
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<td>SP 029 461</td>
<td>ED 278 087/CS 505 494</td>
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3. Duplicates Appearing in January, February, March (4)

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4. Total Duplicates for 1988 through Latest Issue = 29

B. Removes (5)

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c. Delays (18)

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<td>SE 048 696</td>
<td>Delayed - Pagination problem</td>
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### RIE Input by Clearinghouse (RIEAPR88)

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RIEAPR88
REMOVE LIST (36)

A. Duplicates (9)

1. Resubmission of Clearinghouses Own Input (1)

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2. Duplicates Appearing in RIE Three Months or More Ago (4)

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3. Duplicates Appearing in February, March, April (4)

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4. Total Duplicates for 1988 through Latest Issue = 38

B. Removes (1)

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<td>Document Preparation—Documents With Inserts</td>
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<td>• Processing Advisory:</td>
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<td>Document Preparation—ERIC Digests on Legal-Size Paper</td>
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<td>• Processing Advisory:</td>
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<td>Cataloging—the Search for Personal Authors</td>
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<td>• Central ERIC Review of Clearinghouse Products in Advance Form, Before Publication (A Draft of a New Policy)</td>
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<td>• OERI Policy for Acquiring, Distributing, and Retaining Final Reports and Other Products of OERI-Sponsored Projects and Programs</td>
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<td>• Monthly/Quarterly Online Reporting From Clearinghouses to Central ERIC (Final Format of Report)</td>
<td>6</td>
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<td>• GAO Disposition of Protests in Connection with CS and RC Clearinghouse Procurements</td>
<td>6</td>
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<tr>
<td>• CIJE Matters (From Oryx Press)</td>
<td>6</td>
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<td>• HE Assists AHEA Project &quot;Taking Charge&quot;</td>
<td>7</td>
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<td>• CEC (and Consequently ERIC/EC) Announces New FAX Capability</td>
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<td>• DIALOG Sold to Knight-Ridder Newspaper Chain</td>
<td>7</td>
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<tr>
<td>• SilverPlatter Announces New ERIC Archival CD-ROM Disks (1966-1982)</td>
<td>8</td>
</tr>
<tr>
<td>• KIDSNET: A Source of Children's TV and Radio Programming Information</td>
<td>8</td>
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</table>
VISITORS

- HE Receives Visitor From China 9
- British and German Adult Educators Visiting the U.S. Provided With Information by CE 9
- International Association of Universities (IAU) Visits HE 9

PERSONNEL—NEWS AND CHANGES

- Betty Rose Rios Honored at ERIC National Meetings 10
- Michael Davis Replaces Cindy Lacey at ERIC Facility 10
- Marilyn Shorr (HE Associate Director) Reappointed to Chair of WAHE 10
- Jonathan Fife (HE Director) Interviewed by U.S. News & World Report 11
- Staff Changes at FL 11
- Staff Changes at SP 11

PUBLICATIONS

- Glamour, But No Glory 12
- Office of Technology Assessment (OTA) Calls on ASHE-ERIC Monograph 12
- HE Monograph Catalog Distributed 12
- New Clearinghouse Publications 13

MEETINGS AND CONFERENCES

- ERIC Conference Workshop Given by IR 13
- SP Participates in AAHPERD Writing Workshop 13
- CE Presents at World Bank Seminar on "Using Technologies for Education and Training." 14
- Susan Imel on Ohio CHEA Panel on "What Research Should Be Done?" 14

THE LIGHTER SIDE 14
ATTACHMENTS

1. Central ERIC Pre-Publication Review of Clearinghouse Products (Draft Policy)
2. OERI Final Reports and Projects Distribution Plan
3. Online Reporting From Clearinghouse to Central ERIC (Final Format of Report)
4. CEC FAX Capability (News Release)
5. DIALOG Sold to Knight-Ridder (News Release)
7. KIDSNET Materials
8. Glamour Magazine Article on Student Aid for Women
9. ERIC Ready Reference #5 (January 1988)
10. CIJE Source Journal Index—June 1988 Update
11. CIJE Monthly Report
   A. June 1988
   B. July 1988
   C. August 1988
PROCESSING ADVISORY: DOCUMENT PREPARATION—DOCUMENTS WITH INSERTS

If there is a physically separate executive summary, chart, poster, press release, etc. that appears to be part of a document or that a Clearinghouse wishes to include and make part of a document, please make the insertion in the exact place you wish it to be paginated and paperclip or otherwise affix it to the document in some manner so that the Facility paginator knows where you want it. Before making such an insertion, especially of oversize charts, posters, etc. (that will probably have to be cut up so they can be filmed in parts or individual frames), please check the document to see if the insert already appears in reduced form in the main document, as is often the case. In such instances, the existence of oversize posters, charts, etc., can be cited in the Note Field, but actual oversize items can be eliminated from the document (and from the filming process).

...Carolyn Weller (ERIC Facility)

PROCESSING ADVISORY: DOCUMENT PREPARATION—ERIC DIGESTS ON LEGAL SIZE PAPER

Some Clearinghouses publish their ERIC Digests on 8-1/2 x 14 inch (legal size) paper. EDRS cannot film documents of this size on one frame without reducing them to where the Digest’s already small type size would be unreadable. Therefore, Digests processed for RTE must be converted to standard 8-1/2 x 11 inch format. To make this conversion, please transfer columns of text to 8-1/2 x 11 inch paper. In some such instances, Digests will end up occupying additional pages. Without such a conversion, the microfiche of legal-size documents would contain one frame with the top half and a second frame with the bottom half of a given page, resulting in text that was not continuous. ERIC users would, we believe, not find this satisfactory. The EDRS contract does not cover manual preparation of documents.

To satisfy this requirement, use the final, published version of a Digest, not an earlier, possibly uncorrected version. The Facility has recently noted instances in which early uncorrected versions of Digests have gotten into the system, instead of the final, corrected version.

...Carolyn Weller (ERIC Facility)
PROCESSING ADVISORY: CATALOGING—-THE SEARCH FOR PERSONAL AUTHORS

Clearinghouse catalogers sometimes go to inappropriate lengths to find a personal author when none is clearly stated on the document. Searching prefatory material for someone to call "author," when the document source clearly didn't choose to show one, is unnecessary and invites potential problems.

This situation is particularly prevalent with Government documents insofar as many agencies deliberately choose to issue reports with a group or corporate byline and without assigning personal credit.

If a document does not cite or credit a personal author or editor in a reasonably obvious way, then don't list one. ERIC cannot be faulted for cataloging from the title page or cover.

...Carolyn Weller (ERIC Facility)

CENTRAL ERIC REVIEW OF CLEARINGHOUSE PRODUCTS IN ADVANCE/DRAFT FORM

Central ERIC has drafted a new policy governing their review of Clearinghouse products prior to publication. The policy will eventually be added to the ERIC Administrative Procedures Manual. The draft policy appears here for Clearinghouse information and review as Attachment 1.

...Kevin Arundel (CERIC)

OERI POLICY FOR ACQUIRING, DISTRIBUTING, AND RETAINING FINAL REPORTS AND OTHER PRODUCTS OF OERI-SPONSORED PROJECTS AND PROGRAMS

Attachment 2 is the final approved policy pertaining to the outputs of OERI funded and sponsored projects/programs.

Having a formal internal policy, approved by top management, should help ensure that OERI documents and contractor reports find their way into the ERIC system for both dissemination and archival purposes.

...Jim Prevel (CERIC)
MONTHLY AND QUARTERLY ONLINE REPORTING FROM CLEARINGHOUSES TO CERIC

Online monthly reporting from the Clearinghouses to CERIC has begun! In a memo dated May 10, 1988, Bob Stonehill described the final reporting format and the reviewer-suggested changes that led to it. Attachment 3 is the Final Version of the required report.

...Jim Prevel (CERIC)

GAO DECISIONS ON CLEARINGHOUSE PROTESTS

On June 2 the General Accounting Office (GAO) issued a Decision on the protest submitted by New Mexico State University relating to the award to Appalachia Educational Laboratory, Inc. (AEL) to operate the ERIC Clearinghouse on Rural Education and Small Schools. The protest was denied. New Mexico State University has decided not to pursue an appeal. On June 10, the Department of Education issued a Start Work Order to AEL effective June 13. The transition period was completed by June 30, 1988. AEL is now the contractor for the ERIC Clearinghouse on Rural Education and Small Schools. Please note this change in all future communications.

On July 5, 1988, the General Accounting Office issued a decision denying the protest of the National Council of Teachers of English (NCTE) concerning the procurement for the ERIC Clearinghouse on Reading and Communication Skills. As a result, Indiana University is now the contractor for the CS Clearinghouse. Please also note this change in all future communications.

...Pat Coulter (CERIC)

CIJE MATTERS (FROM ORYX PRESS)

Oryx has begun checking for invalid Identifiers by computer! Hence, we may have more questions for you in this field than previously. Hopefully, this addition to our computer program will eliminate invalid Identifier punctuation and other previously undetected Identifier problems.

Also, I'd like to remind you that:

(1) the letter "1" may not be used in place of the number "1" in the journal citation information;

(2) Roman numerals are okay to use for page numbers, but not for volume and number citations;

(3) the abbreviation "Aut" is invalid, "Fall" must be used; and

(4) if a Descriptor or Identifier is plural or singular in the thesaurus, it must be exactly the same in the CIJE entry.
In case you are curious...

The September 1988 batch one CIJE tape contained 580 entries and 157 stylistic errors according to the computer verify. This does not include any typos or other errors in the titles of articles, text of annotations, or in the Note field.

Please send all CIJE correspondence to Oryx Press's Phoenix address (to my attention), not to our New York office; it is no longer in use.

...Magon Kinzie (Oryx Press)

HE ASSISTS AHEA PROJECT "TAKING CHARGE"

Project "Taking Charge" is an educational demonstration project of the American Home Economics Association (AHEA). It is intended for adolescents and their parents and is designed to promote strong family values. The project attempts to make its audience aware of the connection between education, occupational goals, sexual activities, and early childbearing. HE assisted AHEA in designing the project's curriculum and served as a resource center throughout the project.

...Chris Rigaux (HE)

CEC (AND CONSEQUENTLY ERIC/EC) ANNOUNCES NEW FAX CAPABILITY

Attachment 4 is a recent CEC Press Release announcing their new FAX capability. Needless to say, the EC Clearinghouse now shares this capability provided by its host organization.

...Judi Conrad (EC)

VENDOR NEWS

DIALOG SOLD TO KNIGHT-RIDDER NEWSPAPER CHAIN

DIALOG Information Services, the largest and most active conduit providing the educational community with online access to the ERIC database, has been sold to the Knight-Ridder newspaper chain. The announcement, in the form of a letter from DIALOG and a News Release from Knight-Ridder, appears as Attachment 5.
While we do not anticipate any major change in the way in which ERIC is offered via DIALOG, Knight-Ridder, with a broad information industry background, is unlikely to be a hands-off owner.

...Ted Brandhorst (ERIC Facility)

SILVERPLATTER ANNOUNCES NEW ERIC ARCHIVAL CD-ROM DISKS (1966-1982)

In April 1988, SilverPlatter announced and distributed a new set of ERIC archival CD-ROM disks covering the years 1966-1982. The main new search-related feature on the new disk is to remove the redundancy caused heretofore by the repetition of a major Descriptors and Identifiers in a separate field. The SilverPlatter announcement appears as Attachment 6.

...Pat Brown (ERIC Facility)

KIDSNET: A SOURCE OF CHILDREN'S TV AND RADIO PROGRAMMING INFORMATION

Representatives from KIDSNET and ALANET recently visited CERIC to explore areas of mutual cooperation. While specific areas of collaboration have not yet been delineated, we thought it worthwhile to include in the EAB a brief description of KIDSNET because it is a valuable source of children's TV and radio programming information.

KIDSNET uses the electronic mail services of ALANET to receive database search requests from its subscribers. KIDSNET also plans to make its Calendar (upcoming events and publications) and its Bulletin (future broadcasts and programs in production) available over ALANET.

The KIDSNET database is partitioned into active and archival files. The Active Database contains information on 5,000 children's programs and current public service announcements on public, commercial, cable, and syndicated radio and TV stations. Other programming that is appropriate for children and young adults is also listed, including prime time programs, documentaries, specials, and mini-series. The archival database includes information on over 20,000 audio, video, and the videodisc programs previously aired and now available for use by non-profit educational institutions.

KIDSNET lists programs by curriculum area and grade level, but each abstract includes much more information, such as the availability of ancillary material, the goals of the program, awards received, program type and length, preview availability, broadcast rights, etc.

Attachment 7 includes a press release, a copy of a KIDSNET newsletter, and a copy of an entry from the Archival Database.

...Kevin Arundel (CERIC)
HE RECEIVES VISITOR FROM CHINA

Jonathan D. Fife and Jan Burt met with Dr. Chen Mokai, Deputy Director of the Education Commission of Jilian Province, Vice President of Jilian Provincial Branch of the Chinese Education Commission for International Exchange, and member of the Standing Board of Higher Education Association of China, to discuss the activities and services of the Clearinghouse.

...Jan Burt (HE)

BRITISH AND GERMAN ADULT EDUCATORS VISITING THE U.S. PROVIDED WITH INFORMATION BY CE

CE provided background information for two international delegations of adult educators that visited Ohio during April. Representatives from the Inner London Education Authority (Great Britain) and from the Deutscher Volkshochschul-Verband (Federal Republic of Germany) visited a number of sites in Ohio during a two-week tour. The Clearinghouse sent copies of digests and information on trends and issues in adult education to the delegates prior to their arrival in Ohio. In addition, material was also sent to host sites for distribution during the visits.

...Susan Imel (CE)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES (IAU) VISITS HE

HE was pleased to host a 4-day April visit by Claudine Langlois, Head of the Information and Documentation Unit of the International Association of Universities (IAU) in Paris. Aside from extensive discussions about how a Clearinghouse operates, highlights of the visit included a tour of EDRS and the ERIC Facility and a lexicographic meeting with a scholar from the University of Virginia. Possible joint ventures between ERIC/HE and IAU were investigated.

...Lynn Barnett (HE)
BETTY ROSE RIOS HONORED AT ERIC NATIONAL MEETINGS

At the ERIC Directors meeting and the ERIC National Technical Meeting (March 21-24) tribute was paid to the long ERIC service of Betty Rose Rios. In addition to encomiums from Bob Stonehill (Central ERIC) and Judi Conrad (COED), Betty Rose was given a framed certificate of appreciation and a gift sculpture.

Betty Rose’s service with ERIC dates back to the first wave of ERIC Clearinghouses. She came up through the ranks at the ERIC Clearinghouse on Rural Education and Small Schools (RC) to eventually be named Director. She served on innumerable ERIC committees over the years and culminated these internal assignments by serving as Chair of the Council of ERIC Directors (COED). Nobody within the ERIC system was perhaps so universally admired as Betty Rose. In her case, familiarity bred only respect. We all hope that ERIC will somehow continue to hear from Betty Rose Rios in the future.

...Ted Brandhorst (ERIC Facility)

MICHAEL DAVIS REPLACES CINDY LACEY AS DOCUMENT CONTROL SUPERVISOR

Michael Davis has replaced Cindy Lacey as Document Control Supervisor at the ERIC Facility. His duties here include overseeing the receiving and shipping of materials moving between the Facility and the ERIC network components and maintaining inventory control over all publications, forms, and supplies. We welcome Michael Davis to the ERIC family.

...Elizabeth Pugh (ERIC Facility)

MARILYN SHORR (HE ASSOCIATE DIRECTOR) REAPPOINTED TO CHAIR OF WAHE

Marilyn Shorr was recently reappointed for a second year as a Chair of the Women Administrators in Higher Education (WAHE) Group. The group, composed of two hundred metropolitan Washington women working in colleges and universities, associations, and government agencies, meets regularly during the academic year for professional development programs.

...Jan Burt (HE)

1978
JONATHAN FIFE (HE DIRECTOR) INTERVIEWED BY U.S. NEWS & WORLD REPORT

Jonathan D. Fife, Professor of Education and Director of the ERIC Clearinghouse on Higher Education, was interviewed by Peter Struck of U.S. News and World Report for an annual article on the best higher education institutions in the country. Discussion topics included core curriculum, exceptional efforts in teaching nontraditional students, best buys, best teaching, most significant improvements, and student quality of life.

...Jan Burt (HE)

STAFF CHANGES AT FL

On April 20, Celeste Crowley joined the staff of FL as Administrative Assistant. She replaces Denise Koptcho, who left ERIC for an exciting new job in the Press Office of the French Embassy. Celeste is a recent graduate of Bob Jones University, with a B.A. in German and a minor in business management. She will be working full-time for the Clearinghouse.

On April 27, Ms. Whitney Stewart took over as Editor/Publications Coordinator for FL, replacing Gina Doggett. Gina has moved to Hong Kong, where she will be working as an editor for the French wire service, Agence France Presse. Whitney has a B.A. in linguistics and children’s literature from Brown University. She works part-time as a research assistant in linguistics at American University and is writer, designer, and editor of Tibet Today, a newsletter of Tibetan culture. She has authored children’s books on Tibetan culture and is currently writing a biography of the Dalai Lama, also intended for a children’s audience. Whitney will edit the ERIC/CLL News Bulletin series, as well as provide editorial assistance with other Clearinghouse publications. She will be in the office two days a week, Wednesdays and Thursdays, from 9:00 a.m. to 5:00 p.m.

We are delighted to welcome both Whitney and Celeste to the Clearinghouse staff.

...Jeannie Rennie (FL)

STAFF CHANGES AT SP

Diane Flanagan, Document Processing Coordinator at SP for the past three years, is moving to Australia for a year with her family. When she returns, she will be attending George Mason University, working towards a Master’s in Education.

Mary Tregillus, the CIJE Abstractor/Indexer, has been promoted to fill Diane’s place. Janis Lynch has been hired to replace Mary. Janis is a poet finishing up her MFA at American University. She will report for work in June when she returns from her honeymoon in Ireland.
Kimberly Nichols, a junior at Howard University, joins us as Publications Clerk, replacing Judy Smith who has taken a full time job at the Older Women's League.

...Margaret Mann (SP)

GLAMOUR, BUT NO GLORY

We try, we try, we try, but...A press release for ASHE-ERIC Higher Education Report 5, 1986, Student Financial Aid and Women: Equity Dilemma? resulted in an author for Glamour magazine contacting the monograph's author, Mary Moran, for an interview. The subsequent column in Glamour (see Attachment 8) is a good example of how ERIC is often used without any acknowledgment. Neither ERIC, or the ASHE-ERIC Higher Education Report monograph series, or even the title of the report, makes the final article; in fact, the only credit line given is for the U.S. Department of Education. So it goes.

...Jan Burt (HE)

OFFICE OF TECHNOLOGY ASSESSMENT (OTA) CALLS ON ASHE-ERIC MONOGRAPH

The Office of Technology Assessment (OTA) of the U.S. Congress requested the recent ASHE-ERIC Monograph, Student Financial Aid and Women: Equity Dilemma? by Mary Moran. The monograph was used by OTA in preparing the report, Education Scientists and Engineers: Grade School to Grad School.

HE MONOGRAPH CATALOG DISTRIBUTED

A catalog listing all of HE's monographs published since 1980 was distributed to 40 deans attending the seminar, "Colleges in the 21st Century: How the Deans Can Shape Them," sponsored by the Council of Colleges of Arts and Sciences. This same catalog was also shared with the 150 attendees of the Higher Education Resource Services (HERS) Management Institute at Wellesley College and the HERS Summer Institute at Bryn Mawr College.

...Chris Rigaux (HE)
NEW CLEARINGHOUSE PUBLICATIONS


Many educators have been promoted into administrative positions by demonstrating outstanding abilities as teachers or subject specialists. Few bring management skills with them or have the formal training necessary to succeed in the role of administrator. In this monograph, the author determines the skills needed by a successful administrator from a survey conducted among managers in government, business, and education. Available professional development programs are reviewed in an effort to identify effective administrative training programs in this country. This monograph serves as a valuable reference tool for all prospective and acting education administrators.

...Chris Rigaux (HE)

MEETINGS AND CONFERENCES

ERIC CONFERENCE WORKSHOP GIVEN BY IR

Don Ely, Director of ERIC/IR, gave a workshop on new access points to ERIC at the Educational Technology International Conference (ETIC) in April. Eighteen people attended the workshop at the conference, which was held in England. Don Ely also spoke informally with conference attendees about the ERIC system.

...Elena Beattie (IR)

SP PARTICIPATES IN AAHPERD WRITING WORKSHOP

At the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Margaret Mann and Mary Tregillus participated in the "Write-On" workshop sponsored by Strategies journal.

Mary gave the budding journal authors a list of HPRD journals and instructions on how to submit an article. Margaret gave a brief overview of the ERIC system and how it could help them, as well as tips on how to choose a topic and develop it into an article.
This workshop was a refreshing change from the usual ERIC orientation workshop. The participants had all chosen topics and were enthusiastic about pursuing more information. Many of them stopped by the booth later for a free computer search, and one has even been recruited to do an ERIC Digest. A good time was had by all.

...Margaret Mann (SP)

CE PRESENTS AT WORLD BANK SEMINAR ON "USING TECHNOLOGIES FOR EDUCATION AND TRAINING"

Judy Wagner gave a presentation on ERIC at a seminar on "Using Technologies for Education and Training: An Economic Perspective" sponsored by the Economic Development Institute of the World Bank and held at the Department of Labor, Washington, DC. Approximately 50 educational leaders from 20 countries attended the session which included an overview of ERIC and a demonstration of ERIC on CD-ROM. They were particularly interested in the portability and independence of CD-ROM and the fact that it eliminates the need for a telephone! Thanks again to IR for their Digest on the CD-ROM technology!

...Judy Wagner (CE)

SUSAN IMEL ON OHIO CHEA PANEL ON "WHAT RESEARCH SHOULD BE DONE?"

Susan Imel was a member of a panel presentation on "What Research Should be Done?" that was given at the Ohio Continuing Higher Education Association Winter Conference, March 17, 1988, Columbus, Ohio.

...Susan Imel (CE)

THE LIGHTER SIDE

SO 013 875 gave the editors the best laugh of the month with its observation that "Since 1972, the Philippines has been under marital law...". Perhaps the statement made it as far as it did because it sounded distressingly reasonable.

...Anonymous
C. Central ERIC (CERIC) Review of Draft Clearinghouse Products*

Drafts of all major publications (monographs, trends and issues papers, annotated bibliographies and ERIC digests) are to be forwarded to the clearinghouse's CERIC project monitor for review at the same time as copies are distributed by the clearinghouse for external/internal review.

The purposes of the CERIC review are:

- To familiarize CERIC staff with the content of all new clearinghouse publications, to respond better to inquiries from senior OERI officials on "what is ERIC doing about . . . . " and coordinate more effectively the development of written materials among regional laboratories, national research and development centers, and other OERI and ED programs.
- To allow the clearinghouses to obtain and consider substantive and other suggestions for improvement from CERIC/ED staff.

1. Clearinghouse Responsibilities

It is the responsibility of the clearinghouse to send a review package to the assigned CERIC project monitor. This package should include, along with one copy of the material to be published, a publications sheet which summarizes the process used to create the document (see V.B.2. above) and a review form. The review form should include a broad range of criteria for judging the quality of the publication. If a clearinghouse has not developed its own document review form, it may use a form similar to the one included in this section.

2. Central ERIC Responsibilities

a. The CERIC project monitor will review the draft and/or have other ED staff review it, as appropriate.

b. The CERIC project monitor will ensure the confidentiality of the document and its contents by limiting its circulation and attaching a notice that it is neither to be cited for publication nor duplicated.

c. The CERIC project monitor will provide the clearinghouse with a review of the draft within a period of ten working days from receipt of the draft, unless the clearinghouse specifies a longer period for returning the review.

d. If the Project Monitor has not sent a review of the document within the above time period, the clearinghouse may continue with the routine development of the publication.

* To be added to the ERIC Administrative Manual, Section V., Clearinghouse Publications. (7/18/88)
PUBLICATIONS REVIEW FORM

Title: _______________ Program code: _______________

Audience: _______________ Project Director: _______________

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<th>CRITERIA</th>
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<td>Release as is</td>
<td>Needs revision</td>
<td>Don't release</td>
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<td>5. Objective/factual/balanced</td>
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<td>6. Appropriate for intended audience</td>
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<td>B. STYLE</td>
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<td>The material presented includes:</td>
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<td>The language is:</td>
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<td>3. Grammatically correct</td>
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<td>4. Clear and understandable</td>
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<td>5. Avoids discriminatory references to any minorities or groups</td>
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OVERALL QUALITY (Circle appropriate response) Excellent Very Good Fair Poor
Suggestions for Improvement. Please indicate priority of recommendations: A. Essential -- "must do;" B. Important -- "should do;" C. Relevant -- "nice to do."

Reviewer's Signature: ____________________________ Date: __________
Position: ______________________________________
Institution: ____________________________________

2024
I. PURPOSE

The purpose of this directive is to establish OERI policy and procedures for acquiring, distributing and retaining final reports and products resulting from OERI programs including but not limited to contracts, grants, task orders and commissioned papers. Adherence to the policy will facilitate ERIC acquisition and archival activities and establish a comprehensive OERI collection in the U.S. Department of Education Research Library.

II. POLICY

It is the policy of OERI to maintain and make available comprehensive information on all of its completed projects. Access to OERI final reports and products will be through the Educational Resources Information Center (ERIC) system and the Education Research Library.

III. DEFINITIONS

A. Contracting Officer's Technical Representative (COTR). Program representative of the Government responsible for monitoring the programmatic or technical aspects of a contract.

B. Educational Resources Information Center (ERIC). The OERI unit that manages the ERIC clearinghouse system, which archives all OERI final reports and products that meet system standards by maintaining a database record of such documents and providing copies of documents upon request.

C. OERI Acquisitions Officer (AO). The OERI designated representative, working within ERIC, who will collect and distribute all final reports and products from OERI programs, contractors, and grantees.

D. Program Representative. The designated representative within each OERI program (CES, IS, LP, OR, PIP) that provides copies of OERI papers and publications produced by program staff to the AO.

E. Education Research Library. The OERI unit that provides OERI staff and the public with access to hard copies of OERI final reports and products.
F. **Technology Resources Center.** The OERI unit that provides OERI staff and the public with access to non-print and multimedia products.

G. **Final Report.** The written end product of an OERI contract or grant that normally contains pertinent details on the design of the project, results achieved, and recommendations for future research or activities.

H. **Product.** A product is a tangible result of an OERI program, contract or grant and, as such, is transportable. In particular, special interest is called to products for elementary and secondary school teachers; school and university administrators; journalists, policymakers and parents. Special attention should be given to the following kinds of products:

- Research reports
- Project/product descriptions
- Position papers/essays
- Speeches/presentations
- Syllabi
- Resource guides
- Handbooks
- Curriculum materials
- Legislation and regulations
- Information on statistical files/data tapes
- Technical reports
- Concept papers
- Monographs/synthesis papers
- Evaluation studies
- Instructional materials
- Teaching guides
- Manuals
- Conference proceedings
- Bibliographies
- Tests/questionnaires
- Instructional materials
- Manuals
- Conference proceedings
- Bibliographies
- Tests/questionnaires
- Information on statistical files/data tapes
- Technical reports
- Concept papers
- Monographs/synthesis papers
- Evaluation studies
- Instructional materials
- Teaching guides
- Manuals
- Conference proceedings
- Bibliographies
- Tests/questionnaires
- Information on statistical files/data tapes

Products may be in various formats: print, non-print, or (as in multimedia presentations) a combination of formats.

IV. **RESPONSIBILITIES**

A. **Contracting Officer's Technical Representative (COTR)**

Unless otherwise specified, the OERI COTR is responsible for:

1. Approving deliverables from OERI contractors and grantees.

2. Forwarding five (5) copies of all acceptable final reports or other major products to the AO.

B. **Educational Resources Information Center (ERIC) and the Acquisitions Officer (AO)**

The AO is located in ERIC, and is responsible for:

1. Collecting and distributing five (5) copies of final reports or products received from COTR's and program designees. The distribution is as follows:
   - Assistant Secretary: one copy
   - Educational Resources Information Center (ERIC): two copies
   - Education Research Library: two copies
   (One copy of non-print or multimedia products will be available in the Technology Resources Center.)
C. Education Research Library

The Education Research Library is responsible for:

1. Cataloging and retaining OERI final reports and products for two years after release (subsequent availability will be through ERIC). The Library will permanently retain final reports not available through ERIC.

D. Technology Resources Center

The Technology Resources Center is responsible for:

1. Retaining OERI non-print or multimedia products.
2. Demonstrating upon request any non-print or multimedia products.

E. Program Offices

The OERI program offices are responsible for:

1. Designating a Program Representative who will collect products generated by the staff of the respective program area (products not prepared by an OERI contractor or grantee) and forward them to the AO.

V. PROCEDURES

A. Distribution of final reports and products of OERI-funded contracts and grants.

The COTR, upon approving a final report or product will:

1. Forward five (5) copies of the approved final report or product to the AO.

B. Distribution of products generated within OERI program areas.

The program area's designated Program Representative, upon release of a product by the Assistant Secretary, will:

1. Forward five (5) copies of the product, together with the notice releasing the product, to the AO.

C. Acknowledgment

The AO will acknowledge the receipt of all OERI final reports and products by:

1. Sending an "ERIC Reply Card" to the COTR or author for all OERI final reports and products submitted to ERIC through the AO (Attachment A).
2. Sending a completed "Single Frame Resume" to the COTR or author for all OERI final reports and products submitted to ERIC through the AO (Attachment B).

3. Sending a microfiche copy to the COTR or author for all OERI final reports and products submitted to ERIC through the AO.

4. Announcing the availability of all OERI final reports and products in the "Recent Acquisitions" list for the Education Research Library (Attachment C).
ERIC®
PROCESSING AND
REFERENCE FACILITY
OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION
by ORI, Inc., Information Systems
4350 EAST-WEST HIGHWAY, SUITE 1100
BETHESDA, MARYLAND 20814-4475

PROJECT OFFICER'S NAME
Office of Educational Research
and Improvement
555 New Jersey Ave, NW
Washington, DC 20208

FRONT

ERIC REPLY CARD

DOCUMENT TITLE:

__________________________________________

DISPOSITION OF DOCUMENT:
Selected for the ____________________________ issue of RIE and

☐ is assigned document no. ____________________________

☐ Not selected for RIE.

__________________________________________

CLEARINGHOUSE NAME:

__________________________________________

Date: ____________________________

HAVE YOU ENTERED YOUR CORRECT RETURN ADDRESS ON THE FRONT OF THIS CARD?

BACK
SAMPLE RIE RESUME

ED 654 321
Smita, John D. Johnston, Jane
Career Planning for Women.
Central Univ., Chicago, IL
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE C 83-0001
Note — 129p.; Paper presented at the National
Conference on Career Education (3rd, Chicago,
IL, May 15-17, 1983). Available from—Campus Bookstore, 123 College
Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type—Speeches/Mimeo Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Career Guidance, *Career Planning,
Careers, *Demand Occupations, *Employed
Women, *Employment Opportunities, Females,
Labor Force, Labor Market, *Labor Needs, Oc-
cupational Aspiration, Occupations
Identifiers—Consortium of States, *National Oc-
cupational Competency Testing Institute
Women's opportunities for employment will be
directly related to their level of skill and experience
and also to the labor market demands through the
remainder of the decade. The number of workers
needed for all major occupational categories is ex-
pected to increase by about one-fifth between 1980
and 1990, but the growth rate will vary by occupa-
tional group. Professional and technical workers are
expected to have the highest predicted rate (39
percent), followed by service workers (35 percent),
clerical workers (26 percent), sales workers (24
percent), craft workers and supervisors (20 percent),
managers and administrators (15 percent), and opera-
tives (11 percent). This publication contains a brief
discussion and employment information concerning
occupations for professional and technical workers,
managers and administrators, skilled trades, sales
workers, clerical workers, and service workers. In
order for women to take advantage of increased labor
market demands, employer attitudes toward working
women need to change and women must (1) receive
better career planning and counseling, (2) change
their career aspirations, and (3) fully utilize the
sources of legal protection and assistance that are
available to them. (SB)

Abstractor's Initials.
MEMORANDUM

TO : Clearinghouse Directors  
FROM : Bob Stonehill
SUBJECT : Monthly and Quarterly Reporting

DATE : May 10, 1988

Monthly Reporting

The revised format for online monthly reporting of ERIC Clearinghouse statistics is attached. Thank you (especially HE) for your thoughtful review and comments on the earlier versions.

The form must be completed for each month beginning with January, 1988. The "back" data can be given to us online, on a Lotus spreadsheet diskette, or in paper copy--please speak to Jim Prevel about your own situation. While we realize that data from the first months of the reporting period have to be reconstructed, and may not be as accurate as we would like, please do your best.

Beginning with the May 1988 report, you should transmit the monthly report to us online, using the procedures that Jim Prevel has developed. Those of you who have not run a test transmission should arrange one a.s.a.p.

In response to the earlier version of the monthly reporting form, CH staff suggested some revisions and asked for clarification of some items. Our responses are given below.

One significant overall change was made:

- Percent columns were dropped from the reporting form. Central ERIC staff can calculate percentages, as required, in-house.

Specific sections of the form were revised as follows:

STAFF -- no significant changes were made.

ACQUISITIONS -- "Journal Issues Received by CH" was dropped.

PROCESSING FOR ERIC DATABASE -- (Note: the section on Documents in Process requires a count of the size of the pool of such documents in any given month; therefore, it is appropriate that the same document(s) may be in the pool for several months and should be counted as long as it remains "in process.") Some revisions in the CIJE category were made:

215
Monthly and Quarterly Reporting -- page 2

- "Journal Issues in Process" was changed to "Journal Articles in Process."
- A new line was added -- "Journal Issues received But Not Processed." The purpose of this category is to assess backlog.

LEXICOGRAPHY -- "Vocabulary Review Group Activities" was dropped. Unlike other categories on this form, this item more reflected staff time spent on an activity rather than achievements of the CH. The first two items in this category are sufficient to track growth or changes in the ERIC vocabulary. Since we do not break out staff time spent on activities such as writing, editing, document review, etc., specifically tracking vocabulary review group activities seems unnecessary.

REFERENCE RESPONSES -- (Note: this category refers to non-administrative, i.e. subject area or ERIC system information, requests, regardless of source. E.g. a Central ERIC request for documents on "Helping Parents Help Their Children" would count as a reference request; a Central ERIC request for comments on the monthly reporting form would not.) Several revisions were made:
  - A new category of "Electronic Mail Inquiries" was added.
  - The category of "Visitor Inquiries..." was shortened to merely reflect the number of CH visitors. A similar item was removed from the DISSEMINATION section.
  - Computer online and CD-ROM searches were put together as one category.
  - "Inquiries in Process ..." was dropped.

ANALYSIS OF REFERENCE RESPONSES... -- title was shortened to "TYPE OF REQUEST."

ANALYSIS OF REQUEST BY TYPE OF USER... -- title was shortened to "ANALYSIS OF USERS."
  - A journalist category was added to "Other Users."

DISSEMINATION ACTIVITIES -- several revisions were made:
  - A new category was added to "Outreach" for Meetings/Conferences for Which Materials Were Provided.
  - The categories under Distribution and Publishing were slightly revised for consistency; a new category for ERIC Systemwide Brochures was added to the Distribution section; the Total column was deleted.
Quarterly Reporting

In addition to the monthly statistical report, we are requiring a quarterly (rather than monthly) narrative report. The format for quarterly reporting is also attached. The quarterly report is designed to track specific publications, note highlights and problems, and enable us to follow the progress of other activities (e.g., special projects) not susceptible to monthly statistical reporting. Please note that these reports are to be relatively brief.
Monthly Report Format

May 10, 1988

STAFF

Staff hours charged to contract

Staff hours contributed from other sources
(e.g., in-kind, revolving fund)

ACQUISITIONS

Solicitation Activities:

Specific Documents Requested By Title
(from authors, publishers, ERIC Facility, etc.)

New Acquisition Arrangements Established
(by formal, written agreement)

Receipts:

Documents Received
--Solicited (in response to request or
acquisition agreement)
--Unsolicited (not in response to a request)
--Transferred In (from other CH or Facility)

Total Docs Received:

Documents Not Retained
--Rejected (for any reason)
--Transferred Out (to other CH or Facility)

Total Docs Out:

PROCESSING FOR ERIC DATABASE

RIE:

Documents Submitted to Facility for RIE

Documents in Process (total at end of period, e.g., awaiting evaluation, release, processing)
CIJE:

Journal Issues Processed and Submitted for CIJE (excluding journals from which no articles were selected)
--Comprehensively
--Selectively
--One-Shot Contributors

Total Issues Processed:

Journal Articles Submitted for CIJE

Journal Articles in Process (total at end of period not yet submitted to CIJE)

Journal Issues Received But Not Processed

LEXICOGRAPHY

New Descriptors Recommended

Changes to Existing Descriptors Recommended (e.g., scope notes, BT/NT/RT displays, deletions)

REFERENCE RESPONSES

Letter Inquiries Responded To (record each letter as one item, even if it contains several questions)

Telephone Inquiries Responded To (record each telephone inquiry as one item)

Electronic Mail Inquiries Responded To (record each message as one item)

Visitors To CH

Total Inquiries Answered:

Searches Conducted for Users:
--Manual (using RIE & CIJE)
--Computer (online, CD/ROM, or both)

Total Searches

29
TYPE OF REQUEST (Requests may be assigned to multiple categories, as appropriate)

Request for Product(s) from this CH
Request for Specific Title(s) (non-CH publication)
Request for Subject-Specific Information
Request for Information About ERIC (brochures, etc.)
Request to be Put on Mailing List
Request to Use CH Resources (e.g. CD-ROM)
Request Referred Elsewhere

TOTAL RESPONSES

ANALYSIS OF USERS (Classify each request in the one best category)

Elementary/Secondary (includes preschool):

-- Teachers (including other professionals, e.g. counselors, teacher aides)
-- Principals, Administrators, etc. (school-based)
-- Librarians
-- Students
-- Local Education Agency Central Office (including School Board members or staff, BOCES, etc.)

SUBTOTAL ELEMENTARY/SECONDARY:

Postsecondary:

-- Professors/Researchers (including other academic professionals)
-- Administrators
-- Librarians
-- Students

SUBTOTAL POSTSECONDARY:

Government Agencies:

-- Federal
-- State (including SEA's, State Board Members)
-- Local (Do not include LEA; see above)
-- Foreign

SUBTOTAL GOVERNMENT AGENCY:

217
Other Users:

-- Librarians (not in schools or universities, e.g., public libraries)  
-- Journalists  
-- Other Professionals (not classified above, e.g., research firms, associations, businesses)  
-- Parents and General Public

SUBTOTAL OTHER USERS:
TOTAL USERS:

DISSEMINATION ACTIVITIES

Outreach:

-- Meetings/Conferences/Workshops/Seminars Attended  
-- Presentations Made at Meetings  
-- Exhibits Presented at Meetings  
-- Meetings for Which Materials Were Provided

Distribution of Clearinghouse Publications:

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<tr>
<th></th>
<th>Number Distributed</th>
<th>Number Sold</th>
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<tr>
<td>-- ERIC Digests</td>
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<td>-- Newsletters</td>
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<tr>
<td>-- CH Publications (Major)</td>
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<tr>
<td>-- CH Publications (Other)</td>
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<tr>
<td>-- ERIC Systemwide Brochures</td>
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TOTAL

Publishing Activities (total number published in period):

-- Newsletter Issues  
-- Journal Columns  
-- Journal Articles  
-- ERIC Digests  
-- Clearinghouse Publications (Major)  
-- Clearinghouse Publications (Other)
QUARTERLY NARRATIVE REPORT

A. MANAGEMENT.

1. Summary of Accomplishments and Highlights. (This section should include a summary of clearinghouse activities and achievements for the quarter, including deviations or changes from the approved statement of work, changes in titles of proposed products, new initiatives, etc.)

2. Staffing Table. (This table should give the name and title of each staff member, along with the number of hours charged to the contract during the reporting quarter.)

3. Upcoming Major Highlights (important events, visitors, etc.)

4. Problems Encountered or Anticipated.

B. STATUS OF PROJECTS AND PUBLICATIONS. (This section should list each planned Clearinghouse publication by title, including Digests, trends-and-issues papers, monographs, and other publications. This section should also briefly report on the progress of special projects or initiatives.)

C. "CUTTING EDGE" TOPICS. (This section should identify and describe, in a paragraph or two, "hot" topics in the Clearinghouse scope, as identified through the literature, information requests, advisory board members, etc.)

D. ERIC PARTNERS. (This section should note any additions or deletions to the Clearinghouse's Partners, and highlight particularly noteworthy joint activities.)

E. COLLABORATIVE EFFORTS WITH REGIONAL EDUCATIONAL LABORATORIES, NATIONAL RESEARCH CENTERS, OR OTHER ED-FUNDED PROGRAMS. (This section should highlight activities, events, publications, etc., conducted jointly with other OERI or ED programs.)
FOR IMMEDIATE RELEASE
June 20, 1988

Contact: Marty Byrne

CEC ANNOUNCES NEW FAX CAPABILITY

The Council for Exception Children is pleased to announce their new FAX capability. Through FAX transmission, CEC can send and receive information from anywhere in the world 24 hours a day. CEC’s FAX number is:

(703) 264-9494

This service has been added to further improve the ease of communication with CEC. All members, business associates, and colleagues are invited to take advantage of this FAX capability.

For additional information contact The Council for Exceptional Children, Department of Administrative Services, 1920 Association Drive, Reston, VA 22091, (703) 620-3660; or simply dial (703) 264-9494 to "FAX" your document.
July 11, 1988

W. T. Brandhorst
ERIC Processing & Reference Facility
4350 East-West Highway, E-W Towers, #1100
Bethesda, MD 20814

Dear Ted:

Some months ago Lockheed Corporation decided to explore the divestiture of DIALOG and engaged the investment banking firm of Goldman Sachs & Co. to assist in this process. The attached press release announces that Knight-Ridder, Inc. has agreed to purchase DIALOG.

Knight-Ridder management has indicated that DIALOG will continue to be operated by its present management as an autonomous activity, and that current operating policies will be continued without disruption. Furthermore, the commitment to high quality service and broad database coverage you have come to expect from Dialog is fully supported by Knight-Ridder. Let me speak for the DIALOG management and employees in expressing our enthusiasm and support for the outcome of this process.

Thank you for bearing with us through this period of transition. I personally value the trust you have placed in DIALOG through your continuing affiliation and look forward to the upcoming years of growth and opportunity we can anticipate together.

Sincerely yours,

Roger K. Summit

RKS:cjb
Enclosure
MIAMI, July 11, 1988 --- Knight-Ridder, Inc. today announced it has agreed to purchase Dialog Information Services, Inc. from Lockheed Corp. for $353 million. The acquisition is expected to be completed in the third quarter.

Dialog is the world's most extensive electronic information retrieval company. It offers data from over 320 databases for access by more than 91,000 subscribers in 86 countries. For the year ending 1987, Dialog had revenues of $98.1 million and income of $9.2 million.

In announcing the transaction, Knight-Ridder President and CEO James K. Batten said, "The acquisition of Dialog represents a significant increase in Knight-Ridder's commitment to electronic information services. This doubles the size of our rapidly expanding Business Information Services Division and positions us to participate in a major way in one of the world's fastest-growing industries.

"We are particularly pleased to be able to add a company of such high quality as Dialog to our operations. Dr. Roger Summit, the president of Dialog, is recognized as the founder of the electronic information retrieval industry. His leadership has been a major factor in the successful development of this industry. We greatly look forward to working closely with him in the years to come.

David K. Ray, president of Knight-Ridder's Business Information Services Division, said, "This is a wonderful addition to our operations. Dialog has been a pioneer in the electronic information business and is an industry leader in terms of number of customers, revenue, size, breadth and depth of data base, geographic scope, range of products and services, quality of service, training and documentation, reputation, length of service and industry position. The Dialog software system is widely accepted as the standard of excellence of the online storage and retrieval industry.

"Through Vu/Text," Ray said, "Knight-Ridder already has an active presence in the electronic information business. Combining certain Vu/Text and Dialog activities will provide economies of scale and more extensive services domestically and internationally in networking, marketing and electronic storage of information. Files from Knight-Ridder's newspapers, including The Journal of Commerce, as well as the KNT Wire and Knight-Ridder Financial News, which are currently available only on Vu/Text, will enhance Dialog's service."
Dialog began in 1963 as a research and development program of Lockheed's Information Sciences Laboratory. It was established to develop the knowledge and practical techniques for Space Age information handling. The Lockheed group, headed by Dr. Summit, had developed the Dialog system by 1965. Lockheed began offering Dialog as a commercial service in 1972 providing online interactive access to data bases for subscribers using a terminal in their offices.

Dialog has grown in a number of ways. The company has its own international communications network, called DialNet, which began with connections to Japan and Great Britain in the early 1980s and expanded to major U.S. cities in 1984. It now serves 53 cities in North America plus London and Tokyo. Dialog also provides an electronic mail service, DialMail; Dialog OnDisc, a CD ROM product utilizing a PC version of the Dialog search software; OneSearch, a global search capability, and the ability to display, store and transmit trademark images to personal computers.

Knight-Ridder publishes 30 daily newspapers, owns and operates eight network television stations and is engaged in cable television operations, newsprint production and business information services. Knight-Ridder's rapidly growing Business Information Services Division, including its international operation, Unicorn, offers a wide variety of information products, including Commodity News Services, MoneyCenter, Tradecenter, Dataquote, Commodity Research Bureau, Commodity Perspective, The Journal of Commerce, PIERS, RATES/Transax and Vu/Text.

Knight-Ridder's various information services reach nearly 100 million people around the world every day. In 1987 Knight-Ridder's revenues were $2.1 billion.

* * * * *

For more information call Frank N. Hawkins, Jr. at 305-376-3838 (home 305-667-2006) or Lee Ann Schlatter at 305-376-3839 (home 305-666-6764).
To: Purchasers of SilverPlatter's ERIC archival CD-ROMs

Subject: New ERIC archival CD-ROMs replace old version

SilverPlatter is very pleased to be able to distribute a new version of the ERIC archival CD-ROMs to all who have purchased them. The two CD's include both CUE and RIE, 1966-1982.

Although SilverPlatter is replacing the original version free of charge, you are required to return the two CD's numbered SP-002-004 and SP-002-005 in the enclosed self-addressed envelope for appropriate credit to your account. This will maintain your eligibility for updates to software, database discs, and hotline. Thank you.

The revised archival CDs, numbered SP-002-011 and SP-002-012, feature the following:

• High Sierra format

• Interactive tutorial which is supported by Release 1.4 software which was recently distributed

• Miscellaneous improvements to the data which were also implemented on the quarterly updated current discs:

  1. Major Descriptors are no longer repeated in two fields. Search strategy has not changed.

  2. Major Identifiers are no longer repeated in two fields. Search strategy has not changed.

To search Major Descriptors specify "in dem" after the search term.
To search Major Identifiers specify "in idm" after the search term.

To use these new ERIC Archival CD-ROMs: No software is included in this shipment because it is not necessary to rerun SETUP. If you have already installed Release 1.4, the new discs will work with your existing installation. If, however, you wish to change the tutorial option chosen during SETUP of Release 1.4, you will need to run RECONFIG using the R.1.4 Setup diskette. See Chapter 9 of the Installation Guide.

If you have any comments or questions, please call our customer support number (800) 343-0064.
Dear Colleague:

In the fall of 1987 we received funding from the Ford Foundation to support additional resources for the KIDSNET database of programming targeted to and about minority youth. We are pleased to have this opportunity to share this timely information which is appropriate for educators and broadcasters who are seeking programs for Black History Month. This material is just a sample from one of the 140 KIDSNET curriculum areas from which programming selections can be made. We hope that you find this publication to be useful. Let us hear from you.

Karen W. Jaffe
Executive Director, KIDSNET

From KIDSNET Subscribers...

"KIDSNET has been very effective for me personally, and I've used it to help me run various workshops. Last summer I conducted a workshop to help motivate young adults to read using television as a source. KIDSNET provided a tremendous amount of research for me. They found various programs, along with their titles, lengths and times. The workshop proved to be a great success...I let the librarians know what programs are available. For example, I have informed them about "Sharing Traditions—Five Black Artists in the Nineteenth Century," which is a program that we (ITV) will air in February in preparation for an exhibit that will be held at the Virginia Museum in March."

Linda Bendall, ITV Coordinator
Richmond Public Schools, Richmond, Virginia

"We use it (KIDSNET) to answer an occasional reference question, and sometimes questions from other libraries. For example, there was a listing in the newspapers of a CBS STORYBREAK program for Saturday, December 5. They didn't list the actual name of the program, just STORYBREAK. We used KIDSNET to help us find out the name of the program...I use the KIDSNET Calendar a lot. I go through the different sections such as the Awards and Books and Publications to help me order things for the Library."

Michele Lauer-Bader, Children's Librarian
Patchogue-Medford Library, Patchogue, New York

"KIDSNET keeps me informed of all the upcoming events, programs, awards, everything. The radio information is especially helpful to me, because we have our own radio station at the school. KIDSNET keeps me tuned in, and I have to make sure I'm tuned in because I'm teaching communications. The Magnet will be dealing with all media: print, radio, and television. For Black History Month, we're going to focus on National Public Radio's "The Prolonged Dream" in January. Also, I'm going to watch several programs such as "Blacks and the Constitution," "Eye on the Prize," "Ethnic Notions," and "Gordon Parks: Moments Without Proper Names" on PBS. This program is especially important for children learning about communications because Gordon Parks is a well-known photographer and writer."

Susan Michal, Communication Arts Magnet/Forest Knolls Elementary
Montgomery County, Maryland
FOR IMMEDIATE RELEASE

KIDSNET NEWS SERVICES DEBUT ON ALANET

Beginning April 1988, two key news services on children's TV and radio programming from KIDSNET, the premier database and clearinghouse on children's TV and radio programming will appear as electronic newsletters on ALANET, the American Library Association's electronic information service. The KIDSNET Future Bulletin and KIDSNET Calendar are invaluable sources of timely information on upcoming programs, events, publications, and other developments in children's broadcasting.

The Future Bulletin provides details on scheduled programming on all major networks, including broadcast TV, cable TV, and public radio stations. Program schedule information is accompanied by notes on content, broadcast history, and availability of study guides and informational materials. Programs in development for future seasons are also covered. This timely program alert will help teachers, librarians, and parents maximize their use of the broadcast media for classroom instruction, media center programming, and home video viewing.

The Calendar covers a wide range of activities in the industry, from awards, grants and conferences to off-air taping rights and notes on new technology projects and products. This news source assists educators and media specialists in keeping abreast of major issues and resources in this dynamic and ever-growing field.

In addition to these current news services, KIDSNET maintains both active and archival databases of detailed information on over 25,000 programs available on the air and on cassette for use by schools, libraries, and hospitals, and other nonprofit organizations. The active database includes programs currently on public, commercial, cable, and syndicated radio and TV stations. It also lists prime time programs including documentaries, specials, and mini-series relevant to and appropriate for children and young adults, along with home video titles. KIDSNET lists programs by curriculum area and grade level, including information on the availability of ancillary materials (guides, scripts, and bibliographies), as well as references to original literary works (books, plays, and short stories).

ALANET supports electronic mail access to KIDSNET's services, and is the exclusive source for the KIDSNET Calendar and KIDSNET Future Bulletin in electronic form. The newsletters are available to full-service ALANET subscribers, as are on-demand searches of the KIDSNET databases.

For more information, contact Rob Carlson, Deputy ALANET System Manager at 1-800-545-2433 (in Illinois, 1-800-545-2444; in Canada, 1-800-545-2455), or on ALANET at ALA0006. For information on KIDSNET, contact Karen W. Jaffe, Executive Director, at 202-291-1400, or on ALANET at KDS001.
HISTORICAL BACKGROUND: National Afro-American History Month, then called Negro History Week, was initiated in 1926 by Dr. Carter G. Woodson, who founded the Association for the Study of Afro-American Life and History, Inc. "The celebration of Negro History Week is something new. Believing that the people throughout the country where thus interested, we communicated with outstanding men and women of the race who encouraged the effort in every way possible. Carrying the word to their constituents, they soon made it a matter of common knowledge that the second week in February would be generally observed as the occasion for directing attention to the achievements of the Negro...Since 1926 Negro History Week has developed and expanded far beyond the expectations of the days of this second decade...Curriculum guidelines, library books and evaluation procedures have been developed in colleges, centers, academies, and elementary and high schools." 1

Today, throughout the month of February, elementary and secondary schools, colleges and universities, churches, civic and social organizations and the media, both print and electronic, highlight the achievements and contributions made by Afro-Americans. The following Sections provide an overview of broadcast and non-broadcast programming on commercial, cable, and public broadcasting stations throughout the month of February and afterward. Additional electronic resources are listed for use by education and media professionals throughout the year.


SECTION: I BROADCAST

ABC

Title: THE WOMEN OF BREWSTER PLACE
In Development, 1988

Title: ROOTS CHRISTMAS
In Development for 1988
A special Christmas film from a story by Alex Haley, bringing together again the characters from the successful mini-series "Roots". In the turbulent days before the Civil War, the family of Kunta Kinte and Chicken George fights to bring a group of slaves the gift of freedom.

CBN

Title: CELEBRITY CHEFS
Tuesday, February 16, 10:30-11:00 p.m.
Cab Calloway, the legendary bandleader from Harlem's Golden Age, will appear as a guest star. The Rochester, New York native was a singer, dancer, musician and composer who livened his revues with white tails, banter, and flamboyant dance routines when he was bandleader at New York's famed Cotton Club in the 1930s and 1940s. He was the inspiration for the character "Sportin Life" in George Gershwin's folk opera "Porgy and Bess" and played the role in the 1950 revival that ran on Broadway for two years.
THE DISCOVERY CHANNEL

Title: JAZZ IN THE MAGIC CITY
Monday, February 15, 10:30-11:00 p.m.
Friday, February 19, 2:30-3:00 a.m.
Saturday, February 20, 2:30-3:00 p.m.
A profile of jazz great John T. "Fess" Whatley, credited with founding the music program in the Birmingham public schools, he taught and influenced many successful international jazz musicians.

Title: ERNIE ANDREWS -- BLUES FOR CENTRAL AVENUE
Wednesday, February 24, 6:00-7:00 p.m.
Thursday, February 25, 12:00-1:00 p.m.
Profiles black entertainment during the 1940s and 1950s in Los Angeles -- the largely overlooked hotbed of jazz entertainment that flourished amid racial segregation.

THE DISNEY CHANNEL

Title: CHARLOTTE FORTEN'S MISSION
February 2, 1988, 9:00-11:00 p.m.
Melba Moore and Moses Gunn star in this biography of a young black teacher from the North who assists newly freed blacks in establishing a community and a school on an island off the coast of South Carolina. Ned Beatty and Moses Gunn co-star. Companion reading: "I Charlotte Forten, Black and Free" by Polly Longworth.

SANDBURG'S LINCOLN
Sunday, February 7, 9:00-10:00
Hal Holbrook received an Emmy award for his portrayal of the sixteenth president of the United States, Abraham Lincoln in this dramatic presentation. Adapted from Carl Sandburg's Pulitzer Prize-winning biography. One-hour preview of an upcoming six-part series.
AND THE CHILDREN SHALL LEAD
Tuesday, February 9, 1988, 9:00-10:00 p.m.
Drama unfolds as the children of a small town teach their parents how to get along amid racial tensions surrounding the Civil Rights movement of the 1960s. Levar Burton, Danny Glover and Denise Nicols star.

Title: BOOKER
Tuesday, February 9, 1988, 10:00-11:00 p.m.
This biography, part of the first PBS and Disney WONDERWORKS season, is based on the events surrounding Booker T. Washington's struggle from slavery to becoming a famous educator and advisor to three United States presidents. Starring Levar Burton and Shelley Duvall. The critically acclaimed "Booker" was the recipient of awards from the Writers Guild of America, Youth in Film, Houston International Film Festival, American Film Festival, National Education Film Festival and the Black Filmmakers Hall of Fame. Companion reading: "Up From Slavery" by Booker T. Washington.

Title: SOUNDER
Tuesday, February 16, 1988, 9:00-11:00 p.m.

Title: SOLOMAN NORTHUP'S ODYSSEY
Tuesday, February 23, 1988, 9:00-11:00 p.m.
Avery Brooks, Art Evans, and Joe Seneca star in the story of a black man who gains freedom from slavery after the Civil War only to be recaptured again.

THE LEARNING CHANNEL

Title: MARTIN LUTHER KING JR.
Monday, February 8, 1988, 9:00-9:30 p.m.
Tuesday, February 9, 1988, 11:00-11:30 a.m.
A documentary tracing the life of Dr. Martin Luther King, Jr. through documentary footage and interviews with Coretta Scott King and close friends.

Title: WOMEN OF THE CIVIL RIGHTS MOVEMENT
Sunday, February 14, 8:00-9:00 p.m.
Tuesday, February 16, 11:00 a.m. - 12:00 noon
A look at the women who have struggled and sacrificed for the cause of Civil Rights in America.
NBC

Title: UNTITLED: TRIBUTE TO MARTIN LUTHER KING, JR.
In Development

On the 20th anniversary of the assassination of Dr. Martin Luther King, Harry Belafonte brings an inspirational story which looks at the impact of King's nonviolent philosophies on those who remember him and those too young to remember.

PBS

(Check local listings, subject to change)

Title: EYES ON THE PRIZE (Repeat)
AWAKENINGS: Monday, January 25, 1988, 9:00-10:00 p.m.
FIGHTING BACK: Monday, February 1, 1988, 9:00-10:00 p.m.
AIN'T SCARED OF YOUR JAILS: Monday, February 8, 1988, 9:00-10:00 p.m.
NO EASY WALK: Monday, February 15, 1988, 9:00-10:00 p.m.
MISSISSIPPI: IS THIS AMERICA?: Monday, February 22, 1988, 9:00-10:00 p.m.
A BRIDGE TO FREEDOM: Thursday, February 25, 1988, 9:00-10:00 p.m.

This six-part award-winning documentary series, narrated by Julian Bond, details the spirit, stories and events of the Civil Rights struggle in America between 1954 and 1965. Each program focuses on an event or series of events, critical to the understanding of the overall progress of the Civil Rights movement. The series combines film footage from the 1950s and 1960s with contemporary interviews with more than 100 participants on all sides of the Civil Rights struggle. The producers are now developing a continuation of the series, including a new companion volume. Closed Captioned. (See non-broadcast section for listing of additional resource materials.)

*Title: ETHNIC NOTIONS: PORTRAITS OF PREJUDICE
Monday, February 1, 1988, 10:00-11:00 p.m.

Takes the viewer through a disturbing voyage through American history, tracing the deeply rooted stereotypes that have fueled anti-black prejudice in the United States. ETHNIC NOTIONS examines specific stereotypes in detail through minstrel shows, greeting cards, advertisements, popular songs, cartoons, films and household artifacts. The program provides an understanding through an examination of more than 100 years of racial stereotyping, from before the Civil War to the Civil Rights era of the 1960's. Narrated by actress Ester Rolle. Closed Captioned.
Title: TONY BROWN'S JOURNAL
Sundays, February 7 - February 28, 5:30-6:00 p.m.
(Continuing series, four special programs in February)
Tony Brown interviews several renowned black historians in a special block of programming for Black History Month called "The Ethnic History of Black America: Questions & Answers." Presentations include: "From Field to Factory," "Spirits that Sing," "The Black American Quiz," and "Has America Had Five Black Presidents?"

Title: VOICES & VISIONS: "LANGSTON HUGHES: THE DREAM KEEPER"
Tuesday, February 9, 1988, 10:00-11:00 p.m.
(Continuing series)
This prodigious writer achieved distinction in poetry, fiction, and drama, through his focus on the black experience. In this film through the use of archival footage, Hughes discusses the importance of the Harlem Renaissance of the 1920s to his artistic development. The late author James Baldwin discusses how the loneliness depicted in Hughes' work finally consumed him. Study guides are available for the series by writing to Kendall/Hunt Publishing Co., 2460 Kerper Boulevard, Dubuque, Iowa 52001. Cost: $15.95. For telecourse information contact the Annenberg/CPB Project, 1111 16th Street, NW Washington, DC 20036.

Title: WONDERWORKS: "MIGHTY PAWNS"
Saturday, February 13, 1988, 8:00-9:00 p.m.
In an inner-city junior high school, four students are encouraged by their young, idealistic teacher, to stay off the streets and rechannel their energies using alternative weapons - chessboards and chessmen. The students learn that with discipline and dedication, they too can win. Starring Alfonso Ribeiro, Desreta Jackson and Paul Winfield. Closed Captioned.

Title: ALBERTA HUNTER: MY CASTLE'S ROCKIN
Monday, February 15, 1988, 10:00-11:00 p.m.
This documentary follows the career of noted jazz singer Alberta Hunter from her remarkable start in 1907, through her heyday in the 1920s and 1930s, to her comeback in the 1970s. Through interviews conducted between 1975 and 1984, Hunter tells the story of how she worked her way from singing for meager wages at local jazz clubs in Chicago to traveling around the globe with some of the world's most renowned jazz musicians. This portrait of Hunter uses rare film footage, stills, classic recordings, and remembrances from friends and associates. Closed captioned.

Title: TWO DOLLARS AND A DREAM
Monday, February 22, 1988, 10:00-11:00 p.m.
Documentary based on the biography of Madame C.J. Walker, America's first self-made millionairess, and her daughter, A'Lelia Walker, black America's patron of the Harlem Renaissance. This film tells the story of how Madame Walker, the child of slaves freed by the Civil War, built a million-dollar company specializing in hair and skin care products for black Americans. The film is the story of two remarkable women, but it is also the story of black America from 1867, the year of Madame Walker's birth, to 1933, the year of her daughter's death. Closed Captioned.
Title: GORDON PARKS: MOMENTS WITHOUT PROPER NAMES  
Monday, February 29, 10:00-11:00 p.m.  
This one-hour documentary provides an intimate portrait of the life and career of photographer, writer, director, and composer Gordon Parks. For 20 years, 1948-1968, Parks was a photographer for Life magazine. In 1968, he became the first black to direct a major motion picture, "The Learning Tree," based on his autobiography. This film features a diverse collection of Parks' prize-winning photographs and includes news and documentary footage tracing major events in his life. Closed Captioned.

Title: BLACKS AND THE CONSTITUTION  
Check local listings  
This program examines the historical treatment of blacks with regard to the U.S. Constitution. The issue is discussed by a panel of experts, including Tyrone Brown, attorney and former FCC Commissioner; Robert L. Woodson, president of the National Center for Neighborhood Enterprises; and Edwin Dorn, deputy director of the Joint Center for Political Studies. NBC News correspondent Norma Quarles is panel moderator, while former state senator Julian Bond makes the introductory and concluding remarks.

Title: ADAM CLAYTON POWELL, JR.  
In Development/Production, 1989  
One-hour portrait of this complex political and religious leader who was at the center of black political and religious life for more than 40 years, and who, during much of that time, was considered one of the most visible symbols of the struggle for the rights of black people.

WTBS

Title: BLACK HISTORY SPECIAL: THE ACHIEVERS  
Friday, February 5, 10:05-11:05 p.m.  
This program focuses on individuals who represent a wide variety of occupations, many having been "firsts" in their field. Hosted by TBS Vice President of Public Affairs, Xernona Clayton, the special profiles The Honorable Willie Brown, Speaker of the California State Assembly; Billy James Parrott, producer-writer-director of television and film; Cheryl Glass, the first Black female professional automobile racer to race in the Indianapolis 500; Commander Chancellor A. Tzomes, Operations Officer, US Submarine Force in the Pacific, Pearl Harbor; and Katherine Dunham, Choreographer-Educator and founder of the Ballet Negre and the Dunham School of Arts and Research.

Title: BLACK HISTORY MINUTES  
PSAs, Check local listings  
"Black History Minutes" are one-minute segments that will run each day in February, exploring a particular facet of information in Black History. Presenters include professional tennis player Arthur Ashe, Burrell Advertising President Thomas Burrell, United Negro College Fund President, Christopher Edley, entertainer Lola Falana, National Education Association President Mary H. Futrell, boxing promoter Don King, jazz musician Wynton Marsalis, Olympic Champion Wilma Rudolph, television sportscaster Ahmad Rashad, actress Phylicia Rashad and many more.
SECTION II: NON-BROADCAST VIDEO

Title: "EYES ON THE PRIZE" (Also airing on PBS January/February, 1988)
Target Level: HIGH SCHOOL
Series Format: DOCUMENTARY
Program length: 060 MIN
No. of Programs: 006
Production Year: 1986
Program Titles: "AWAKENINGS," "FIGHTING BACK," "AIN'T SCARED OF YOUR JAILS," "NO EASY WALK," "MISSISSIPPI: IS THIS AMERICA?," AND "A BRIDGE TO FREEDOM"
Audiovisual/non-broadcast rights:
Distributor: PBS VIDEO 1320 BRADDOCK PLACE, ALEXANDRIA, VA 22314
Awards: BANFF AND BURBAN INTERNATIONAL FILM FESTIVALS, EDWARD R. MURROW BROTHERHOOD AWARD, AND NATIONAL ASSOCIATION OF BETTER BROADCASTERS

Title: "NONVIOLENCE: THE BUILDING BLOCKS OF CHARACTER"
Target Level: AGES 5-10 (ELEMENTARY SCHOOL)
Series Format: ANIMATION
Program Length: 009 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E., ATLANTA, GA 30312
Synopses: An original King Center Production featuring Ms. Yolanda King, Dr. and Mrs. King's oldest child. Through narration by Ms. King, and superb animation, Dr. King's philosophy of nonviolence is communicated to ages five through ten via terms like honesty, humility, courage and cooperation.

Title: "THE 'I HAVE A DREAM' SPEECH"
Target Level: ELEMENTARY - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 017 MIN
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E., ATLANTA, GA 30312
Synopses: The original video of the historic speech delivered by Dr. King in Washington, D.C. on August 28, 1963. It consists of the most complete collection of footage available of that event as well as other historic footage directly related to Dr. King's delivery.
Title: "THE EYE OF THE STORM"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 25 MIN
Production Year: 1970
Production Co: ABC NEWS
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Awards: PEABODY, PRESIDENT'S CRIS STATUETTE AND COLUMBUS FILM FESTIVAL
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: An examination of the realities of prejudice, as experienced in a dramatic classroom experiment conducted in a Midwest farm town.

Title: "THE AUTOBIOGRAPHY OF MISS JANE PITTMAN"
Target Level: INTERMEDIATE - HIGH SCHOOL
Series Format: DRAMA
Program Length: 110 MIN
Production Year: 1974
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: Cicely Tyson's dramatic presentation, adapted from Ernest Gaines' novel about the life of a black Louisiana woman.

Title: "ROOTS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DRAMA
Program Length: 090 MIN
No. of Programs: 006
Production Year: 1977
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: Alex Haley's six-part panorama of America's past – from slavery to freedom with an all-star cast.
Title: "HAPPY BIRTHDAY DR. KING"
Target Level: ELEMENTARY - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 028 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E., ATLANTA, GA 30312.
Synopsis: This production was originally designed for young people, ages 5 through 18 yet is recommended for general audiences. Contains original music, performances by Joan Armatrading, Wynton Marsalis, the Great American Mime Experiment, Barbara Sullivan and the renowned puppeteer Willie Tyler & Lester. An informative production with sections narrated by Atlanta Mayor Andrew Young, Mrs. Coretta Scott King and others who knew Dr. King personally. This production toured the United States with the McDonalds exhibit entitled "His Light Still Shines."

Title: "FROM JUMPSTREET – A STORY OF BLACK MUSIC"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 060 MIN
Production Year: 1979
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: JIDEOCASSETTE AND AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: (13-PART VIDEO COURSE) EDUCATIONAL ACTIVITIES, WETA-TV P.O. BOX 2626 WASHINGTON, DC 20013.
Distributor: (10-PART AUDIO SERIES) NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705.
Synopsis: A 13-part series focusing on the history and development of black American music from its origin in Africa to its influence in the American recording industry. Programs include: "West African Heritage"; "Gospel and Spirituals"; "Soul"; "Blues: Country to City"; "Rhythm and Blues"; "Early Jazz"; "The Jazz Vocalist"; "Jazz People"; "Black Music in Theatre and Film"; "Black Influence in the Recording Industry"; "Dance to the Music"; "Jazz Gets Blue" and "The Source of Soul."

Title: "OF BLACK AMERICA"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY; GRAPHICS, MAGAZINE.
Production Year: 1968
Production Co.: CBS NEWS
Special Needs: MULTI-ETHNIC
Technical Formats: VIDEOTAPE - 1/2' BETA I; 1/2" VHS; 3/4' U-MATIC; FILM - 16MM
Teachers Guide: Free: PHOENIX/BFA EDUCATIONAL MEDIA, 468 PARK AVE SOUTH, NEW YORK CITY, NY 10016
Audiovisual/non-broadcast rights:
Synopses: "Of Black America" is an award-winning series containing five programs that explore the experience of black in America with special emphasis on history, service in the military, sports, music, and the vestiges of slavery still operative in society. "THE BLACK SOLDIER" narrated by Bill Cosby, illustrates the history of black American participation in the armed services; "BLACK HISTORY: LOST, STOLEN, OR STRAYED," narrated by Bill Cosby, recognizes various important black historical figures in America that have contributed in all spheres of industry, science, and culture, despite the stereotypes perpetrated by racism; THE HERITAGE OF SLAVERY examines the historical significance of slavery in America's development and attitudes which persist to present; BODY AND SOUL: BODY-PART I," with reporter Harry Reasoner, examines the role of sports in the black American experience; "BODY AND SOUL: SOUL-PART II" focuses on the life of Ray Charles; "JESSE JACKSON AND CAROLYN SHELTON: PUSHING FOR EXCELLENCE," introduces Jackson's programs which are being started in neighborhoods and schools around the U.S. and Shelton's principles for young women.

SECTION III: NON-BROADCAST/AUDIO

Title: "AFRO-AMERICAN CHILDREN'S SINGING GAMES"
Target Level: INTERMEDIATE - HIGH SCHOOL
Series Format: DOCUMENTARY; PERFORMANCE
Program Length: 030 MIN
Production Year: 1982
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Formats: AUDIOCASSETTE; DISC 78
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. Box 818, NILES, MI 49120
Synopses: Traces the African/oral tradition of singing games, which are laced with intricate patterns of call- and-response and rhythm and rhyme.

Title: "BLACK SEMINOLES: A CELEBRATION OF SURVIVAL"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1981
Production Co.: NPR
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Formats: AUDIOCASSETTE; DISC 78
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 818, NILES, MI 49120
Synopses: Examines the unique heritage of two black Seminole tribes who meet to discuss tribal history, preserving their rich tradition and language, and problems in joining mainstream black America.
Title: SKETCHES OF AMERICAN WRITERS: PART I: "LITERATURE OF THE BLACK EXPERIENCE"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 045 MIN
Production Year: 1980
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417, MADISON, WI 53705
Synopses: Insights into the black experience in America, from the deep South to New York City, from the Harlem Renaissance to yesterday. Includes W.E.B. Du Bois, Langston Hughes, Ralph Ellison, Alice Walker, Amiri Baraka (formerly Leroi Jones), and Richard Wright.

Title: "A CELEBRATION OF BLACK WOMEN IN LITERATURE: ALICE WALKER"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1980
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Walker talks about her novel Meridian, the story of a woman's pilgrimage to free herself from the guilt of the past by working with the poor in the South during the 1960s.

Title: "LEGENDS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1983
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: An exploration of ghost stories and traditional storytelling from the contemporary black perspective.
Title: "JAMES BALDWIN: THE VIEW FROM HERE"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 060 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: An aversion to history has always afflicted the American vision, says this esteemed author and Civil Rights activist. In an eloquent address, James Baldwin asserts that dangerous myths—of cowboys, Indians, communists, the simple-minded man as virtuous role model, and "noble savages transformed into happy darkies"—have created a system of ideas and thoughts which make reality hard to grasp. He then responds to questions about racism and about the image of black males in European and American communities.

Title: "PROFILE: NELSON AND WINNIE MANDELA"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Nelson and Winnie Mandela have been in the forefront of the black South African's struggle for social, economic and political rights denied by the white minority government. The Mandelas' history since Nelson's imprisonment is revealed through interviews with American attorney Sam Dash, journalist Cal Thomas, biographers Mary Benson and Ann Benjamin, and friends who have shared the couple's fight against apartheid.

Title: "AN EVENING WITH FREDERICK DOUGLASS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DRAMA
Program Length: 060 MIN
Production Year: 1979
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Through a dramatized interview, Douglass, an escaped slave who was to become the U.S. Ambassador to Haiti, reveals his thoughts on prejudice, women's rights, his marriage to a white woman, banks and slavery.
For additional information on the following books, contact the Martin Luther King, Jr. Center, 449 Auburn Avenue, N.E., Atlanta, GA 30312 or call (404) 524-1956.


KIDSNET Staff: Michelle Alaine Ward, Research Manager, Monique Craig, Research Assistant, and Alice Scipio, Office Manager.


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Entry for serial number 02248 in the ARCHIVE data base.

Series/Prg Title: WINNIE THE POOH AND A DAY FOR EEYORE
Curriculum Area: GENERAL ENTERTAINMENT / ANIMATION
Target Level: PRIMARY - INTERMEDIATE

Goals/Synopsis: SEE LEARNING OBJECTIVE/CONTENT.

Series Format: ANIMATED SCENES.

Program Title: 001 WINNIE THE POOH AND A DAY FOR EEYORE

Sp Considerations: FROM THE BOOKS OF A.A. MILNE.

Awards: AMERICAN FILM FESTIVAL FINALIST; NATIONAL EDUCATIONAL FILM FESTIVAL HONORABLE MENTION; CINE GOLDEN EAGLE AWARD.

Medium: VIDEO
Distribution: TRANSMISSION / HARDCOPY
Program Type: PROGRAM
# of Programs: 001
Program Length: 026 minutes
Production Year: 1984
Production Co: WALT DISNEY

Print Materials:
Teachers Guide: Free? YES
Name: WALT DISNEY EDUCATIONAL MEDIA CO.
Address: 500 S. BUENA VISTA STREET
City: BURBANK State: CA Zip: 91521

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Public Dist:
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City: BURBANK State: CA Zip: 91521

Preview Available: YES
Program Title: WINNIE THE POOH AND A DAY FOR EEYORE
Program Length: 026
Def Prg Objective: CONCEPT FORMATION

Lrng Obj/Content: WHEN POOH AND FRIEND DISCOVER THEY HAVE FORGOTTEN EEYORE'S BIRTHDAY, THEY TRY TO PATCH THINGS UP BY PLANNING A PARTY THAT DOESN'T EXACTLY GO AS PLANNED. EEYORE REALIZES THAT IT'S THE THOUGHT THAT COUNTS, AND IT BECOMES A HAPPY DAY FOR EEYO

Entry for serial number 02248 in the ARCHIVE data base. (Continued)

RE AFTER ALL.

255
EDUCATION

STUDENT AID: ARE WOMEN GETTING WHAT THEY DESERVE?

If you apply for financial aid and don't get what you ask for, don't blame yourself. More students are applying for loans and grants, but women are getting fewer of both than men.

"There is no bias intended in the awarding of financial aid," says Mary Moran, a program officer in the U.S. Department of Education and author of a recent study on student financial aid. Nevertheless, she reports, for every education dollar a man receives, a woman receives 73 cents in grants and 84 cents in loans for low-income undergraduates. Moran also found significant differences in other programs, such as academic-merit scholarships, research assistantships and corporate-benefit programs that pay tuition.

Why are women getting less than men?

It's not because of gender, says Moran. Instead, it's because of the way current student-aid policy is written. For example, veterans' benefits are not counted as income in student eligibility rules, but food stamps and Aid to Families for Dependent Children—typically given to single female heads of household—are.

How are women losing out when it comes to aid based on academic merit, not just need? One example is the National Merit Scholarship Program, which is awarded in part on the basis of candidates' scores on aptitude tests such as the Scholastic Aptitude Test (SAT).

Although women outnumber men entering college, only 2,171 women won these scholarships in 1986, as compared to 3,855 male winners, according to the National Merit Scholarship Annual Report. Even worse, the number of female winners has decreased since 1984, while the overall total of merit scholarship awards has increased.

Moran hopes that her study will help make women more aware of current trends and eventually make it easier for them to apply for and receive student financial aid. She also believes that some colleges are becoming more supportive of female students' needs. She cites that the University of Michigan offers counseling as well as help locating loans, and assistance to women who are returning to college.

In general, "you shouldn't be deterred from going to college by the price tag," advises Roberta Johnson, associate director of the financial aid office at Stanford University, where 65 percent of the undergraduate students receive some form of aid. "Map out a plan. Shop for a school that will meet your financial needs. And think through the role of credit in your life before you enter into any legal contract."

This advice may relate to another of Moran's findings: that women are more likely to default on student loans than men. This isn't surprising, she says, in light of the fact that the average salary of women repaying student loans is $2,407, compared to the $32,093 men earn. Women's repayment record, as a group, may not be helping their individual loan chances either.

At Stanford University, students are offered debt counseling. Before applying for loans, students review with the counselor interest repayment schedules and other aspects of debt. They're warned that it's their responsibility to avoid the creditor of any change of address or problem with repayment. The idea is to prepare the student for the burden loans may present, so that she'll be able to plan for it and start off her working life with a positive credit history. If such counseling isn't available to you, perhaps you could ask a bank lending officer or credit counselor to discuss loans with you.

The vital message of such efforts, says Moran, is that while women aren't treated as well as men now, they should not give up the search for funds—or the hope that the situation will improve.

by Grace Hechinger

The author of numerous articles and books about education, her latest book is How To Raise a Street-Smart Child.

July 1987, Chosen

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Additions

Al-Arabiyya
American Speech
Annual Review of Applied Linguistics
Applied Linguistics
Second Language Research
World Englishes

Deletions

Babel (International Journal of Translation)
Babel: Journal of the Australian Federation of Modern Language Teachers Associations
Classical Outlook
Contemporary French Civilization
Italica
Journal of Chinese Linguistics
Journal of the Association of Teachers of Japanese
Language
Language and Speech
Language Sciences
Teaching English to Deaf and Second-Language Students
May 17, 1988

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUL88

Additions

CS Association for Communication Administration Bulletin
CS Canadian Journal of English Language Arts
CS CEA Forum
CS Computers, Reading & Language Arts
CS Illinois School Research & Development
CS Perspectives on Dyslexia

Name Changes

CS Communication Research: An International Quarterly to Communication Research

Deletions

FL Slavic and East European Journal
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This issue of the EAB is dedicated to the memory of Jim Prevel 1933 - 1988

TABLE OF CONTENTS

ACTION ITEMS

- Where to Refer Statistical Questions 7
- "Target Audience" Field Use (and Mis-Use) in CIJE 7
- Excessive Analytics 8
- OERI Publications Selection Policy 9

NETWORK NEWS

- NDN State Facilitators 10
- Annual ERIC National Technical Meetings Approved 10
- ERIC Facility Report (at ERIC Directors Meeting, September 8-9, 1988) 10
- Steering Committee Recommendations (List of Most Recent Recommendations, Along With Responses From Central ERIC) 10
- "Canadian Education Thesaurus"—Status Reports #5 and #6 (Final) 11
- ERIC Ready References (A List of All Twelve to Date) 12
- New Clearinghouse Users of the Multilink Electronic Mail System 13
INTERNATIONAL SCENE

• InterEd News:
  A. British Education Index (BEI) and British Education Theses Index (BETI) Make it Into DIALOG!
  B. Canadian Education Index (CEI) to be Operated by Micromedia, Inc.

• ERIC Has International Impact--Some Recent Examples
  • Howe Helps Plan "Egyptian Educational Information System" (EEIS)
  • Howe Invited to Republic of China as Visiting Scholar
  • International Bibliography on Higher Education in the Works

PERSONNEL—NEWS AND CHANGES

PUBLICATIONS

MEETINGS AND CONFERENCES
ATTACHMENTS

1. EIB Formal Announcement
2. List of State Facilitators
3. ERIC Facility Report; ERIC Directors Meeting (September 8-9, 1988)
4. Steering Committee Recommendations (List of Most Recent Recommendations, Along With Responses From Central ERIC)
5. "Canadian Education Thesaurus"
   A. Status Report #5
   B. Status Report #6
6. ERIC Ready References (All Twelve to Date)
7. Electronic Mail Help Sheet
8. InterEd News
   A. Letter from BEI (Feb. 15, 1986)
   B. DIALOG Chronolog Announcement of British Education Index (File 121) (August 1988, 88:197)
   C. BEI (File 121) Bluesheet
   D. Letter from CEI (July 15, 1988)
9. CIJE Source Journal Update (September 1988)
10. CIJE Monthly Report (CIJESEP88)
11. Clearinghouse Input for RIE
    A. RIEJUN88
    B. RIEJUL88
    C. RIEAUG88
    D. RIEAUG88
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
JAMES J. PREVEL
(1933 - 1988)

Jim Prevel died suddenly and unexpectedly of a massive heart attack on the evening of Saturday, August 27. Jim had been associated with the ERIC program since the early 70's. He was currently the monitor of the ERIC Facility, the ERIC Document Reproduction Service, and the CIJE publisher. He also functioned as Central ERIC's internal micrographics and microcomputer expert.

Jim was well known throughout the ERIC system for his microcomputer-related messages on the electronic mail system, for his reports at the annual technical meetings, and for many projects such as the online monthly reporting system. While he will be especially missed by his colleagues at Central ERIC, Jim will also be mourned by all those in the ERIC family who knew him and worked with him. He was unfailingly helpful and invariably optimistic and upbeat. He was a man utterly without meanness or unkindness. He could truly be said by all to be a good and kind man. He will be sorely missed.

He is survived by his wife, Sandra (of the home address: 3641 St. Mary's Place, Washington, DC 20007, where condolences can be sent), a daughter, Lea Katsanis, and a son, Dr. Christopher Prevel.

DIALOG COMMEMORATES JIM PREVEL

In a notification to Jim Prevel's wife dated September 7, 1988, Roger Summit, the President of DIALOG Information Services stated:

"...his friends at DIALOG have decided to rename the DIALOG annual Excellence in Education Award the James J. Prevel Excellence in Education Award to commemorate his many contributions in the field."
WHERE TO REFER STATISTICAL QUESTIONS

OERI has created an "Education Information Branch" (EIB) within the Public Information Division for the specific purpose of responding to public requests for education information, particularly statistical information.

The specialists in EIB frequently produce special tabulations and analyses to respond to the needs of the users of education statistics, and are also familiar with education data produced by the Bureau of the Census. They also provide copies of available publications to those who request them.

The EIB address and 800 telephone number are as follows:

Office of Educational Research and Improvement (OERI)
Public Information Division
Education Information Branch (EIB)
555 New Jersey Avenue, NW, Suite 300
Washington, DC 20208-5724

Telephone: (1-800-424-1616)

Attachment 1 is the formal announcement pertaining to EIB.

...Joanna Eustace (ERIC Facility)

"TARGET AUDIENCE" FIELD USE (AND MIS-USE) IN CIJE

The Target Audience field needs to be used consistently when it is assigned to RIE and CIJE input. It should be used according to the guidelines in the ERIC Processing Manual (EPM) (and in Ready Reference #8). The 1987-1988 CIJE records to date (through June 1988) show a wide variance between Clearinghouses in the way that the Target Audience field is being used.
With such a wide divergence in using the field (three Clearinghouses not using it for CIJE at all, three rarely, and two apparently using it for most, if not all, their CIJE input), Clearinghouse staff must be reminded of the proper use of this field.

The field is not to be used for every record. It is to be used only when the document explicitly specifies the intended audience. Improper use affects the quality of document retrieval by our users and can hurt ERIC's image.

...Central ERIC

EXCESSIVE ANALYTICS

Analytics have become an excellent way of aiding ERIC users to obtain microfiche or hard copies of more sections or portions of documents without paying for the whole document. Analytics are documents put into the system two ways, as a single entry and as separate entries for component parts. Analytics are essentially duplicate documents. Caution has to be exercised in creating them because, among other concerns, they add to the microfiche costs of our Standing Order Customers and give the impression that ERIC is "padding" its input.

The ability to analyze out a section of a larger document, and to treat it as a document in its own right, is useful and often valid. This is particularly the case when the papers analyzed each have their own distinct subject matter. However, when all the sections or papers within a larger document bear on the same subject, it is best to treat it simply as a single unitary document and to do a Table of Contents-type abstract.
There have recently been an excess of unjustifiable analytics, where a single document on a single subject that should have been a single ED accession is "exploded" unnecessarily into a series of clones. We have had an instance when the entire monthly input for a Clearinghouse was one document analyzed into many papers.

Please, do not create analytics as a means of reaching the targeted number of documents a Clearinghouse is to process. Work with your CERIC Monitor, if low document quantities are a problem. Create analytics only when it best serves ERIC users. If it is apparent that the system is continuing to get an excessive number of analytics, we will have to set limits on how many are entered into the database.

...Central ERIC

OERI PUBLICATIONS SELECTION POLICY

OERI publications should, as a rule, be accessioned into the ERIC database. This is not an ironclad rule and there may be exceptions but the Clearinghouses should be aware that rejection of an OERI publication requires a solid rationale and justification.

In the recent past, too many OERI publications have been rejected by the Clearinghouses. This has been noticed and we have directed the Facility to re-cycle several of these items into the RIE process. In addition, several older OERI publications, apparently never previously sent to ERIC, are also being re-cycled.

If, for any reason, a Clearinghouse does not want to accession an OERI document, it must be returned to the Facility together with a completed "OERI Document Selection Report" form (i.e., your rejection justification).

...Central ERIC
NDN STATE FACILITATORS

The recent ERIC Directors Meeting featured a joint meeting with the NDN State Facilitators. The meeting was spirited and the small group sessions resulted in enthusiastic information sharing. Many of the State Facilitators were unfamiliar with ERIC products and services and a general mailing of ERIC materials is planned. Meanwhile, since my Clearinghouses will want to make contact with the persons who were at their particular table, a complete NDN State Facilitators list is provided as Attachment 2.

...Ted Brandhorst (ERIC Facility)

ANNUAL NATIONAL TECHNICAL MEETINGS APPROVED

Central ERIC has approved a Technical Steering Committee recommendation for regular annual national technical meetings. Once a date is set for the 1989 Spring meeting, details will be announced. The meeting will be held in Washington, DC.

...Lynn Barnett (HE)

ERIC FACILITY REPORT (AT ERIC DIRECTORS MEETING SEPTEMBER 8-9, 1988)

The ERIC Director gave a brief report at the COED meeting (see Attachment 3). Since quality control has become a major processing problem, the report outlines 9 of the most frequent processing problems. The report spent some time outlining 9 of the most frequent processing problems; the Directors were requested to take these problems up with their RIE/CIJE staff.

...Carolyn Weller (ERIC Facility)

STEERING COMMITTEE RECOMMENDATIONS (LIST OF MOST RECENT RECOMMENDATIONS, ALONG WITH RESPONSES FROM CENTRAL ERIC)

The most recent recommendations of the ERIC Technical Steering Committee, most of which are related to issues raised at this year's National Technical Meeting, are listed in Attachment 4, along with responses from Central ERIC. They include:
88-1  EPM Revision: Citing References in Abstracts
88-2  EPM Revisions: CIJE and MRDF Procedures
88-3  CIJE Validation of Identifiers
88-4  CIJE Source Journal Index Format
88-5  Monthly Statistical Report Categories
88-6  Annual Report Guidelines Revision
88-7  Standing Order Customer Assignments
88-8  National Diffusion Network Assignments
88-9  ERIC Partners List
88-10 ERIC Partners - Acquisitions
88-11 Level 3 Documents
88-12 Acquisitions - Labs/Centers
88-13 Acquisitions - NDN
88-14 Annual National Technical Meeting
88-15 Directors/Technical Meeting Scheduling
88-16 Topical Training Workshops
88-17 OERI Policy on ERIC Attribution
88-18 EDRS ERIC Starter Kit

...Lynn Barnett (HE)

"CANADIAN EDUCATION THESAURUS"---STATUS REPORTS #5 AND #6 (FINAL)

Status Reports #5 and #6 on the project to create a bilingual, English/French Canadian Education Thesaurus (CET) are reproduced as Attachment 5(A & B). Report #6, the final issue of this series, announces completion and provides a sample page of the first or "preliminary" version of the CET.

...Jim Houston (ERIC Facility)

ERIC READY REFERENCES (A LIST OF ALL TWELVE TO DATE)

The Facility has been asked twice in the past month whether there was a list of all the Ready References issued to date. The answer was "no," so we figured we better create one. Listed below are the titles of the twelve Ready References issued to date. (See Attachment 6 for the actual Ready References.) There are three or four additional titles currently under consideration that will probably be produced during 1989. You are welcome to suggest others.
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<td>How to Use the Thesaurus of ERIC Descriptors for an Effective ERIC Search</td>
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... Ted Brandhorst (ERIC Facility)
NEW CLEARINGHOUSE USERS OF THE MULTILINK ELECTRONIC MAIL SYSTEM

New staff at various ERIC components have called the ERIC Facility recently requesting a password so that they could use the electronic mail system.

To use the electronic mail system, a new user does not need a password created by the ERIC Facility. When you go up on Multilink (by dialing (301) 656-5558), the system asks for your name; it is then entered. The system next asks you to acknowledge that what was entered is correct and the user responds with either a "y" for yes or "n" for no. If the latter, the name is reentered. After the name is correct, the system will check the user file. If the name is not found, the system will then ask for a few words to describe yourself, e.g., Acquisitions, and state the ERIC components you are with. The system then asks for you to create a password of no more than 8 characters. Except for the "system operator" at the Facility, no one but you will see the password you select. After that you are up and running. Just follow the menu, always entering commands with a preceding period (.). Sign off with a .bye.

The next time you come up you will be recognized by the system if you use the same name. When it is requested use the same password you established the first time. As with most systems, the system will not actually display your password on the screen as you type it. If it is incorrect, the system will let you know. Two unsuccessful tries and the system kicks you off and you’ll have to start all over.

For your information, we have included as Attachment 7 a copy of the initial electronic mail steps using SMARTCOM II.

...Pat Brown (ERIC Facility)

HE PARENT FINDS ERIC/EC FACT SHEET IN DOCTOR’S OFFICE

On a recent visit to a Silver Spring, Maryland, optometrist’s office for my daughter’s appointment, we were given a new-patient information packet that contained a surprise: a 1981 ERIC/EC Fact Sheet, "Learning Related Visual Problems." The doctor has been using it for years for his patients. His office buys them in bulk from the College of Optometrists in Vision Development, which supplied information from which the Fact Sheet (a pre-Digest product) was prepared. This is an exciting example of ERIC’s wide, but undocumented user network that is reaching many groups of people, including parents. Nice going, EC!

...Lynn Barnett (HE)
ERIC Microfiche Collection For Sale From University of Sarasota

The University of Sarasota has an ERIC microfiche collection complete for the period 1966 through January 1983. They have moved to smaller quarters and would like to sell the collection. Price is negotiable (a new collection for the same period would cost $23,810.31 from EDRS). Interested parties should contact Ethel Holt or Tom Clayblack or Robert Yeller (University President), on (813) 355-2906.

...Bob Stonehill (CERIC)

INTERNATIONAL SCENE

INTER-ED NEWS

A. BRITISH EDUCATION INDEX (BEI) AND BRITISH EDUCATION THESES INDEX (BETI) MAKE IT INTO DIALOG!

One of the conclusions of the first InterEd meeting back in 1986 was that an effort should be made to mount the British Education Index (BEI) file on DIALOG. It has taken two years of effort by the BEI group, but the August 1988 issue of DIALOG Chronolog (p.88-197) finally announced that BEI has become DIALOG File 121.

Attached are the DIALOG Chronolog article on BEI and the DIALOG Bluesheet for File 121. As DIALOG states it in their Bluesheet: "The files form part of ERIC International, a cluster of educational databases comprising the British, Australian, and Canadian education indexes." ERIC International may be a few more years from realization, but it is gratifying to see the InterEd ambitions beginning to come alive. (See Attachments 8(A-C).)

...Ted Brandhorst (ERIC Facility)

B. CANADIAN EDUCATION INDEX (CEI) TO BE MANAGED BY MICROMEDIA, INC.

CEI has decided to accelerate progress by taking advantage of the private sector. Micromedia Inc., a commercial Canadian database producer, will take over management and operation of CEI, at no cost to the Canadian Education Association. The details are contained in a recent letter from Maureen Davis (see Attachment 8(D)).

...Ted Brandhorst (ERIC Facility)
ERIC HAS INTERNATIONAL IMPACT---SOME RECENT EXAMPLES

The following quotations are some recent examples of ERIC's impact abroad discovered by ERIC/IR:

1. From a letter to ERIC/IR from the Executive Director of the Fulbright Commission in Lima, Peru:

"I've obtained a reading list through LASPAU on science and technology in Latin America and note that most of the information comes through the ERIC files. What a wonderful service! I'm sending a copy to the director of the Council of Science and Technology here in Peru and I know he is going to really appreciate it."

2. From the US/AID Center for Development Information and Evaluation:

A. "AFR/TR asked for our information support for USAID/Harare in pulling together evaluations of the impact of literacy projects by A.I.D. or other donors. A.I.D. had little, but the U.S. Department of Education's ERIC database had a great deal, including relevant UNESCO and UNICEF documents."

B. "The S & T/IEES project (Improving the Efficiency of Educational System) contractor in Mogadishu is gathering information about methods of stimulating creativity in a classroom setting. The Educational Resources Information Clearinghouse (ERIC) database yielded citations to 100 studies of the subject since 1980, which were sent as a printed bibliography."

C. "The field director for an S & T/ED project requested any A.I.D. documentation on using radio in Bolivia for instructional purposes in health and nutrition education. We massaged the DIS database to identify five relevant projects and their documents, which we listed for the requester. Subsequently she expressed interest in a bibliography of relevant journal literature as well, which we provided from the ERIC and CAB International databases."

...Don Ely (IR)

HOWE HELPS PLAN "EGYPTIAN EDUCATIONAL INFORMATION SYSTEM" (EEIS)

Dr. Robert Howe, Director of ERIC/SE, recently assisted the Egyptian government in planning for the Egyptian Educational Information System (EEIS). While in Egypt, Dr. Howe presented several lectures, assisted the Egyptian government in developing priorities and plans for an information system, and conferred with USAID staff.
Dr. Hussein Bashir, a former ERIC/SE graduate assistant, is currently Director of the National Center for Educational Research in Cairo and is providing leadership to develop the EEIS.

...Bob Howe (SE)

HOWE INVITED TO REPUBLIC OF CHINA AS VISITING SCHOLAR

The National Science Council of the Republic of China has invited Dr. Robert Howe, Director of ERIC/SE, to be a Visiting Scholar during the 1988-89 school year. Dr. Howe will make presentations on science education and educational information systems and their use. In addition, he will serve as a consultant on activities related to the same topics and environmental activities.

Dr. Howe is scheduled to visit the Republic of China twice during the 1988-89 school year.

...Bob Howe (SE)

INTERNATIONAL BIBLIOGRAPHY ON HIGHER EDUCATION IN THE WORKS

Jon Fife, HE Director, met with Dr. Franz Eberhard, General Secretary of the International Association of Universities (Paris, France) and Ms. Carin Berg, Director, UNESCO European Centre for Higher Education (Bucharest, Romania), to initiate the development of an international bibliography on higher education that would include the major bibliographic citations developed through the UNESCO higher education centres, IAU, and ERIC. It is anticipated that it will take 18 months to develop the first issue of this bibliography and thereafter it will be produced on an annual basis.

...Jan Burt (HE)

PERSONNEL
NEWS AND CHANGES

CARLA KREPPEIN OF HE CELEBRATES 20 YEARS WITH ERIC

HE's own Carla Kreppein has just celebrated her 20th anniversary with both The George Washington University and ERIC. She was honored with both a party at the Clearinghouse and an award ceremony at the university. We could never have made it without her all these years, and we challenge other Clearinghouse staff to match her institutional memory!

...Lynn Barnett (HE)
JOHN DISINGER (SE) BECOMES ACTING DIRECTOR, OSU SCHOOL OF NATURAL RESOURCES

Dr. John Disinger became Acting Director of the School of Natural Resources, which offers graduate and undergraduate programs in forestry, environmental education, environmental communications, parks, natural resources management, and other areas.

John will continue with ERIC/SE as Associate Director for Environmental Education. While John's time with us will be less for the next year, we are pleased that he has been selected for this position.

...Bob Howe (SE)

PEGGY KASTEN JOINS STAFF AT ERIC/SE

Dr. Margaret (Peggy) Kasten recently jointed ERIC/SE as a Faculty Research Associate for Mathematics Education. Dr. Kasten currently is an Assistant Professor of Mathematics Education in the College of Education at The Ohio State University. She previously was employed by The Ohio State Department of Education, worked as a classroom teacher, and worked as a graduate assistant at ERIC/SE while working toward her Ph.D. at Ohio State University.

She will be working with Dr. Marilyn Suydam when Marilyn returns from a leave of absence this fall.

...Bob Howe (SE)

JOHN KARL JOINS STAFF AT ERIC/FL

John Karl assumed the responsibilities of acquisitions coordinator for ERIC/FL as of July 5, 1988. He replaces Sharon Schwinabart, who is leaving the Clearinghouse to take a position with the Federal government. John comes to us from one of the OERI-funded research centers, the Center for Language Education and Research (CLEAR). Several CLEAR activities are carried out by the Center for Applied Linguistics (CAL) as a subcontractor to UCLA, the primary contractor for CLEAR. John has been a CAL employee since October 1987. He moved to Washington, DC, from Wisconsin, where he earned his bachelor's degree in comparative literature from the University of Wisconsin at Madison. John has also studied Spanish. We are delighted to welcome him to the ERIC/FL staff.

...Jeannie Rennie (FL)
IR AUTHORS

Don Ely, IR Director, is Editor of the Educational Media and Technology Yearbook 1988 (Libraries Unlimited, 1988). Mike Eisenberg, IR Associate Director, is the coauthor of a recently released book, Curriculum Initiative: An Agenda and Strategy for Library Media Programs (Ablex, 1988). ERIC is prominent in both books.

...Barb Minor (IR)

HE PUBLICATIONS


Faculty and administrators have come to understand that public understanding and support for postsecondary education goals is important to an institution's well-being. Given this reality, higher education institutions have no choice but to be cognizant of their stature with important constituencies if they expect to gain and hold public support. If colleges and universities are to enhance their stature in a period of rapid social, economic, demographic, and technological change, substantive strategies must be developed. The central topic of this report is institutional stature, its development and determination, and strategies for its enhancement.

($10.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

- HE Monograph Listed in "Essential Sources"


...Lynn Barnett (HE)
EC PUBLICATIONS

Three new ERIC Digests have recently been prepared by the ERIC Clearinghouse on Handicapped and Gifted Children:

- Preschool Service for Children with Handicaps
- Special Education Dropouts
- Disciplinary Exclusion of Special Education Students

Other recent digests include:

- Stress Management for the Learning Disabled
- Research to Practice: Lesson Structure
- Research to Practice: Critical Presentation Skills

...Judi Conrad (EC)

MEETINGS AND CONFERENCES

HE - PROFESSIONAL ACTIVITIES

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<th>Staff Involvement</th>
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....Lynn Barnett (HE)

WORKSHOP COST-SHARING

HE and one of its ERIC Partners have successfully cost-shared a user workshop at the June annual meeting of the American Association of University Professors (AAUP) in Washington. AAUP arranged for the meeting room set-up, including installation of a telephone line, and covered transportation and meal costs for two ERIC staff. The Clearinghouse provided information for the conference registration packets and conference display materials, and also conducted a 1-1/2 hour workshop that included two computer searching stations -- one online with the ancient Texas Instruments terminal and one high-tech with the CD-ROM. Participant involvement was very positive.

...Lynn Barnett (HE)
August 30, 1988

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
ORI, Inc., Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475

Dear Ted:

The ERIC Redesign Study, which was conducted by OERI during 1986 and 1987, suggested some new directions for the ERIC system. One of the results of the Redesign Study was a determination by OERI to expand our capability of providing statistical information to users. To this end, several steps have already been taken:

- A small contract has been issued to examine the feasibility of a system--called EDsearch--that will permit user groups both inside and outside the Government to electronically access educational databases. If funding becomes available to support this project, EDsearch will be designed to build upon and expand the capabilities now provided by OERI's Electronic Bulletin Board. Examples of the types of databases envisioned for EDsearch are files produced by the National Center for Education Statistics (NCES) and searchable directories of OERI-sponsored research projects.

- ERIC Clearinghouses and the Facility have been asked to identify and process bibliographic information about statistical databases, so that ERIC users could be directed toward primary data sources in which they may be interested. To date, this "ERICSTAT" project has identified, indexed and abstracted information on over 80 databases.

In light of this expanded ERIC role in providing information about the availability of primary data sources, each Clearinghouse should know about OERI's Educational Information Branch (EIB). The overall mission of EIB is to respond, on behalf of OERI, to requests for education information, particularly statistical information.
Mr. Ted Brandhorst -- Page 2

The overall mission of EIB is to respond, on behalf of OERI, to requests for education information, particularly statistical information. EIB maintains close contact with NCES and obtains copies of all reports, draft reports, tabulations, and bulletins which NCES produces. In short, EIB functions as a "statistical clearinghouse" for NCES-generated information.

The specialists in EIB frequently produce special tabulations and analyses to respond to the needs of the users of education statistics, and are also familiar with education data produced by the Bureau of the Census. They also provide copies of available publications to those who request them. When EIB specialists receive a query outside their scope, they refer callers to other, more appropriate agencies, including ERIC Clearinghouses.

To complement the user services of the ERIC system, do not hesitate to refer to EIB any statistical questions which pertain to data collected by NCES. EIB staff can be reached at 1-800-424-1616. Their mailing address is:

Education Information Branch
Public Information Division
Office of Educational Research and Improvement
555 New Jersey Ave., NW
Suite 300
Washington, DC 20208-5724

Through this careful coordination of activities and services in the ERIC Clearinghouses with those at OERI, we believe we can better meet the needs of researchers, policymakers, journalists and the public for critical statistical information.

Sincerely,

Lew Walker
Chief, Education Information Branch

Robert M. Stonehill
Chief, Educational Resources Information Center Branch
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<th>State</th>
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<td>Ms. Maureen Cassidy</td>
<td>Room 866 - State Office Building, Montgomery, AL 36130</td>
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<td></td>
<td></td>
<td>(205) 261-5065</td>
</tr>
<tr>
<td>Alaska</td>
<td>Ms. Sandra Berry</td>
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ERIC FACILITY REPORT
ERIC DIRECTORS MEETING
(September 8-9, 1988)

ERIC FACILITY CONTRACT/PROPOSAL STATUS

The ERIC Facility contract was competed during the month of June 1988. Proposals were due July 8, 1988 and those received are currently being evaluated. The existing Facility contract is a five-month extension (extending from June 1, 1988 through October 31, 1988, at a reduced rate) that provides for the evaluation process and contract award process to be completed. The new ERIC Facility contract will begin November 1, 1988. The new Facility contract will be a Time and Materials type of contract, as contrasted to the previous Cost Reimbursement type. The T & M type is a more rigid structure and will, to some extent, reduce the Facility's flexibility and ability to respond to anything unforeseen and not spelled out in advance.

It is not known at this time when the evaluation will be completed or when an award can be expected.

NEW PUBLICATION TYPES

Two new Publication Types were added to the authority list during the past year:

- Book Reviews (072)
- Machine-Readable Data Files (102)

The Book Reviews category is intended for use with lengthy substantive reviews of major works. The MRDF category is intended solely for education-related data files. Both categories will be used in only modest quantities.
MACHINE-READABLE DATA FILES ANNOUNCED IN RIE

Beginning with the January 1988 issue of RIE, the Facility began to include descriptions of education-related data files in RIE, a few at a time. This is still going on and we are gradually announcing the approximately 100 such files that we have identified to date.

In August, the Clearinghouses were sent a final version of the processing guidelines for data files (preliminary version had been distributed at the last technical meeting). The Clearinghouses are now in a position to include data files in their RIE input and are encouraged to do so. It is not anticipated that the amount of such processing will be large. It should amount to no more than 3-5 data files per Clearinghouse per year.

NEW RIE COVER

Beginning with the January 1988 issue, RIE has been published in a new and more attractive cover. We have received several favorable user comments on it and on the addition of issue and date designators to each page. Also across the past year, we have attempted to regularly have "Special Announcements" on the inside front cover for major OERI publications and to include Press Releases and other handout materials as part of the document itself, in order to increase its utility to users. With the resurgence of ORBIT as an online vendor (under its new management) we are attempting to update online ordering information pertaining to ORBIT in the back of RIE.

RIE COMPLIMENTARY DISTRIBUTION LIST

The Facility is now maintaining this list, having assumed responsibility for it from Central ERIC. However, the new Facility RFP did not provide for this task and unless it is later added, come November 1, 1988, responsibility for this list will revert to Central ERIC.

Beginning with the June 1988 issue of RIE, this complimentary distribution has been mailed in a new heavy gauge plastic bag replacing the old less substantial shrink-wrap. The new bag has proven its ability to stand up to the rigors of the postal system, both domestic and international, and all complimentary recipients will in the future be getting their RIE issues unscathed and well-protected from damage.

MAILING ADDRESSES ON ERIC ACQUISITIONS ARRANGEMENTS FILE

During the past year, mailing addresses were added to the ERIC Acquisitions Arrangements (EAA) file (a dBase II file on floppy disk). Two Clearinghouses have requested copies of this file on floppy disk, presumably for acquisitions applications or to facilitate contacts with potential ERIC Partners. No general mailing has yet been done to all addresses on this list, in the expectation that this will be an appropriate ACCESS ERIC function.
ERIC READY REFERENCES

There are now a total of twelve (12) ERIC Ready References (all listed and included in the August EAB) and interesting ideas continue to come forward for new ones. A series that started modestly on the basis of a casual remark from Central ERIC has grown like Topsy into some of the more useful reference handouts we have and a product regularly requested by both Clearinghouses and users. In 1989, we will probably issue 2 or 3 new Ready References and will, of course, keep the old ones in print, though, unfortunately, not in large quantities.

PROCESSING PROBLEMS

At the risk of sounding like a broken record, the Facility would like to take this opportunity to tell the Directors that considerable problems are being experienced with the bibliographic data received as input for RIE. Some of the major problems are itemized below. We would be grateful if you would give some attention to these areas when you return to your respective Clearinghouses, particularly in the training of new staff and in the final editorial check stage. We all need to do more to maintain the quality of ERIC processing than we are currently doing.

Problem 1: The crossing out, defacing, or ripping off of perfectly good covers and other prefatory pages.

Solution: Leave the document as is, as it was published, as the source intended it to be seen. Do not X-out any pages unless there is a compelling reason to do so.

Problem 2: The rejection of too many OERI documents or OERI-supported documents.

Solution: Put OERI documents or OERI-supported documents into the system, unless there is a compelling reason not to.

Problem 3: Excessive analytics, i.e. converting single documents on unitary topics into several documents by unnecessary analyzing of sections, chapters, or pages into separate accessions.

Solution: Analyze the contents of a document only when those contents are not all alike and when the differences between the items analyzed make it worthwhile to do so. Otherwise you are just "padding" your input.
Problem 4: Accessioning subject matter documents that have no ostensible link to the field of education. Too many documents are going into RIE that are out of ERIC's scope. They belong in some other database, but not ERIC. They leave the user puzzled as to why this item is in ERIC.

Solution: Documents announced in RIE must have their link to the field of education established. If this linkage is not apparent from the title then it must be drawn in the abstract. If this linkage cannot be established, the document should not be accessioned.

Problem #5: Mis-use of Target Audience field. This field is generally being over-used. Catalogers are "guessing" at audiences.

Solution: Do not guess. Catalog this field only when the author specifically states the intended audience.

Problem #6: Over-Indexing. The assignment of too many Descriptors overall and major Descriptors over the limit of 6. Over-indexing is the easy way out. It is what you do when you don't want to take the time to do it right. It is bad for a database. It is not helpful for users and searchers.

Solution: Practice restraint in indexing. Index to truly significant topics only. Do not index "up" generically. Rely on the words in the abstract to pick up the small stuff and the chaff.

Problem #7: Overlooking fields that should have been cataloged. e.g. Geographic Source, Governmental Level, etc.

Solution: Develop an input form, template, or menu, that lists and prompts for all of the fields, so that forgetting or inadvertently omitting any field would be harder to do.
ERIC Technical Steering Committee Recommendations
6/88

88-1 EPM REVISION: CITING REFERENCES IN ABSTRACTS

RECOMMENDATION: Modify the ERIC Processing Manual to include the instruction to cite at the end of an abstract the number of references in a document, when the numbers are significant or when the items cited are seminal works. The format would be simply "X references" before the abstractor’s initials. If references follow each chapter or conference paper, a statement to that effect would also be added to the abstract. This addition to the abstract field (rather than the current haphazard inclusion in the note field) will be helpful to users looking for the most substantial documents within a search. This suggestion was endorsed at the National Technical Meeting, March 24, 1988.

CERIC ACTION: Approved; referred to Facility.
Comment: This new procedure will be incorporated in the ERIC Processing Manual by the ERIC Facility.

88-2 EPM REVISIONS -- CIJE & MRDF PROCEDURES

RECOMMENDATION: Document in the ERIC Processing Manual the procedures for (1) making changes to CIJE coverage and (2) preparing input for machine readable data files (MRDF), also known as "ERICSTAT."

CERIC ACTION: Approved; referred to Facility.
Comment: A comprehensive revision of the ERIC Processing Manual is not included in the current ERIC Facility contract. Revising the EPM to reflect (1) new CIJE coverage and (2) MRDF procedures is fairly extensive and must wait until a new contract is awarded. Because of some apparent confusion among system components, we are restating the procedures to be followed by each clearinghouse when making changes to its CIJE coverage.

- The clearinghouse will write to its program monitor about the changes it wishes to make and will include an updated list of all the journals.

- Program monitor will approve, disapprove or modify the request by letter.

- The clearinghouse will then notify ORYX Press directly about the changes. All new journals must include the name and addresses of the publishers.

By June 15 the ERIC Facility will distribute the final version of ERICSTAT guidelines to each of the 16 clearinghouses.
CIJE VALIDATION OF IDENTIFIERS

RECOMMENDATION: Suggest that Oryx Press, when preparing the monthly CIJE indexes, validate the assigned identifiers against the Identifier Authority List computer tape, and bring identifiers in conformance with EPM guidelines. The Facility will provide specific guidance. This will eliminate multiple versions of similar identifiers and will help maintain the quality of the indexing in the database.

CERIC ACTION: Approved; referred to Oryx Press.
Comment: ORYX Press has agreed to do this. The ERIC Facility has agreed to immediately furnish ORYX Press with an IAL tape. They will follow up with a telephone conference call to discuss procedures for handling unacceptable identifiers.

CIJE SOURCE JOURNAL INDEX FORMAT

RECOMMENDATION: Request that Oryx Press include in the Source Journal Index, which lists all journals indexed in CIJE, a breakout of journals covered by Clearinghouse. Often users request a list (with subscription information) of subject-area journals indexed by a Clearinghouses, and this would be a handy, attractive way to present it to them.

CERIC ACTION: Approved; referred to ORYX Press.
Comment: ORYX Press will include in the semiannual publication of the Source Journal Index (June and December issues) a breakout by each clearinghouse of a list of all the journals (with subscription information) indexed by a clearinghouse. This breakout is in addition to the alphabetical listing now included in the monthly CIJE issues. ORYX Press will also send each clearinghouse in May a listing of each journal covered by the clearinghouse. This handout can be reproduced by each clearinghouse and be given to users.

MONTHLY STATISTICAL REPORT CATEGORIES

RECOMMENDATION: Clarify in writing the definitions of the categories on the new monthly statistical report form. In particular, the categories of users are confusing. A cross-reference chart similar to the one in the Thesaurus for pubtypes would be useful for the user categories (e.g., look up "college trustee" on the chart and see that user category "governing body" should be used). There is also need for clearer definition of publications and other categories, such as book reviews of Clearinghouse monographs and other major products.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A format for monthly reporting has been prepared, reviewed, and revised. Where required, explanations and definitions have been provided. A cross-reference chart will be developed and expanded over time to eliminate ambiguity in reporting statistical information.
**88-6 ANNUAL REPORT GUIDELINES REVISION**

RECOMMENDATION: Prepare and distribute revised guidelines on how to prepare the annual report in light of current requirements for Clearinghouses to submit monthly reports to Central ERIC. There is some confusion as to what kind of report will be required on an annual basis, and that influences the data and materials collected by the technical and managerial staffs during the course of the year.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: An outline for an annual report will be prepared, circulated for review, and revised for clearinghouse use. A draft format will be circulated in June, 1988.

**88-7 STANDING ORDER CUSTOMER ASSIGNMENTS**

RECOMMENDATION: Maintain the current Clearinghouse assignments for Standing Order Customer (SOC) responsibilities, at least until ACCESS ERIC and the new Clearinghouses are fully operational. Reassignment of SOCs at this time to better align new Clearinghouses geographically with their SOCs would simply disrupt long-standing arrangements and networks.

CERIC ACTION: Approved.
Comment: We approve this interim recommendation to maintain current Clearinghouse assignments for Standing Order Customers, with one caveat. The Clearinghouse on Elementary and Early Childhood Education will serve Illinois SOCs. Central ERIC is currently considering other options relating to SOCs which may involve ACCESS ERIC and the Regional Educational Laboratories.

**88-8 NATIONAL DIFFUSION NETWORK ASSIGNMENTS**

RECOMMENDATION: Assign NDN state facilitators to ERIC Clearinghouses in the same way that Standing Order Customers are now assigned. There is currently no clear-cut procedure for ERIC/NDN communication.

CERIC ACTION: Disapproved.
Comment: We disapprove this recommendation to assign NDN state facilitators to ERIC clearinghouses in the same way that the SOCs are now assigned. There may be better ways for the ERIC system to work with NDN facilitators than to have the Clearinghouses serve them by geographical regions. We need to discuss strategies for ERIC and NDN collaboration with the NDN staff in more detail. A meeting between the two programs is scheduled for next fall.

**88-9 ERIC PARTNERS LIST**

RECOMMENDATION: Circulate among the Clearinghouses and ERIC Facility a combined list of organizations designated as "ERIC Partners" in
Clearinghouse proposals, with the Clearinghouses for each Partner identified. Such a list would be the first step in looking at Partners in a systematic way and would help ACCESS ERIC avoid duplication.

CERIC ACTION: Approved; referred to Dorothy Myers.
Comment: A list of all ERIC Partners by clearinghouse is attached for distribution to all clearinghouses and the Facility. It should be noted that an organization may be a Partner with more than one clearinghouse as long as it is clear what services are expected. In cases where these relationships exists, clearinghouses should contact one another to assure that duplication of services does not occur. See Item 88-10.

88-10 ERIC PARTNERS - ACQUISITIONS

RECOMMENDATION: Develop and distribute a statement that reinforces the necessity to maintain the current acquisitions arrangements as documented in the 1988 ERIC Acquisitions Arrangements List, and that precludes new ERIC Partners arrangements from disrupting long-standing arrangements with either Clearinghouses or the Facility.

CERIC ACTION: Approved; referred to Bob Stonehill
Comment: Central ERIC recognizes the need for a policy on how various ERIC components will interact with our new ERIC Partners. The task of developing a Partners Policy will be assigned to an CERIC staff member by the Director of ERIC.

88-11 LEVEL 3 DOCUMENTS

RECOMMENDATION: Include in the agenda for the September 1988 ERIC Directors meeting a discussion of Level 3 documents. ERIC as a system needs to determine where it stands, particularly on philosophical differences about adding federally-funded or other fugitive documents to the ERIC database at Level 3. The question is whether such additions are helpful or frustrating to users.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A well balanced discussion of level 3 coverage will be put on the agenda for the September Directors meeting.

88-12 ACQUISITIONS - LABS/CENTERS

RECOMMENDATION: Regarding lab/center documents, include as OERI policy that (1) the Clearinghouses will continue to maintain contact with the labs and centers by mailing fiche of their documents directly to the submitter, and (2) the OERI Acquisitions Officer for ERIC (currently Nancy Krekeler) will acquire additional fiche from EDRS to send to the lab/center project officers at OERI. Incorporate these guidelines in the ERIC Processing Manual.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: Once a policy is approved for OERI, the details as they relate to
the Processing Manual will be prepared for inclusion into the Manual during the next revision.

88-13  ACQUISITIONS - NATIONAL DIFFUSION NETWORK

RECOMMENDATION: Incorporate into the responsibilities of the OERI Acquisition Officer for ERIC the assignment to acquire documents from NDN for inclusion in ERIC, including reports of demonstration projects and appropriate evaluation summaries.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: This will be taken into consideration in developing and implementing the policy on acquisitions. This topic should be discussed at the joint meeting of ERIC and NDN next fall.

88-14  ANNUAL NATIONAL TECHNICAL MEETING

RECOMMENDATION: Provide for 2 1/2 to 3-day annual tech meetings, in place of regional technical meetings. The rationale is that regional meetings do not allow for any decision-making as a system, and that the current geographic distribution of clearinghouses makes regional meetings very unbalanced (i.e., only 2 in the west). Annual national meetings could incorporate training and professional development skills, as well as tours of the Facility and EDRS, and general orientation for new staff.

CERIC ACTION: Approved.
Comment: We agree that regional technical meetings are no longer appropriate. All future technical meetings will be national for the duration of the current clearinghouse contracts. We will consider lengthening the 1989 meeting to permit time for professional training and contractor visits. All ERIC clearinghouses are funded to send two persons to technical meetings; sending other staff would be an allowable expenditure.

88-15  DIRECTORS/TECH MEETING SCHEDULING

RECOMMENDATION: Schedule the National Technical Meeting immediately prior to the ERIC Directors meeting, so that technical issues with policy implications can be brought to the attention of the directors at the joint session. When the tech meeting is last, there are questions and/or suggestions that are left unresolved.

CERIC ACTION: Disapproved.
Comment: This recommendation does not allow CERIC time for review and comment on issues raised at the technical meeting prior to further discussion at the Directors meeting. We feel this review is necessary and desirable. Throughout the year CERIC relies on the Technical Steering Committee to bring to its attention issues with policy implications.
TOPICAL TRAINING WORKSHOPS

RECOMMENDATION: Incorporate into the ERIC planning initiatives topic-specific training workshops for Clearinghouse staff. Each year could focus on a different issue (e.g., indexing, workshop presentations, acquisitions procedures, desktop publishing). These 1-2 day workshops could address in depth problems that arise from national technical meetings, and they could result in more uniform systemwide procedures or more idea sharing than is possible in a 2-hour session at a tech meeting. Central ERIC could investigate the possibility of getting outside funding for the workshops or of funding them as Clearinghouse special projects.

CERIC ACTION: Deferred.
Comment: We agree that training for system improvement is beneficial. We encourage the Technical Steering Committee to develop well-thoughtout agendas for maximum impact. We will include this activity in future budget requests and will also consider charging a fee.

OERI POLICY ON ERIC ATTRIBUTION

RECOMMENDATION: Request that OERI (perhaps via Sharon Horn) develop and distribute a collaborative policy that all OERI publications would include ERIC ED numbers and names/address of ERIC components when appropriate. (Recent publications such as What Works: Schools without Drugs and Becoming a Nation of Readers have not included such information.)

CERIC ACTION: Disapproved.
Comment: This is a wonderful idea but often we do not have the lead time or the manpower to carryout this activity. CERIC will attempt to work with as many authors as possible. Note: All OERI publications will now have on the back cover a statement about ERIC. This was implemented in the second printing of Becoming A Nation of Readers. Some ED publications, eg., Annual Evaluation Report, have always had this policy.

EDRS STARTER KIT

RECOMMENDATION: Ask EDRS to include in its new "ERIC Starter Kit" a sample "content" microfiche as well as sample fiche of RIE. An example might be a fiche of a Clearinghouse monograph or digest. Potential customers would get a better idea of exactly what is contained in the ERIC microfiche collection that are being asked to purchase.

CERIC ACTION: Approved; referred to EDRS.
Comment: EDRS has agreed to do this. New kits will include a sample fiche for RIE, What Works and a Digest.
NOTES ON THE CANADIAN EDUCATION THESAURUS

CET and CEI

An editorial advisory committee will be formed later this year by the Canadian Education Association. This committee will look at policies and content issues relative to the Canadian Education Index (CEI). It is expected that, coinciding with the preparation of a new volume in the fall of 1988, the Editors of CEI will adopt the Canadian Education Thesaurus (CET) as their new subject authority, in replacement of the existing Canadian Education Subject Headings (CanESH). This move will have conceptual and practical consequences for the end-user.

The respective characteristics of subject headings and descriptors are now well documented. While subject headings tend to combine (precoordinate) several concepts in a single phrase through subheadings and common subdivisions, descriptors represent a single concept. Subdivisions are not used with descriptors: if geographical or chronological precisions are needed, they are established as independent descriptors or as identifiers.

The use of a thesaurus as subject authority may affect the depth of indexing. Traditionally, few subject headings were assigned to a document. But indexers generally feel free to assign a larger number of specific descriptors to a single document, thus providing the end-user with more varied access points.

The larger number of access points to a document affects the print format of an index. An index based on subject headings usually consists of a single list with full bibliographic citation repeated under each appropriate heading. A print index based on a thesaurus consists of two sections: a full description of all indexed documents, and the index proper. Under each relevant descriptor, a short description only is given (e.g. Title), and a clear address, often a document number, leads the user to the full description.

PROGRESS REPORT

As of March 15, five broad classes have been developed: Language and Communication, Exceptionalities and Exceptional People, Cognitive Processes, Curriculum Subjects, and People in Education. One thousand two hundred fifty descriptors and non-descriptors have been identified. These descriptors will be put to the test in an indexing project that should begin shortly.

The scanning of the current literature in education continues, but few new words are added to the termbank, which still contains about 3000 candidate descriptors.

Several months ago, we requested a short extension of the project that would allow us to produce a usable version of CET. The final decision has not yet been made by the Council of Ministers of Education, but it seems likely that the project will be extended by a few months. Our target date for completion of a first version of CET would now be August 1988.
WE DID IT!

The first version of the bilingual Canadian Education Thesaurus is now ready to use for indexing and searching large or small collections of Canadian education literature. At this time, the thesaurus contains 5227 terms (2884 terms in English, 2343 terms in French). Of these terms, 4087 are full descriptors. 1850 terms appear in the Thesaurus of ERIC descriptors, 11th ed., and 709 French terms appear in the Thesaurus de descripteurs sur l'éducation (CADRE), 4e éd. Although the English and French terms were developed simultaneously, the thesaurus is presented as two separate alphabetical lists of terms which can be used independently.

WHAT NEXT?

The Council of Ministers of Education, Canada, undertook the development of CET for the benefit of the Canadian Education Association (CEA) and its Canadian Education Index (CEI). You may be aware that CEA has now signed an agreement with Micromedia Limited, a Toronto-based firm, for the production and publication of the index. Maintenance and public release of CET were part of this agreement. The thesaurus database, as well as a printed camera-ready copy of the thesaurus will be transferred to Micromedia on August 24.

Unfortunately, it seems that Micromedia does not intend to use CET as its subject authority for CEI in the near future. There is a strong possibility that the original version of CET which we are transferring will be reproduced and distributed sometime this fall. However, we have been given no details as to how, when, and by whom the thesaurus will be maintained.

As thesaurus development is an ongoing process, maintenance work on CET should begin as soon as possible. We strongly suggest that you forward your comments, suggestions, questions and requests for the thesaurus to Ms. Maureen Davis, CEI Editor, Micromedia Limited, 158 Pearl Street, Toronto, Ont. M5H 1L3, Tel. 416-593-5211. Ms. Davis will be happy to provide the most recent information relating to the future of CET.
### ABILITY

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<tr>
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<tr>
<td>052</td>
<td>Teaching Guides (For Teacher)</td>
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<tr>
<td>055</td>
<td>Non-Classroom Use(For Administrative &amp; Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)</td>
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<tr>
<td>060</td>
<td>HISTORICAL MATERIALS</td>
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<td>070</td>
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<td>ERIC Information Analysis Products (IAP's)</td>
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<td>LEGAL/LEGISLATIVE/REGULATORY MATERIALS</td>
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<td>AUDIOVISUAL/NON-PRINT MATERIALS</td>
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<td>Machine-Readable Data Files (MRDF)</td>
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Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (20 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
HOW TO USE THE
THESAURUS OF [ERIC®] DEScriptors
FOR AN EFFECTIVE ERIC SEARCH

FIRST....

1. Identify your specific topic, in your own terms.

2. "Translate" your topic into ERIC Descriptors (subject index terms). The Rotated Descriptor Display in the back of the Thesaurus may help you.

3. List the best Descriptors and locate them in the Alphabetical Descriptor Display (the main part of the Thesaurus).
   a. Read the Scope Notes (SN) for information on how ERIC uses the terms.
   b. Check the Broader Terms (BTs), Narrower Terms (NTs), and Related Terms (RTs) under your Descriptors and identify possible other Descriptors relevant to your topic.
   c. Make a list of other Descriptors that you might also use.
   d. Look up those Descriptors and repeat steps 3a-c.

4. Make a final list of the Descriptors most likely to have been used to represent your topic.

THEN....

FOR A MANUAL SEARCH: Look under your Descriptors in the Subject Index of Resources in Education (RIE) and Current Index to Journals in Education (CIJE) monthly and cumulative issues to find titles relevant to your search.

FOR A COMPUTER SEARCH: Follow the directions of your particular library or information retrieval system for a search of the ERIC database (all or any group of years).

NOTE: The Introduction to the Thesaurus contains information helpful to searchers on ERIC indexing rules, deleted and invalid Descriptors, and useful parts of the Descriptor entry, such as the date the term was added to the Thesaurus and the number of times it has been used.
## ERIC PRICE CODES

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ADD $0.16 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES)

ADD $1.94 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION THEREOF.
Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading, career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant 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 Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; personnel procedures; personnel factors; personnel selection; and the social context of educational organizations.

ERIC Clearinghouse on Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parent behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on Higher Education (HE)
George Washington University
One DuPont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on Information Resources (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communications: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for Junior Colleges (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.
## ERIC Fact Sheet

### I. Usage Statistics (Estimated)**

| A. Institutions in U.S. Providing Access to ERIC Products | 3,269 |
| B. Uses of ERIC Resources (Annually) | 2.7 million |
| C. ERIC Bibliographic Records Retrieved in Searches and Provided to Clients (Annually) | 30 million |
| D. Annual Expenditure by Institutions to Support Distribution of ERIC Resources to Users | $26 million |

### II. Database Building

#### A. Documents

1. Documents Evaluated Annually for Possible Addition to ERIC Database | 35,000 |
2. Documents Added to ERIC Database (Resources in Education file)
   - a. Monthly (Average) | 1,040 |
   - b. Annually (Current Level) | 12,500 |
   - c. To Date (1966 through December 1987) | 277,909 |

#### B. Journal Articles

1. Journal Titles Covered (i.e., analyzed for education-related articles) | 780 |
2. Journal Articles Added to ERIC Database (Current Index to Journals in Education file)
   - a. Monthly (Average) | 1,500 |
   - b. Annually (Current Level) | 18,000 |
   - c. To Date (1969 through December 1987) | 358,804 |

#### C. Total Accessions in ERIC Database (1966-1987) | 636,713 |

#### D. Organizations Contributing Documents to ERIC

1. Total to Date (1966-1987) | 30,000 |
2. Active Within Last Five Years | 12,000 |
3. Standing Acquisition Arrangements (Organizations Automatically Sending ERIC Their Documents) | 1,250 |

### III. Document Delivery

#### A. Microfiche Production Activity

1. Titles Microfiched
   - a. Monthly (per RIE issue) | 1,025 |
   - b. Annually | 12,250 |
2. Microfiche Cards per Title (Average) | 1.4 |
3. Microfiche Cards Delivered per Subscriber
   - a. Monthly (per RIE issue) | 1,435 |
   - b. Annually | 17,000 |

#### B. Sales Activity (from EDRS)

1. Standing Order Subscriptions for ERIC Microfiche | 750 |
2. Microfiche Cards Sold on Subscription (Annually) | 13,000,000 |
3. On-Demand Document Orders Processed Annually (Microfiche or Paper Copy) | 12,000 |

#### C. ERIC Microfiche Collections Open to Public Access

1. Domestic | 780 |
2. Foreign | 111 |
3. Total | 891 |

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*Many of the statistics reported here are constantly changing and therefore have been rounded.

IV. Publications
A. ERIC Clearinghouse Publications (all types) (1967-1987) 4,919
B. ERIC Digests (Highlights and syntheses of research findings on major topics)
   1. Total ERIC Digests (through 1987) 533
   2. ERIC Digests Available Online 350
C. Abstract Journals
   1. Subscriptions to Resources in Education (RIE) 2,000
   2. Subscriptions to Current Index to Journals in Education (CIJE) 1,800

V. User Services
A. Subscriptions to ERIC Magnetic Tapes 40
B. ERIC Information Service Providers
   1. Offering Access to ERIC Microfiche 891
   2. Offering Computer Searches of ERIC Files 500
C. Inquiries/Questions Answered Annually
   1. ERIC Facility 3,000
   2. Clearinghouses (16) 115,000

VI. Authority Lists
A. Thesaurus of ERIC Descriptors
   · Total Vocabulary Terms (as of 11th edition, 1987) 9,459
B. Identifier Authority List
   · Total Identifiers (as of June 1987) 41,149
C. Institutional Source Directory (Complete)
   · Organizations/Institutions Contributing Documents to the ERIC Database (as of March 1987) 29,647
D. Other Authority Lists
   a. Languages 168
   b. Geographic Locations 217
   c. Publication Types 38
   d. Government Levels 5
   e. Target Audiences 11
TARGET AUDIENCE

Educational documents and journal articles are sometimes written for particular audiences. ERIC currently identifies these audiences in a special "Target Audience" field (data element). The field is used when an author clearly specifies an intended audience; otherwise, it is left blank. For consistency, eleven (11) distinct audiences have been defined by ERIC, as follows:

- Policymakers
- Researchers
- Practitioners*
  - Administrators
  - Teachers
  - Counselors
  - Media Staff
  - Support Staff
- Students
- Parents
- Community

*Note: The ERIC computer system automatically adds the generic audience "Practitioners" to records cataloged by any of the five "practitioner" sub-categories.

Each of the major online retrieval vendors provides access to ERIC's "Target Audience" data, and computer searchers can employ this data to limit output and improve relevance. Each vendor provides access in a different way and has a different segment of records containing "Target Audience" data on its file. These differences are summarized below:

**DIALOG**
Access: Via the prefix "TA=", e.g., S TA=PRACTITIONERS
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (May75-Dec83, "Practitioners" and "Students" only).

**BRS**
Access: "Target Audience" data merged with Identifier data, e.g.:
IDENTIFIERS: Great Britain, West Indians, Caribbean.
TARGET AUDIENCE: Policymakers.
Searching must be done with this in mind, e.g.:
POLICYM A KERS.ID. AND (TARGET ADJ AUDIENCE).ID.
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (Nov83-Dec83, "Practitioners" and "Students" only).

**SDC**
Access: Via the suffix "/TG," e.g., PRACTITIONERS/TG
File Segment: RIE from Aug85; CIJE from Aug85.
ERIC Digests

ERIC Digests are:
- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover)

ERIC Digests Online (EDO) is:
- a full-text database containing the complete text of recent ERIC Digests
- a fast, accurate, and dependable source of directly usable and practical information for the educational community, including teachers, administrators, counselors, policymakers, and parents
- available on ED-LINE (an online news, information, and electronic mail system for educators and others interested in education) via THE SOURCE online information network
- accessed on THE SOURCE by entering "EDLINE ERIC," or, alternatively, via ED-LINE's main menu
- searchable either by general topical categories (menu items) or key words (ERIC Descriptors)
- an online bulletin board (via a "user notesspace"), allowing users to comment on the Digests or to read others' comments
- updated monthly, with at least 10 new Digests added each month
- approximately 190 Digests in size as of June 1987

How to Get Connected to EDO:
- Hardware/Software Needed
  - a terminal used to communicate with online services
  OR
  - a microcomputer, telephone line, modem, and communications software (directions on how to use specific hardware/software for online access can be found in the manufacturers' manuals)
- Subscription to ED-LINE
  For information on subscribing to ED-LINE, including membership in THE SOURCE, contact ED-LINE at the address or telephone listed on the verso. An ED-LINE subscription includes The Source Manual and a unique ID number and password to THE SOURCE. THE SOURCE gives ED-LINE subscribers a reduced hourly connect charge.
Searching EDO On-Line

- Sign on to THE SOURCE (see "Sign On" in The Source Manual)
- THE SOURCE menu appears
- At first prompt (:), type "Q"
- At "command level" prompt (→),
  a. Type "EDLINE," which takes you to ED-LINE's main menu; Select EDO from the menu
  OR
  b. Type "EDLINE ERIC" and go directly to EDO

- EDO main menu appears, as follows:
  1. Using ERIC Digests Online (EDO)
  2. Search for Digests by Menu Categories
  3. Search for Digests by Key Words
  4. New ERIC Digests
  5. User Notespace
  6. ERIC Information

Any item selected from the EDO main menu will guide you through a series of sub-menus to the information you need. Digests can be searched for by using ERIC Descriptors (main menu item 3) or by using topical categories (main menu item 2). The "New Digests" option (main menu item 4) lists just the new Digests added that month — about 10. The "User Notespace" (main menu item 5) provides a means for users to make comments on EDO, suggestions for new Digest topics, or comments on specific Digests; users can read the remarks in the notespace and/or add to them. The sub-menu of the "User Notespace" has an item labeled "Learn How to Use EDO User Notespace," which, when selected, prints out or displays a complete list, by Clearinghouse, of the ERIC Digests currently on the EDO file. Users not yet signed up with ED-LINE and THE SOURCE can obtain this list by contacting EDO at the address/telephone number provided below.

At any menu (numbered group of categories), a category is chosen by entering its number at the prompt (:). At any prompt, typing ".P" returns you to the previous menu; ".M" returns you to EDO's main menu; ".Q" leaves EDO and returns you to ED-LINE's main menu. Pressing the Return key at any prompt displays the particular list of options available at that prompt.

Typing "Q" at the prompt following ED-LINE's main menu returns you to a "command level" prompt (→), at which time you can proceed with a session on THE SOURCE or enter "OFF" to disconnect. Or, you can enter the appropriate number from the ED-LINE menu that will disconnect you from both ED-LINE and THE SOURCE.

For information on how to subscribe to ED-LINE, contact:

ED-LINE
National School Public Relations
Association (NSPRA)
1501 Lee Highway
Arlington, VA 22209
Telephone: (703) 528-5840

For more information about EDO, including a current list of titles, contact:

ERIC DIGESTS ONLINE (EDO)
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (217) 333-1386
ERIC Digests

(A Complete List of All ERIC Digests to Date, Arranged by Clearinghouse)

ERIC Digests are:
- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education

Available
1. In original printed form directly from the producing Clearinghouse (see list with addresses below). Free as long as supply lasts.
2. In reproduced paper copy or microfiche from the ERIC Document Reproduction Service (EDRS) (See address below). Use the "ED" number when ordering. Paper copy = $1.94, Microfiche = $0.82.
3. For consultation in ERIC microfiche collections at over 750 locations. Call a Clearinghouse or the ERIC Facility for the location geographically closest to you.

ERIC Clearinghouses

Information Resources
Syracuse University
School of Education
Huntington Hall, Room 030
Syracuse, New York 13210
Telephone: (315) 443-3640

Junior Colleges
University of California
Math Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 329-9551

Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 333-1386

Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 292-5777

Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405
Telephone: (812) 335-3838

Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

Tests, Measurement, and Evaluation
Educational Testing Service (ETS)
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 734-5176

Urban Education
Teachers College, Columbia University
Box 40
525 West 120th Street
New York, New York 10027
Telephone: (212) 678-3433

ERIC Support Organizations

ERIC Processing and Reference Facility
OFL, Inc., Information Systems
4350 East-West Highway, Suite 100
Bethesda, MD 20814
Telephone: (301) 656-9723

ERIC Document Reproduction Service (EDRS)
Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304
Telephone: (703) 823-3742

ERIC Clearinghouses

Adulthood, Career, and Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Educational Management
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
Telephone: (503) 686-5043

Elementary and Early Childhood Education
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801
Telephone: (217) 333-1386

Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3600

Higher Education
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597
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Choosing Software for Children (1986) (ED 267 914) (PS)
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<tr>
<td><strong>Government Programs and Publications (information about)</strong></td>
<td>(301) 656-9723 (Maryland)</td>
</tr>
<tr>
<td>- Office of Educational Research and Improvement (OERI)</td>
<td>(301) 656-9723 (Maryland)</td>
</tr>
<tr>
<td>- Educational Resources Information Center (Central Office)</td>
<td>(202) 357-6289 (DC)</td>
</tr>
<tr>
<td><strong>Magnetic Tapes (ERIC on tape)</strong></td>
<td>ERIC Processing and Reference Facility</td>
</tr>
<tr>
<td><strong>Microfiche Subscriptions</strong></td>
<td>(301) 656-9723 (Maryland)</td>
</tr>
<tr>
<td><strong>Online Access to ERIC (ERIC online)</strong></td>
<td>ERIC Clearinghouse on Elementary and Early Childhood (PS)</td>
</tr>
<tr>
<td><strong>Question-Answering (in specialized subject matter areas)</strong></td>
<td>(217) 333-1386 (Illinois)</td>
</tr>
<tr>
<td><strong>Statistics (education statistics)</strong></td>
<td>ERIC Clearinghouse on Elementary and Early Childhood (PS)</td>
</tr>
<tr>
<td><strong>Submitting Documents to ERIC (for consideration)</strong></td>
<td>(217) 333-1386 (Illinois)</td>
</tr>
<tr>
<td><strong>Thesaurus of ERIC Descriptors</strong></td>
<td>ERIC Processing and Reference Facility</td>
</tr>
</tbody>
</table>
FIRST SCREEN

Smartcom II

1. Begin Communication
2. Edit Set
3. Select File Command
   A,B,C,D - Change Drive
Enter Selection: 1

Smartcom II

Hayes Microcomputer Products, Inc.

- Receive File
- .Send File
- .Select Remote Access
6. Change Configuration
7. Change Printer Status
8. Display Disk Directory
9. End Communication/Program

Press F2 For Help
Press F1 To Return On-Line

Dials or answers phone with Smartmodem

[USER SELETS OPTION 1 TO BEGIN COMMUNICATION]

SECOND SCREEN

Smartcom II

Hayes Microcomputer Products, Inc.

1. Begin Communication
2. Edit Set
3. Select File Command
   A,B,C,D - Change Drive
Enter Selection: 1
Enter Label: Z

Communication Directory:

A - CompuServe Direct
B - CompuServe Telenet
C - CompuServe Tymnet
D - DJN/R Telenet
E - DJN/R Tymnet
F - DJN/R UNINET
G - KNOWLEDGE INDEX Tel
H - KNOWLEDGE INDEX Tym
I - MCI Mail
J - OAG EE Telenet
K - OAG EE Tymnet
L - OAG EE UNINET
M - THE SOURCE Direct
N - THE SOURCE Telenet
O - THE SOURCE UNINET
P - Transet Mailbox
Q -
R -
S - CompuServe Datapac
T - DJN/R Datapac
U - KNOWLEDGE INDEX Data
V - OAG EE Datapac
W - THE SOURCE Datapac
X - TEST SET
Y - REMOTE ACCESS
Z - Standard Values

USER TYPES: ORIGINATES TRANSMISSION

Press F2 For Help

Originate, A(nswer, D(ata: O
(301) 656-5558

THE SOURCE Direct
THE SOURCE Telenet
THE SOURCE UNINET
Transet Mailbox

USER TYPES: PHONE NUMBER FOR MULTILINK DIALING

EAB-8/9, 1988
THIRD SCREEN

10:20 am Tuesday September 13, 1988

MLBBS Version 1.74 (C) 1983, 1984 The Software Link, Inc.
Connected 09-13-1988 10:27:04
Welcome to the ERIC Network MultiLink Bulletin Board!
Use CTRL-S to pause a listing; any other key to abort.
NOTE CAREFULLY THAT ALL COMMANDS MUST BEGIN WITH A PERIOD!
* * TYPE .NEW FOR ERIC NETWORK NEWS RELEASES ***
Please enter your first and last name: Elizabeth Pugh
Your name is ELIZABETH PUGH. Is that correct? y
Thank you, Elizabeth. Please stand by...
Checking user file...

? 

(USER TYPES:
PERSONAL PASSWORD,
(IT WILL NOT APPEAR ON THE SCREEN.))

EAB-8/9, 1988
Dear Ted,

As you know we have been holding up progress reports on the Index online service until we had something definite to report. We have now received a letter from Dona Holloway saying that they intend to make our database available for public use from June 1988. Our complete files will be put up for experimental use as soon as we can get them into the hands of DIALOG, and Phil Sheffield will be attending to this in the near future. DIALOG appears to have had a certain amount of trouble (some of it their own making) in putting together files from three different origins, and making allowance for certain local practices, which is understandable enough. However it would appear that they have done this at last. We have no details of the service yet, but we will forward all information to you as soon as it becomes available.

We have scheduled publication of British Education Thesaurus (BET) for the first week of July, and we will forward a copy to each member of the InterEd Group as soon it is ready. We hope for a volume of c.400 pages containing the alphabetical listing of descriptors together with the rotated display, and we will price it at about £40-00 (postage included). Joan Marder has a deadline of mid-March for final adjustments, so she will have her hands full for the next few weeks.

Best wishes to all,

[Signature]

Ted Brandhorst
Director
ERIC Processing and Reference Facility
cc Elizabeth Oley
Maureen Davis
Joan Marder
Phil Sheffield
BRITISH EDUCATION INDEX Online in August

This month you will have access to a new international education resource on DIALOG when BRITISH EDUCATION INDEX (File 121) goes online. All aspects and fields of education from preschool to adult and higher education are represented in the database. The file consists of two subfiles: British Education Index (BEI) contains bibliographic references to significant journal literature relating to education and the teaching of curricular subjects, and British Education Theses Index (BETI) contains citations for theses relevant to education that have been accepted and deposited at U.K. and Irish universities and polytechnic institutions. (About 20 percent of the records are from the BETI subfile.) BEI corresponds to the printed British Education Index, and BETI to the microfiche British Education Theses Index.

BEI is produced by the University of Leeds, which assumed responsibility for the data from the British Library in 1986. BETI is produced by the Librarians of Institutes and Schools of Education. Data for the BEI subfile come from over 250 English-language periodicals published in the British Isles and from certain internationally published periodicals. The broad subject and geographical coverage of the indexed literature ranges from topics such as the cost-effectiveness of educational radio in Nepal to teacher education in England and Wales.

Uses. Records in BRITISH EDUCATION INDEX have applications to educational research, curriculum planning and evaluation, educational management, professional development, and many other education-related areas. The following is a sampling of the varied specialty fields available for searching in the file:

- Teacher appraisal
- Computers in education
- Peer teaching
- Teacher education
- Special education needs
- Second language learning
- Multicultural education
- University admission criteria
- Community education

Search Highlights. Both BEI and BETI records may be searched together, or a search may be restricted to one of the subfiles. To specify results from the BEI subfile, select terms or set numbers with the /NOTHESES suffix; for records from only the BETI subfile, use the /THESES suffix, e.g.,

?SELECT PHYSICAL(W)EDUCATION/ THESES

Each of the subfiles can also be specified with the Subfile (SF=) prefix; both abbreviations (REI and RETI) and full names are indexed, e.g.,

?SELECT PHYSICAL(W)EDUCATION AND SF=BRITISH EDUCATION INDEX

Subject access is available with descriptors (IDE), which are indexed by individual words and by complete phrases. Another form of subject indexing is identifiers (FID), which are noncontrolled (not from a predetermined vocabulary list) terms such as country names cited in the record or other subject terminology.

Figure 9 is a sample record from BRITISH EDUCATION INDEX.

Details. BRITISH EDUCATION INDEX begins with approximately 46,000 records, of which approximately 70,000 records are in the British Education Index subfile from 1976 forward, and 9,000 records are in the British Education Theses Index from 1950 forward. The BETI subfile will be updated quarterly with approximately 1,000 records per update; BETI will be updated annually with about 1,000 records per year. The price for searching the file is $0.75 per minute ($45 per hour) and $0.25 per full record TYPED, DISPLAYED, or PRINTED. The file will be available through the Classroom Instruction Program. It is being added to the EDUCAT (Education), INFOSCI (Library and Information Science), LANGUAGE (Language and Linguistics), PSYCH (Psychology), and SCOSCI (Social Science) categories for use with DIALOG and OneSearch. A Bluesheet for File 121 is included with this month's CHRONOLOG.
BRITISH EDUCATION INDEX

FILE DESCRIPTION

BRITISH EDUCATION INDEX (BEI) is the database equivalent of the printed British Education Index (BEI) and the microfiche British Education Theses Index (BETI). BEI contains the subject descriptions of, and bibliographic references to, significant journal literature relating to education and the teaching of curricular subjects, while BETI similarly indexes thesis literature. The files form part of ERIC International, a cluster of educational databases comprising the British, Australian, and Canadian education indexes.

SUBJECT COVERAGE

The database covers all aspects and fields of education from preschool to adult and higher education, normally qualified by age or educational levels. The range of interests within indexed journals results in broad subject and geographical coverage. Among the more popular, general indexing terms are the following:

- Cognitive Development
- Computer Assisted Learning
- Curriculum
- Educational Policy
- Educational Psychology
- Educational Technology
- English (Second Language)
- Language Acquisition
- Management in Education
- Multicultural Education
- Physical Education
- Science Education
- Special Educational Needs
- Teacher Education

SOURCES

BEI attempts to list every significant article of permanent educational interest appearing in over 250 English-language periodicals published in the British Isles and in certain internationally published periodicals. The number of journals and the type of literature indexed are subject to constant evaluation and expansion. BETI records all theses relevant to education accepted and deposited at UK and Irish universities and polytechnics.

DIALOG FILE DATA

Inclusive Dates: BEI: 1976 to the present
BETI: 1950 to the present

Update Frequency: BEI: Quarterly (approximately 1,000 records per quarter)
BETI: Annually (approximately 1,000 records per year)

File Size: 46,000 records as of July 1988

ORIGIN

BEI is produced by the University of Leeds, which assumed responsibility for the data from the British Library in 1986. BETI is produced by the librarians of institutes and schools of education.

Questions concerning file content should be directed to:

The Editor
British Education Index
The Brotherton Library
The University of Leeds
Leeds LS2 9JT
United Kingdom

Telephone: 0532-431751
Telex: 556473 UNILDS G

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### SAMPLE RECORDS

#### BEI RECORD

**DIALOG Accession Number**

00132522

**SUBFILE:** British Education Index (BEI)

**SF:**

Introducing computer-based learning

**AU:** Laurillard Diana

**JN:** Open Learning; Vol.1, no.1: Feb 86

**PUBLICATION YEAR(S):** 1986

**PHYSICAL DESCRIPTION:** p10-12

**LA:** English

**COUNTRY OF PUBLICATION:** England

**INT:** Adult Education

**DESCRIPTORS:**

Industry and Education; Computer Assisted Learning; Teaching Methods

---

#### BETI (THESIS) RECORD

**DIALOG Accession Number**

00008551

**SUBFILE:** British Education Theses Index (BETI)

**SF:**

Children's use of context in reading

**AU:** Potter F.H.

**Thesis (Ph.D.) - Leicester, 1982**

**PUBLICATION YEAR(S):** 1982

**DESCRIPTORS:**

Reading - Research; Reading - Tests and Scales

---

### SEARCH OPTIONS

#### BASIC INDEX

<table>
<thead>
<tr>
<th>SEARCH SUFFIX</th>
<th>DISPLAY CODE</th>
<th>FIELD NAME</th>
<th>INDEXING</th>
<th>SELECT EXAMPLES</th>
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<tbody>
<tr>
<td>/DE</td>
<td>DE</td>
<td>Descriptor</td>
<td>Word &amp; Phrase</td>
<td>S TEACHING(W)METHODS/DE</td>
</tr>
<tr>
<td>/ID</td>
<td>ID</td>
<td>Identifier</td>
<td>Word &amp; Phrase</td>
<td>S COMPUTER ASSISTED LEARNING/DE</td>
</tr>
<tr>
<td>/NA</td>
<td>NA</td>
<td>Named Person</td>
<td>Word</td>
<td>S PROFICIENCY(W)TEST/ID</td>
</tr>
<tr>
<td>/INT</td>
<td>NT</td>
<td>Note</td>
<td>Word</td>
<td>S RASCH MODEL/ID</td>
</tr>
<tr>
<td>/TI</td>
<td>TI</td>
<td>Title</td>
<td>Word</td>
<td>S AKROYD(W)EDWARD/NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S ADULT(W)EDUCATION/NT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S COMPUTER(W)BASED(W)LEARNING/TI</td>
</tr>
</tbody>
</table>

*If no suffix is specified all Basic Index fields are searched.

1 Also /DF.
2 Also /ID.
3 Also searchable using NA=.

(August 1988)
BRITISH EDUCATION INDEX
DIALOG FILE 121
(FILE 121
(August 1988)

ADDITIONAL INDEXES

<table>
<thead>
<tr>
<th>SEARCH PREFIX</th>
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<td>AN</td>
<td>DIALOG Accession Number</td>
<td></td>
<td>S AU=LAURILLARD DIANA?</td>
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<tr>
<td>AU=</td>
<td>AU</td>
<td>Author</td>
<td>Phrase</td>
<td>S AU=LAURILLARD DIANA?</td>
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<tr>
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<td>International Standard Book</td>
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<td>Phrase</td>
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<tr>
<td>CP=</td>
<td>CP</td>
<td>Country of Publication</td>
<td>Word &amp; Phrase</td>
<td>S CP=ENGLAND, S CP=GERMANY, WEST</td>
</tr>
<tr>
<td>CS=</td>
<td>CS</td>
<td>Corporate Source</td>
<td>Word</td>
<td>S CS=(ADULT(W)EDUCATION(W)INSTITUTE)</td>
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<tr>
<td>CT=</td>
<td>CT</td>
<td>Conference Title</td>
<td>Word</td>
<td>S CT=(INTERNATIONAL(W)HEALTH(W)EXHIBITIC:1)</td>
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<td>Word</td>
<td>S ED=YOUTH</td>
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<tr>
<td>__</td>
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<td>Phrase</td>
<td>S FN=OPEN LEARNING</td>
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<td>Phrase</td>
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<td>Phrase</td>
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<tr>
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<td>NA</td>
<td>Named Person4</td>
<td>Phrase</td>
<td>S NA=ARNOLD MATTHEW?</td>
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<tr>
<td>PU=</td>
<td>PU</td>
<td>Place of Publication, Name of Publisher</td>
<td>Word</td>
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<tr>
<td>PY=</td>
<td>PY</td>
<td>Publication Year</td>
<td>Phrase</td>
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<td>SF=</td>
<td>SF</td>
<td>Subtitle</td>
<td>Phrase</td>
<td>S SF=BEI</td>
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<td>Source5</td>
<td>Phrase</td>
<td>S SO=BEI</td>
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<tr>
<td>SN=</td>
<td>SN</td>
<td>International Standard Serial Number (ISSN)</td>
<td>Phrase</td>
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<td>UD=</td>
<td>__</td>
<td>Update</td>
<td>Phrase</td>
<td>S UD=9999</td>
</tr>
</tbody>
</table>

4 Also searchable using /NA.
5 Display varies according to document type.

LIMITING
Sets and terms may be limited by Basic Index suffixes, i.e., /DE, /DF, /ID, /IF, /NA, /NT, /T1, e.g., S S3/T1, as well as by the features listed below:

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>FIELD NAME</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>DIALOG Accession Number</td>
<td>S S3/00013247-99999999</td>
</tr>
<tr>
<td>/THESSES</td>
<td>Theses (BET1) records</td>
<td>S S5/1986:1988</td>
</tr>
<tr>
<td>/NOTHESES</td>
<td>Non-theses (BEI) records</td>
<td>S S7/THESSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SORTING
SORTABLE FIELDS

<table>
<thead>
<tr>
<th>Online (SORT) and offline (PRINT)</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN, AU, JN, PY, TI</td>
<td>SORT S5/ALL/AU/PY,D</td>
</tr>
<tr>
<td></td>
<td>PRINT S7/5/ALL/AU/TI</td>
</tr>
</tbody>
</table>

OUTPUT OPTIONS

USER-DEFINED FORMAT OPTIONS
User-defined formats may be specified using the display codes indicated in the Search Options tables, e.g., TYPE S3/AU,T1,SO/1-5.

PRE-DEFINED FORMAT OPTIONS

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>RECORD CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Format 1</td>
<td>DIALOG Accession Number</td>
</tr>
<tr>
<td>Format 2</td>
<td>Full Record</td>
</tr>
<tr>
<td>Format 3</td>
<td>Bibliographic Citation</td>
</tr>
<tr>
<td>Format 4</td>
<td>Title</td>
</tr>
<tr>
<td>Format 5</td>
<td>Title and Indexing</td>
</tr>
<tr>
<td>Format K</td>
<td>KWIC (Key Word In Context) displays a window of text: may be used by itself or with another format</td>
</tr>
</tbody>
</table>

DIRECT RECORD ACCESS

<table>
<thead>
<tr>
<th>FIELD NAME</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIALOG Accession Number</td>
<td>TYPE 00132522/5</td>
</tr>
<tr>
<td></td>
<td>DISPLAY 00008795/AU,T1</td>
</tr>
<tr>
<td></td>
<td>PRINT 00122644/5</td>
</tr>
</tbody>
</table>

**TAG** may be used for tagged fields, e.g., TYPE S3/3,DE/1-5 **TAG**.
Dear Inter-Ed

Humble apologies for the long deep silence from Canada on the CEI and our Database Project. I have been hoping to be able to write to you with some resolution of our attempts to get on-line for over a year, but that goal has been very elusive -- until recently. We finally have a rather unexpected conclusion to what has been a five-year project!

We have had an offer from Micromedia Ltd., a small commercial Canadian database producer, to take over the Canadian Education Index and the Directory of Education Studies in Canada. Micromedia is well-known in Canada for its corner on the Canadian information market in that they already produce the Canadian Business Index, Canadian News Index, Canadian Statistics Index, Canadian Magazine Index, and Microlog (government documents). And now, they will be adding the Canadian Education Index to this list.

The last several months have been spent negotiating a transfer agreement with them which is to go into effect on August 1, 1988. I will be going to Micromedia as CEI Editor to assist in the transition.

The essential ingredients of the transfer agreement are:

1) Micromedia will catch up the backlog of CEI indexing (now about 1½ yrs.) within one year of the transfer.

2) Micromedia will offer the database to several on-line vendors. DIALOG has already indicated an interest, and attempts will be made to place the database on a vendor system offering French language access to users.

3) Micromedia will use the bilingual Canadian Education Thesaurus (draft to be ready Sept. 1st 1988) as the indexing authority for CEI data as soon as it can be applied to the beginning of an annual volume. Unfortunately, due to the way Micromedia will be tackling the backlog, it will be mid 1989 before the CET becomes the functioning authority for CEI data. Furthermore, under our agreement, Micromedia isn't obligated to publish for distribution the first edition of the CET until the first cumulation it supports is in print (mid 1990).
4) Micromedia will continue to produce a print product.

5) Micromedia will incorporate the Directory of Education Studies in Canada (principally graduate theses in education) into the Canadian Education Index and discontinue the Directory as a separate title.

6) Micromedia will offer document delivery for as many CEI database materials as they have copyright clearance to reproduce.

7) Brief annotations will be introduced for all database materials (except book reviews) once the backlog has been eliminated.

8) Micromedia will introduce a CEI CD-ROM product within about two years of the transfer.

9) Micromedia would like the Canadian Education Association to use its contacts to encourage the continued co-operation of the education community with Micromedia as the new publisher of CEI.

10) An Editorial Advisory Committee (max. 9 individuals) will be selected by the CEA to advise both CEA and Micromedia on issues relating to the quality and content of, and access to, CEI data.

   These terms will accomplish all of the aspirations (and more) that we had for CEI under the Database Project, as well as eliminating the oppressive backlog that has developed because of the project.

   We had certainly never expected to be transferring the Index and Directory to another organization as part of the project, let alone to a commercial interest. Briefly, I'll describe how this came about.

   A report had been put before the CEA Board last September proposing that we produce the Index in-house on a microcomputer system. The estimates suggested that this would cost in the environs of $250,000 per year (the first year would be slightly more because of equipment acquisitions). The prospect of raising this kind of money, and on an on-going basis, was never that encouraging, especially given the politics, in Canada, of a national project in an area that is constitutionally provincial. However, we began to make contact with pertinent funding programs and to draft letters.

   Late in 1987, three commercial database producers, who had been aware of our project for some time, approached the Association with proposals. Two of these offers were straight fee-for-service arrangements which would still have required the Association to secure substantial annual funding to cover the fees. Micromedia, the third firm, offered to take over the CEI at no cost to the Association.

   Given the backlog problem, the anticipated struggle for adequate funds, and sheer project fatigue (from five years of the Database Project), Micromedia's offer was a welcome one. Micromedia will be making a substantial investment in the CEI. It is expected to operate at a loss for a time following the transfer, but Micromedia feels they can bring the CEI up to self-sufficiency.
I'm quite optimistic that the transfer to Micromedia could be advantageous for Inter-Ed. Micromedia is the (contractual) DIALOG customer service representative for Canada, and they already have a file on the DIALOG system - Canadian Business and Current Affairs - which is a combination of two of their print indexes. As added encouragement, we wrote Inter-Ed into our agreement with Micromedia:

"As producer of the CEI, Micromedia will continue to participate in the information-sharing and development initiatives undertaken by the Inter-Ed group, comprising of the American ERIC system, the British Education Index, CEI and the Australian Education Index."

Micromedia plans to have our retrospective data converted to an intermediate file format by June 1989. At that time (if not before), they will begin to offer the file to vendors. I know Micromedia will be interested to know, in this regard, if "International ERIC" is still a possibility - otherwise the CEI will probably be subfiled under a Micromedia database.

Since our initial meeting, we've all been rather absorbed with our various evaluations, thesauri, database mountings, on-line projects and new services. Do you think there might be scope in 1989 to reconsider comparing our field-by-field coding idiosyncracies toward some common ground?

Sorry I've been poor about communicating, but at long last there's something to say.

Yours truly

Maureen Davis
Index Editor

P.S. My future address is:

Maureen Davis
CEI Editor
Micromedia Ltd.
158 Pearl St.
Toronto, Ont.
Canada M5H 1L3
(416) 593-5211
August 15, 1988

CIJE SOURCE JOURNAL UPDATE
SEP88

Additions

EA  Journal of Curriculum and Supervision
IR  Library Administration & Management
IR  Information Management Review
IR  RSR Reference Services Review
TM  Applied Psychological Measurement
SE  Journal of Agronomic Education (JAE)
SE  Children and Animals
UD  Sage: A Scholarly Journal on Black Women

Deletions:

EA  Administrator's Notebook
EA  American School and University
EA  Canadian Administrator
EA  Government Union Review
EA  Independent School
EA  Issues in Education
EA  Journal of Educational Administration and History
EA  Journal of Educational Public Relations
UD  Child and Youth Services
UD  Journal of Educational Equity and Leadership
IR  Perspectives in Computing
SE  Aerospace
SE  Alternatives
SE  Conservationist
SE  Geotimes
SE  High School Journal
SF  Impact of Science on Society
SE  National Wildlife
SE  Professional Engineer
SE  SASTA Journal
SE  Sea Frontiers
SE  Studies in Science Education

Telephone: (602) 254-6156  Telex: 910-951-1333  Cable Address: ORYXPHX  Alanet: ALA 0978  Source: BCJ 387
NAME CHANGES

IR Top of the News to Journal of Youth Services in Libraries

There was some discussion at the Tech meeting about including the dates of coverage for each journal in the Source Journal Index. However, there is still some question as to exactly what date information should be included and why. --Should the first journal date (volume and number, etc.) be used or should the date when a clearinghouse began indexing the journal be used? And to whom will this information be useful and why?

If you have any ideas about this matter, please let me know.

Hagin Kinzie
CIJE Coordinator
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### A. Duplicates (8)*

1. **Resubmission of Clearinghouses Own Input (2)**

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2. **Duplicates Appearing in RIE Three Months or More Ago (2)**

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3. **Duplicates Appearing in March, April, May (3)**

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*Included in count: SO 018 815 duplicate of EJ 269 218-229 (JAN83 CIJE)

4. **Total Duplicates for 1988 through Latest Issue = 46**

### B. Removes (2)

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**RIEMAY88**

**REMOVE LIST (48)**
### C. Delays (38)

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TM (14 documents, week 4)
## RIE Input by Clearinghouse (RIEJUN88)

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RIEJUN88
REMOVE LIST (58)

A. Duplicates (7)

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2. Duplicates Appearing in RIE Three Months or More Ago (1)

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3. Duplicates Appearing in April, May, June (1)

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4. Total Duplicates for 1988 through Latest Issue = 53

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CG 020 482-490

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CS 009 008
CS 211 006
CS 211 025
CS 211 029

EC 201 770

HE 021 139

JC 880 045-052
JC 880 053-056

PS 016 672
PS 017 127

RC 016 547
RC 016 548
RC 016 553
RC 016 554

SO 018 070
SO 018 363
SO 018 365
SO 018 444
SO 018 519
SO 018 807
SO 018 839
SO 019 045

SP 029 825

UD 025 986
UD 026 014

Delayed/Moved to

Delayed - Processing problem
Delayed - Documents in a series need to be re-arranged and new abstracts prepared
Delayed - Abstract problem
" - "
" - Large portion of document not reproducible
" - Processing problem
" - Level 3 availability information needed
Delayed - Serial, non-theme issue
Delayed - Missing pages
Delayed - Serial
" - "
Delayed - Pagination problem (packets)
" - Cataloging problem
Delayed - To ensure input for RC while contract being resolved
Delayed - Cataloging problem
Moved to May
Moved to May
Delayed - Journal article; processing problem
Delayed - Documentation needed for journal " - " for Level 3
Delayed - Processing problem
" - "
Moved to July
Delayed - Abstract problem
Moved to July
## RIE Input by Clearinghouse (RIEJUL88)

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<td><strong>1,201</strong></td>
<td><strong>+7</strong></td>
<td><strong>-164</strong></td>
<td><strong>-11</strong></td>
<td><strong>= 1,033</strong></td>
<td><strong>6,907</strong></td>
</tr>
</tbody>
</table>

*Includes transfers to August from week 5*
### A. Duplicates (8)

1. **Resubmission of Clearinghouses Own Input (3)**

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 021 125</td>
<td>ED 253 122/HE 017 764</td>
<td>JUN85</td>
<td>FAC</td>
</tr>
<tr>
<td>JC 880 134</td>
<td>ED 282 613/JC 870 267</td>
<td>OCT87</td>
<td>FAC</td>
</tr>
<tr>
<td>SO 018 834</td>
<td>ED 174 553/SO 011 901</td>
<td>DEC79</td>
<td>FAC</td>
</tr>
</tbody>
</table>

2. **Duplicates Appearing in RIE Three Months or More Ago (3)**

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO 018 562</td>
<td>ED 286 291/EA 019 696</td>
<td>FEB88</td>
<td>FAC</td>
</tr>
<tr>
<td>SO 018 575</td>
<td>ED 286 713/SE 048 371</td>
<td>FEB88</td>
<td>FAC</td>
</tr>
<tr>
<td>TM 011 121</td>
<td>ED 288 871/SP 029 671</td>
<td>APR88</td>
<td>FAC</td>
</tr>
</tbody>
</table>

3. **Duplicates Appearing in May, June, July (2)**

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 049 505</td>
<td>ED 289 946/UD 025 960</td>
<td>MAY88</td>
<td>FAC</td>
</tr>
<tr>
<td>UD 026 026</td>
<td>ED 291 679/SP 029 775</td>
<td>JUL88</td>
<td>FAC</td>
</tr>
</tbody>
</table>

4. **Total Duplicates for 1988 through Latest Issue = 61**

### B. Removes (3)

<table>
<thead>
<tr>
<th>Accession Removed</th>
<th>Reason for Removal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 009 027</td>
<td>Overlay of an earlier record</td>
</tr>
<tr>
<td>CS 506 030</td>
<td>Overlay of a June record</td>
</tr>
<tr>
<td>SO 018 231</td>
<td>Combined with SO 018 230</td>
</tr>
</tbody>
</table>
### C. Delays (18)*

<table>
<thead>
<tr>
<th>Accession Removed</th>
<th>Delayed/Moved to</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 049 517</td>
<td>Delayed - Processing problem</td>
</tr>
<tr>
<td>CS 211 021</td>
<td>Delayed - Related document in August</td>
</tr>
<tr>
<td>CS 211 024</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>CS 506 001</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>EC 201 798</td>
<td>Delayed - Parts missing from document</td>
</tr>
<tr>
<td>EC 201 799</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>EC 201 988</td>
<td>&quot; - Better copy needed</td>
</tr>
<tr>
<td>EC 201 989</td>
<td>&quot; - Digest of publication not yet published</td>
</tr>
<tr>
<td>FL 017 161</td>
<td>Delayed - Processing problem</td>
</tr>
<tr>
<td>FL 017 166</td>
<td>&quot; - Information needed</td>
</tr>
<tr>
<td>IR 052 293</td>
<td>Delayed - Pagination problem-oversize chart</td>
</tr>
<tr>
<td>FS 017 203</td>
<td>Delayed - Processing problem</td>
</tr>
<tr>
<td>SE 048 944</td>
<td>Delayed - Abstract problem</td>
</tr>
<tr>
<td>SP 029 895</td>
<td>Delayed - Reproducibility poor</td>
</tr>
<tr>
<td>SP 029 926</td>
<td>&quot; - Clearance problem</td>
</tr>
<tr>
<td>TM 011 102</td>
<td>Delayed - Several unrelated documents combined into one document; document needs to be separated</td>
</tr>
<tr>
<td>TM 011 115</td>
<td>Delayed - One page not reproducible</td>
</tr>
<tr>
<td>UD 025 752</td>
<td>Delayed - Processing problem</td>
</tr>
</tbody>
</table>

*To adjust issue size, input(128) for the following Clearinghouses from the shipment of April 29, 1988 for July, Week 5, was transferred to August:

- CS 28
- EA 6
- EC 14
- FL 11
- SE 21
- SO 16
- TM 20
- UD 12

In addition three shipments (18 documents) from RC/New Mexico were delayed for future issues while contract being resolved.
<table>
<thead>
<tr>
<th>CH</th>
<th>RECEIVED</th>
<th>TRANSFERRED IN FROM PREVIOUS ISSUES</th>
<th>TRANSFERRED OUT TO OTHER ISSUES OR DELAYED</th>
<th>REMOVED (UPS, ETC.)</th>
<th>NET TOTAL TO RIE THIS ISSUE</th>
<th>GRAND TOTAL TO RIE YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>115</td>
</tr>
<tr>
<td>CE</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>115</td>
</tr>
<tr>
<td>CS</td>
<td>88</td>
<td>72</td>
<td>9</td>
<td>9</td>
<td>72</td>
<td>9</td>
</tr>
<tr>
<td>ES</td>
<td>46</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>EL</td>
<td>62</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>HE</td>
<td>79</td>
<td>39</td>
<td>1</td>
<td>1</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>JF</td>
<td>53</td>
<td>29</td>
<td>3</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>FE</td>
<td>44</td>
<td>19</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>RE</td>
<td>58</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>SC</td>
<td>57</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>SE</td>
<td>25</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>TM</td>
<td>62</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>TF</td>
<td>53</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>UD</td>
<td>42</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>+146</strong>*</td>
<td>1,043</td>
<td>1,081</td>
</tr>
</tbody>
</table>

*Includes transfers from July, week 5
A. Duplicates (7)

1. Resubmission of Clearinghouses Own Input (4)

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO 018 696</td>
<td>ED 271 383/SO 017 355</td>
<td>NOV86</td>
<td>FAC</td>
</tr>
<tr>
<td>SO 019 055</td>
<td>ED 277 620/SO 017 766</td>
<td>MAY87</td>
<td>FAC</td>
</tr>
<tr>
<td>TM 011 224</td>
<td>ED 287 882/TM 870 639</td>
<td>MAR88</td>
<td>FAC</td>
</tr>
<tr>
<td>TM 011 244</td>
<td>ED 287 884/TM 870 643</td>
<td>MAR88</td>
<td>FAC</td>
</tr>
</tbody>
</table>

2. Duplicates Appearing in RIE Three Months or More Ago (2)

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 019 894</td>
<td>ED 288 854/SP 029 633</td>
<td>APR88</td>
<td>FAC</td>
</tr>
<tr>
<td>TM 011 254</td>
<td>ED 267 873/JC 860 177</td>
<td>AUG86</td>
<td>FAC</td>
</tr>
</tbody>
</table>

3. Duplicates Appearing in June, July, August (1)

<table>
<thead>
<tr>
<th>Duplicates Detected</th>
<th>Duplicate of</th>
<th>Originally Announced in RIE</th>
<th>Detected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD 026 076</td>
<td>ED 292 545/PS 017 209</td>
<td>AUG88</td>
<td>FAC</td>
</tr>
</tbody>
</table>

4. Total Duplicates for 1988 through Latest Issue = 68

B. Removes (2)

<table>
<thead>
<tr>
<th>Accession Removed</th>
<th>Reason for Removal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 506 022</td>
<td>Re-use of accession number (overlay)</td>
</tr>
<tr>
<td>FL 017 192</td>
<td>Section 2 of document missing; author refuses to photocopy the section because of its length</td>
</tr>
</tbody>
</table>
### C. Delays (99)

<table>
<thead>
<tr>
<th>Accession Removed</th>
<th>Delayed/Moved to</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 049 723</td>
<td>Delayed - Pagination problem</td>
</tr>
<tr>
<td>CE 049 850</td>
<td>&quot; - Better copy needed</td>
</tr>
<tr>
<td>CG 020 667</td>
<td>Delayed - Reproducibility problem</td>
</tr>
<tr>
<td>EC 202 054</td>
<td>Moved to September</td>
</tr>
<tr>
<td>EC 202 073</td>
<td>Delayed - Processing problem</td>
</tr>
<tr>
<td>FL 017 194-202</td>
<td>Delayed - Cataloging problem</td>
</tr>
<tr>
<td>IR 013 001-015</td>
<td>Delayed - Related to IR 013 016-107 in later issue</td>
</tr>
<tr>
<td>IR 013 160-182</td>
<td>Delayed - Cataloging and institutional problems</td>
</tr>
<tr>
<td>IR 052 315</td>
<td>Moved to September - document sent in for both August and September</td>
</tr>
<tr>
<td>RC/New Mexico</td>
<td>Shipments of May 3, 10, 18, 24 delayed for future issues while contract is in litigation</td>
</tr>
<tr>
<td>SE 048 965</td>
<td>Delayed - Pagination problem</td>
</tr>
<tr>
<td>SE 049 019</td>
<td>Delayed - Level 3 not available from source; need processing at level 1 or 2 or delete document</td>
</tr>
<tr>
<td>SO 017 773</td>
<td>Delayed - Pulled by monitor</td>
</tr>
<tr>
<td>SO 017 789</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>SO 018 440</td>
<td>&quot; - Scope problem</td>
</tr>
<tr>
<td>SO 018 574</td>
<td>&quot; - Pulled by monitor</td>
</tr>
<tr>
<td>SO 018 580</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>SO 018 614</td>
<td>&quot; - Processing problem</td>
</tr>
<tr>
<td>SO 018 617-619</td>
<td>&quot; - Related to SO 018 620</td>
</tr>
<tr>
<td>SO 018 706</td>
<td>&quot; - Processing problem</td>
</tr>
<tr>
<td>SO 018 770</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>SO 018 791-792</td>
<td>&quot; - Scope</td>
</tr>
<tr>
<td>SO 018 891</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>SO 019 019</td>
<td>&quot; - Processing problem</td>
</tr>
<tr>
<td>SO 019 047</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>SO 019 086</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>TM 011 198</td>
<td>Delayed - Pagination problem</td>
</tr>
<tr>
<td>TM 011 222</td>
<td>&quot; - &quot;</td>
</tr>
<tr>
<td>UD 026 066</td>
<td>Delayed - Pagination problem</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

**ACTION ITEMS**

- Processing Advisories
  - A. Cataloging the Existence of Large Bibliographies or Reference Lists Within Documents
  - B. Discrepancies in the Names of Personal Authors
  - C. ERIC Data Elements—Making Sure They Are All Present or Accounted For
  - ERIC Electronic Mail Users Should Always Identify Themselves and Their Clearinghouse or Other System Component
  - RIE and CIJE Data and Document Transmissions Should Be on Schedule and Should Avoid Large Fluctuations in Size
  - Physical Shipment of RIE Documents to the Facility—How to Send
  - CIJE Input—Oryx Press Notes Most Frequent Processing Problems
  - ERIC Partners—Reminder That Contact With Organizations with Which Facility Has an Arrangement Requires Prior Approval
  - Identifiers That Have Become Descriptors Should Be Treated by Indexers as Descriptors
  - Document Re-Filming to be "Few and Far Between"
  - Requests to the Facility for Federal Government Documents That Are For Sale From the U.S. Government Printing Office (GPO)

**NETWORK NEWS**

- Computer Microfilm Corporation Purchased by Microfilm Acquisition Corporation
- Ordering Documents from EDRS Via the Online Vendors—Up-to-Date How-To-Do-It Instructions
- EDRS Acquires FAX Machine and Announces "ERICFAX"!
SilverPlatter Offers "MultiPlatter"—A CD-ROM Networking Solution for Libraries
ERIC/IR's New Mailing Procedures
1988 Year-End Counts for ERIC Database
Reminder: SilverPlatter Offers Free Subscriptions to Current ERIC-On-CD-Rom Disc (with Quarterly Updates) to ERIC Clearinghouses
ERIC Facility Recompetition Won By ORI, Inc.
Marilyn Shorr Leaves HE for NASPA

PUBLICATION NEWS
GPO Increases RIE Subscription Price
How to Order Resources in Education (RIE) From GPO
New ERIC/RC Brochure
New CJE Brochure for 1989 from Oryx Press
ERIC: A Resource for Nursing Education
Regional Laboratories Put Research Online
Educational Testing Service (ETS)—Test Collection Database Brochure

INTERNATIONAL SCENE
A Middle Eastern Clearinghouse?
International Visitors Pledge Greater Use of ERIC
Fringe Benefits of Working for ERIC
PERSONNEL—NEWS AND CHANGES

- Ray Fields (OERI/IS) Reassigned to Lab/Center Competition
- Staff Changes at UD
- Dr. Cohen (JC) Speaks in Japan and Hawaii
- HE Director Meets Royalty
- HE Loses Ace Abstractor Susan Willcher (ED-157-415 - ED 291 418+)

CLEARINGHOUSE PUBLICATIONS

LIST OF ATTACHMENTS

Special Attachments

1. Computer Microfilm Corporation Purchased by Microfilm Acquisition Corporation—Press Release
2. Ordering Documents from EDRS Via the Online Vendors:
   A. DIALOG
   B. ORBIT
4. ERIC/IR's New Mailing Procedures—Related Forms
5. How to Order Resources in Education (RIE) from GPO—Page in Back of RIE (revised)
6. New ERIC/RC Brochure
8. ERIC: A Resource for Nursing Education (Article by Moira Shannon and Kevin Arundel)

9. Educational Testing Service (ETS)
   A. Test Collection Database Brochure
   B. BRS Instructions for Searching ETS Test Collection Database

Routine/Regular Attachments

10. CIJE Monthly Report
    A. October
    B. November
    C. December

11. CIJE Source Journal Index Update
    A. November 1988
    B. December 1988
    C. January 1989

12. Thesaurus Additions and Changes (Latest Up-to-Date List)


15. ERIC Data Elements
    A. Data Element List
    B. Summary Cataloging Instructions
    C. Completed Sample Resumes (Fictitious)

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modification, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
ACTION ITEMS

PROCESSING ADVISORY:

A. CATALOGING THE EXISTENCE OF LARGE BIBLIOGRAPHIES OR REFERENCE LISTS WITHIN DOCUMENTS

If a document contains or has appended a large bibliography or list of references, this is a useful fact that should be passed along to the user. It is permissible to include such information in either the NOTE Field, e.g.:

"Contains 150 references."

or in the ABSTRACT itself, e.g.:

"Appendix C is an annotated bibliography containing 250 references grouped by books, articles, non-print materials."

or

"Each paper in this proceedings volume cites an extensive list of references; it contains 309 references overall."

or

A suggested reading list is provided containing 50 references to the 'best' and most up-to-date material on nuclear disarmament."

The choice of where to put the information depends on how much you want to say and whether or not what you say fits into the way the abstract is constructed. If an abstract is in the indicative format, delineating the various parts of the document, then it is appropriate to include this information in the abstract. If an abstract is strictly informative, it may be more appropriate to channel this information to brief mention as a phrase in the NOTE field.

Not all references are worth noting. Most documents contain some references. It would not be helpful to note ad infinitum "Contains 2 references," "Contains 3 references," etc. This would enlarge ERIC resumes needlessly and would create a forest of non-useful information. The number of references worth calling attention to is a judgment call on the part of the cataloger and depends to some extent on the specificity or breadth of the topic.
under consideration. The only guidance we can offer is that the quantity must be "significant." Certainly anything over 100 would probably fall in this category and anything under 10 probably would not. The range from 11 to 99 is therefore a "gray" area, open to the judgment of the cataloger.

The exact number of references should be cited whenever possible. If the number of references is not stated by the document and the references are not numbered, there may be occasional cases where counting would be excessively onerous and some general order of magnitude may be given, e.g. "Contains approximately 300 references." However, in general, when including information about references at all, it is best to use an exact number.

If a major part of a document consists of a bibliography, you may use the Publication Type for "Bibliography" (131). This should be done only, however, when the document is essentially a bibliography or reference list, with perhaps some explanatory text added.

This advisory is intended to be responsive to the ERIC Steering Committee's interest in more exact guidance in this area. A secondary objective of the Steering Committee was to facilitate online searching for accessions containing significant numbers of references. The above guidance fulfills both these goals. In all the above examples, the phrase "contain(s)(ing)...X references" occurs. Both the NOTE and ABSTRACT fields are now part of the DIALOG Basic Index. Textual searches of the following type will retrieve accessions bearing this phrase, most of which will be documents with significant numbers of references.

S contain? (2W) references

This guidance will be incorporated into the ERIC Processing Manual at the next revision.

...ERIC Technical Steering Committee

B. DISCREPANCIES IN THE NAMES OF PERSONAL AUTHORS

The ERIC Processing Manual (EPM) instructs Clearinghouse catalogers to catalog personal authors on the basis of how the name actually appears on the document. Subsequent advisories urged Clearinghouses to not be misled by what may be written or typed on Reproduction Release Forms. The document should govern. The forms may be filled out by untrained clerical staff. Of course, if documentation associated with a document (e.g., letters of transmittal, Reproduction Releases, etc.) suggests that the author's name may be misspelled in the document, it would be wise to contact the source for clarification. When such errors are discovered after the fact, backfile corrections can be made in the tapes, but the misspelling remains in the printed RIE, on the microfiche header, and in the records of online and CD-ROM vendors.
A recent case involved the name "Rodriguez". The name on the Title Page was written with a "g". The name inside the document was written with a "g". The Reproduction Release supported the "g" form. This is a good example of a situation that should be checked, given the sensitivity of authors about the spelling of their names.

...Carolyn Weller (ERIC Facility)

C. ERIC DATA ELEMENTS—MAKING SURE THEY ARE ALL PRESENT OR ACCOUNTED FOR

When ERIC had a formatted data input form, there were few problems with missing data elements because the form itself served as a reminder or prompt. The space on the form devoted to each data element demanded to be at least considered, if not completed.

Interestingly, now that Clearinghouses have all gone to various automated data input systems, the problem of occasionally missing data elements is more prevalent, at least at some Clearinghouses. The only Clearinghouses free from the problem seem to be those that have devised menu-type systems that automatically prompt the cataloger for every possible data element.

Recognizing the problem, the ERIC Technical Steering Committee has requested that the Facility develop some reminder charts that "list all the ERIC data fields, noting which ones are mandatory...the figure/chart could serve as a reminder or a model for a computer template for processing."

We have done this in the following three ways:

1. Data Element List (ERF Figure V-4)

We have taken this basic figure from the ERF and enlarged it so that it totally fills an 8-1/2" x 11" page. This figure lists all the ERIC data elements, indicates which are applicable to RIE and which to CIJE, and identifies mandatory data elements. To this figure we have added the identifying keywords for each data element/field.

2. Summary Cataloging Instructions (ERF Figure V-1, p. 2)

This figure consists of the back of the old OCR data entry form, which has a nice set of summary cataloging instructions that includes: maximum characters per entry, maximum entries (i.e., subfields per field), typical entries, and explanatory notes. We have revised this page slightly to bring it up-to-date.
3. Completed Sample Resumes (EPM Figure V-3, A-B)

This figure consists of completed ERIC resumes for both RIE and CITE. Both resumes are fictional and both exhibit all data elements that are possible for their particular file.

These three figures appear as Attachment 15a-b-c. The Clearinghouse processing staff are requested to (1) put these charts in the hands of each cataloger, indexer, abstracter; and (2) use these charts when developing any menu-type data entry systems.

...Ted Brandhorst (ERIC Facility)

ERIC ELECTRONIC MAIL USERS SHOULD ALWAYS IDENTIFY THEMSELVES AND THEIR CLEARINGHOUSE OR OTHER SYSTEM COMPONENT

There have been many staff changes in the ERIC system across the past year. Electronic mail messages that don't identify themselves by Clearinghouse, or other system component, can be difficult to decipher if the person sending the message is not in the ERIC Telephone Directory. Please include, together with your name, the name of your system component when sending a message, e.g., "John Smith (IR)."

...Pat Brown (ERIC Facility)

RIE AND CITE DATA AND DOCUMENT TRANSMISSIONS SHOULD BE ON SCHEDULE AND SHOULD AVOID LARGE FLUCTUATIONS IN SIZE

A. Schedule

Each Clearinghouse has been assigned a specific time and day (Tuesday, Wednesday, or Thursday) during which to transmit data to the Facility. (Monday and Friday are allocated for computer activities related to these transmissions.) With 16 Clearinghouses submitting data, it is necessary to follow a set weekly schedule in order to ensure that someone from the Facility computer staff will be available to receive the data, review it as it is transmitted, and handle any problems.

While we realize that on occasion, a Clearinghouse might not be able to meet the regular schedule, Clearinghouses are expected to make every effort to transmit weekly and on time. Because different Clearinghouses have different computer protocols that must be set up at the Facility, Facility staff time is arranged around these schedules and if a Clearinghouse fails either to transmit or is not ready for transmission, some time is lost. Moreover, additional time is required whenever it is necessary to contact a Clearinghouse to find out if an anticipated shipment will be late or not coming at all.
Weekly transmission of CIJE and RIE data is a Clearinghouse contractual requirement and Facility staffing and arrangements are based on the expectation of weekly shipments. In the past, CIJE shipment abstentions have resulted in Clearinghouses having no article records in a given issue of CIJE; Oryx takes the shipments as they are received for processing and is not expected to juggle shipments around so that all Clearinghouses will be represented in an issue. Clearinghouses should, therefore, arrange their in-house processing in order to meet this weekly shipment requirement regularly and on time. If for some reason you must abstain from transmitting or will be delayed in transmitting, then please let the Facility know. Fortunately, most Clearinghouses faithfully meet the schedule and rarely need to abstain or be late.

B. Size of Shipments

Along with regular, scheduled weekly transmissions, shipments of similar size should be the norm as well. Although it is recognized that shipments for either one or both RIE and CIJE may legitimately have some variation in size, the quality of the input generally drops off when larger-than-normal size shipments are processed. This drop-off, in turn, means more work for the editorial staff at the Facility or at Oryx. As for data transmission, editorial staffing at both the Facility and Oryx is based on the expectation of weekly, normal-sized shipments of data. Most Clearinghouses have input projections in their contract that they expect to meet during the year. What typically happens, is that toward the end of the year a Clearinghouse discovers it is under its projections and it then increases its input to meet its in-house goal. When several Clearinghouses do this simultaneously, creating large fluctuations in input, it can cause backups and backlogs at the Facility and at Oryx. As a result, shipments have to be moved around to adjust the size of an issue; such adjustment also takes time away from editing and processing. Clearinghouses are requested, therefore, to keep the size of their shipments as standard as possible throughout the year and not to dramatically increase processing at the end of the year.

...ERIC

PHYSICAL SHIPMENT OF RIE DOCUMENTS TO THE FACILITY—HOW TO SEND

Clearinghouses are expected to ship the documents that correspond to that week's data transmission no later than Friday of that same week. The shipment needs to leave the Clearinghouse by Friday in order to have the weekend for movement through the mails. If a Clearinghouse uses a centralized mailroom, please be certain that your shipment gets to that mailroom in time for the shipment to physically leave on Friday. For some Clearinghouses, this means delivering their shipment by Thursday afternoon to assure that the centralized mailroom will actually get it out on Friday.
All shipments should be sent either by Certified Mail or by a delivery service, such as UPS. Regular First Class should not be used because there is no way of tracing such a shipment if it is lost in transit. Clearinghouses are advised to always include a return address inside the package because wrapping can be torn and/or removed and the return address will help get the documents back to the Clearinghouse. If you use a Jiffy bag, please do not overstuff it so that it will split during shipment. On the other hand, do not use so large a bag that the documents are loose inside because they can shift during shipping and split open the bag. It is best if the documents fit snugly. If you ship in several packages or boxes, please mark "1 of 2" or "2 of 2." Do not use newspapers for filler; the ink from the newspapers can come off on the documents. If you use a box, the documents should be packed tightly so they won't move around inside the box. If they do, pages often get torn. Thanks for your cooperation.

...Carolyn Weller (ERIC Facility)

CLJE INPUT—ORYX PRESS NOTES MOST FREQUENT PROCESSING PROBLEMS

"Since I am in the unique position of seeing all of the CLJE entries sent in by the Clearinghouses, I would like to try to give some constructive feedback to the Clearinghouses once in a while. Because you have no way of knowing what errors come up most frequently in the CLJE computer error report or how many total errors generally occur, I thought it might be helpful if I gave you a few examples of common errors so you can pass the information along to your indexers, catalogers, and annotators.

"Oryx's computer verification program caught 239 errors in the third tape for the November 1988 issue of CLJE (containing a total of 477 entries). This does not include typographical and grammatical errors made in the article title or in the abstract. Most of the 239 errors involved invalid Descriptors and Identifiers.

"Most Descriptor errors arise merely from the use of invalid forms of valid Descriptors or else the use of outdated Descriptors. For example, "Equal Opportunity (Jobs)" should be "Equal Opportunities (Jobs)," "Futures (Of Society)" should be "Futures (of Society)," and "Physically Handicapped" should be "Physical Disabilities."

"Identifier problems usually involve incomplete Identifiers or else terms entered into the Identifier field when they are actually valid Descriptors. Example: the Identifier Authority List gives "University of Tulsa OK" as a valid Identifier and therefore any deviation from this form is invalid, i.e., "University of Tulsa" would be invalid. Example 2: "Acquired Immune Deficiency Syndrome" is now a valid Descriptor and therefore invalid as an Identifier.
"When selecting index terms, please check them carefully against the most current Thesaurus (presently the Thesaurus of ERIC Descriptors—11th edition 1987) and against the most current Identifier list (presently the ERIC Identifier Authority List—June 1987). Also check your index terms against any supplementary updates made to either of these lists. Index terms must match the authorized terms letter-for-letter. The one exception to this rule being, of course, a case where no appropriate Descriptor or Identifier term is available and a new term has to be created.

"Also, don’t forget that journal titles must exactly match the titles each Clearinghouse has sent to Oryx for the "Source Journal Index." If subtitles are included in the "Source Journal Index," they must be included in the CIJE entries. If the "Source Journal Index" is in error, the Clearinghouse should send a written update to Oryx. The authority for journal title name form is Ulrich’s International Periodical Directory. ("The" is always omitted if it is the first word of a journal title.)

**Note: Oryx has recently begun checking for errors in the Availability field against a UMI computer tape, and this is a new way of detecting errors that have hitherto gone undetected.

"I appreciate your attention to my June note concerning the use of "Fall" instead of "Autumn" and "1" instead of "1" for the numeral one. It has been many weeks since either of these errors has occurred. If there is anything else I can tell you that you might find helpful, or if there is any feedback you can give me at Oryx that might be helpful, please don’t hesitate to contact me."

...Magon Kinzie (Oryx Press)

ERIC PARTNERS—REMEMINDER THAT CONTACT WITH ORGANIZATIONS WITH WHICH THE FACILITY HAS AN ARRANGEMENT REQUIRES PRIOR APPROVAL

In soliciting new ERIC partners, Clearinghouses should restrict such contact to their own acquisitions arrangements or to other organizations within their scope area. Organizations listed in the ERIC Acquisitions Arrangements (EAA) List as Facility arrangements and those for which the Facility has primary acquisitions responsibility, should not be contacted without prior Facility approval.

...Joanna Eustace (ERIC Facility)

IDENTIFIERS THAT HAVE BECOME DESCRIPTORS SHOULD BE TREATED BY INDEXERS AS DESCRIPTORS

The Facility editors request that each Clearinghouse remind its indexers not to use as Identifiers terms that have "graduated" to Descriptor status.

-11- EAB-10/11, 1988
For example, 'Acquired Immune Deficiency Syndrome' has been a Descriptor since August 1987, but some indexers are still placing this term in the Identifier field. Please be certain that every indexer has copies of the THESAURUS ADDITIONS AND CHANGES supplements; there are presently two (2), one covering the Aug87/Dec87/Jan88 updates (3 pages) and the other covering the Jun88/Aug88 updates (4 pages), originally distributed to you as "Attachment 1" in the "Thesaurus Changes and Statistical Data" reports of 1/18/88 and 8/8/88, respectively. When you find them, you'll see that each was marked on the 1st page for FULL CLEARINGHOUSE CIRCULATION.

Indexers should remind themselves of Identifier-to-Descriptor graduations by routinely "red-lining" such terms in their IALs.

...Jim Houston (ERIC Facility)

DOCUMENT RE-FILMINGS TO BE "FEW AND FAR BETWEEN"

Occasionally the need arises to re-film a document and to re-make the ERIC microfiche for that document. This can happen for a variety of reasons: a major part of the document was inadvertently omitted; the title page contained inaccurate author and institutional information that the author and institution involved is now demanding be corrected; the document got mixed up with the wrong Single-Frame Resume and therefore wrong ED number, etc. All these are valid reasons for correcting an ERIC microfiche and this will still be possible; however, the ERIC funding situation is such that it is necessary to keep such refilming to a minimum.

Requests for refilming must be approved by Central ERIC. Please send all such requests to Pat Coulter. If any changes to the ERIC Master Files are required, Central ERIC will notify the ERIC Facility.

...Pat Coulter

REQUESTS TO THE FACILITY FOR FEDERAL GOVERNMENT DOCUMENTS THAT ARE FOR SALE FROM THE U.S. GOVERNMENT PRINTING OFFICE (GPO)

The U.S. Government Printing Office (GPO) sells copies of selected Government publications. There is no acquisitions arrangement between GPO and ERIC (for free publications), nor is such an arrangement possible.

When a Clearinghouse needs a Federal Government document that can be obtained directly from the source agency, the Facility can be asked to obtain such a document. Requests should be made on the "Clearinghouse Acquisitions Request (to the ERIC Facility)" form (providing as much information as possible concerning the document and its source). If such a document is also available from GPO, a more expeditious way of obtaining it is for the Clearinghouse to simply buy it from GPO. The decision as to whether to buy it or to ask the Facility to get it from the source agency, will depend on how urgently the document is needed.
When a Clearinghouse needs a Federal Government document that is not available from the source agency, but that is available only via purchase from GPO, then the Clearinghouse should simply purchase the item in question from GPO, as if it were from a regular commercial publisher. The Facility's budget for the purchase of documents for the database has dwindled over the years to very little and unfortunately we can no longer afford to buy GPO publications for every Clearinghouse.

If the Clearinghouse does not know and cannot determine whether or not a needed Federal document is available from GPO, then, of course, the document can be requested of the Facility. If adequate information is provided, the Facility will attempt to obtain the document from the source agency.

...Joanna Eustace (ERIC Facility)

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COMPUTER MICROFILM CORPORATION PURCHASED BY MICROFILM ACQUISITION CORPORATION

The ERIC Document Reproduction Service (EDRS) contractor, Computer Microfilm Corporation (CMC), has been purchased by Microfilm Acquisition Corporation, which in turn is owned by Microfilm Reprographics p.l.c., a British company. The details of the purchase are described in Attachment 1.

CMC management has indicated that the ownership change will have no effect on the routine operation of EDRS.

...Vic Fortin (EDRS)

ORDERING DOCUMENTS FROM EDRS VIA THE ONLINE VENDORS

Currently, documents can be ordered from EDRS online via both DIALOG and ORBIT. This same service is currently being developed by ERS and should be in place in another month or two. The ERIC Facility has recently obtained from both DIALOG and ORBIT, up-to-date descriptions of how this document delivery option is exercised on their respective systems. These write-ups will appear in the back of NIE in upcoming issues and are provided here for your convenience. See Attachment 2.

...Pat Brown (ERIC Facility)
EDRS ACQUIRES FAX MACHINE AND ANNOUNCES "ERICFAX"

EDRS has acquired a FAX machine (703) 823-0505 (toll call), and will now accept a variety of communications via this mode, e.g., on-demand orders, requests for pro forma invoices, general inquiries, etc. In addition, if the client wishes, EDRS is prepared to send copies of ordered documents directly to the client's own FAX machine. The client is responsible for the telephone charges and a $2.00 service charge for each 25 page increment FAX'ed to the requester.

This service was tested with actual orders during the first week of October and worked so well that EDRS is now announcing it as a standard new quick turnaround service, improving their ability to communicate quickly and directly with all clients worldwide.

The detailed procedures a requester must follow in order to have a document sent to them via ERICFAX are as follows:

1. Authorize the FAX transmission (authorization may be sent by mail, telephone, or FAX).
2. Furnish the FAX telephone number to which the document should be sent.
3. Purchase the ERIC document (in paper copy) at the authorized price, indicating ED number (and title, if available).
4. State whether the EDRS blow-back paper copy of the ERIC document is to be mailed after having been transmitted (and if so, provide address and authorize payment of the shipping charges).
5. Pay a Service Charge of $2.00 for each 25 page increment FAX'ed to the requester.
6. Pay the actual telephone FAX transmission time charges. (These charges will be determined by EDRS from the appropriate carrier after the transmission has been completed.)
7. Payment may be made by Mastercard, VISA, EDRS Deposit account, or EDRS will invoice the requester. Credit card orders must cite account number, cardholder name, card expiration date, and a daytime telephone number. Deposit Account orders must cite the Deposit Account Number.

In the event of questions or problems, the regular EDRS telephone number should be called: 1-800-227-3742 (ERIC); in Virginia call 1-703-823-0500 (toll).

...Vic Fortin (EDRS)
SILVERPLATTER OFFERS MULTIPLATTER—A CD-ROM NETWORKING SOLUTION FOR LIBRARIES

In a Press Releases dated October 25, 1988 (see Attachment 3, SilverPlatter announced the first installation of MultiPlatter (at Boston College). MultiPlatter is a modular stand-alone CD-ROM network linking multiple workstations to multiple CD-ROM disks. With MultiPlatter, each workstation has access to multiple CD-ROM disks and more than one user can perform searches on the same CD-ROM disc.

...Pat Brown (ERIC Facility)

ERIC/IR'S NEW MAILING PROCEDURE

Mailing expenses for free Clearinghouse literature and systems brochures can put a significant dent in a Clearinghouse's budget. In the past, we had tried to recoup some of the expense by printing on our digest checklist that orders be accompanied by a self-addressed stamped envelope. Unfortunately, most requests continued to be received either without sufficient postage or no postage at all.

As a consequence, ERIC/IR has updated their mailing system by:

1. Making changes to the digest/minibibliography checklist. The entire front page explains how to order titles listed on the verso, and gives postage information, including a postage fee to send with an order (payable in either check or U.S. stamps). This postage fee is determined by the number of items ordered (e.g.: $.25 for up to 2 items, $.50 for up to 6 items, $1.00 for up to 15 items, etc.). This is not a precisely determined fee, but an estimated one.

2. Using pre-printed postcards to notify requesters (who didn't send in postage) that their order has been received and specifying the amount of postage needed to finish processing the request.

We have been using this system for 5 months now and it has been working very well. As a note, we have been doing this for domestic and Canadian mail only. International orders for which postage is very high, are billed individually. Copies of the forms referred to above can be seen as Attachment 4.

...Elena D. Beattie (IR)
1988 YEAR-END COUNTS FOR ERIC DATABASE

<table>
<thead>
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<th></th>
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<th></th>
</tr>
</thead>
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<td>12,129</td>
<td>290,038</td>
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<tr>
<td>CIJE:</td>
<td>358,804</td>
<td>16,967</td>
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<tr>
<td></td>
<td>636,713</td>
<td>29,096</td>
<td>665,809</td>
</tr>
</tbody>
</table>

...Ted Brandhorst (ERIC Facility)

REMINDER: SILVERPLATTER OFFERS FREE SUBSCRIPTIONS TO CURRENT ERIC-ON-CD-ROM DISC (WITH QUARTERLY UPDATES) TO ERIC CLEARINGHOUSES

SilverPlatter's offer to the ERIC Clearinghouses for free subscriptions to the current disc (1983-1988) and its quarterly updates has been accepted by some but not all of the ERIC Clearinghouses. This offer still stands and if you want to take advantage of it, please contact Chris Pooley at SilverPlatter (1-617-239-0306).

...Pat Coulter (ERIC Facility)

ERIC FACILITY COMPETITION WON BY ORI, INC.

The competition for the ERIC Facility contract has been won by ORI, Inc., the incumbent contractor. The contract is for one year (beginning December 1988), with options for four additional years. It is a "Time and Materials" (T&M) type contract (representing a change from the previous cost reimbursement type).

...Kevin Arundel (CERIC)

MARILYN SHORR LEAVES HE FOR NASPA

After 12 years with ERIC, Marilyn Shorr, Associate Director of the ERIC Clearinghouse on Higher Education, has accepted a position as Assistant Executive Director of the National Association of Student Personnel Administrators (NASPA) in Washington, DC. Marilyn, whose masters degree is in student personnel administration, assumed her new job October 24.

Her departure leaves a big gap in both the Clearinghouse on Higher Education and the ERIC system as a whole. She served as User Services Specialist and Assistant Director before becoming the Associate Director of HE, was a chair of the ERIC Technical Steering Committee, was the first Associate Director elected to the Council of ERIC Directors, and served on numerous special committees and advisory groups of the system. Marilyn's graceful touch was evident in countless events connected with technical meetings, Directors' meetings, priorities of new heads of ERIC, and too many visitors to count. With her departure, the system has lost a wealth of institutional memory.

EAB-10/11, 1988

-16-
Marilyn leaves behind a teary HE staff, grateful to have worked with her. To ease the separation anxiety, HE has already sworn her in as an ERIC Partner.

...Lynn Barnett (HE)

PUBLICATION NEWS

GPO INCREASES RIE SUBSCRIPTION PRICE

In a letter dated September 20, 1988, GPO notified OERI that, effective October 18, 1988, the price for Resources in Education (RIE) was being changed as shown below:

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>DOMESTIC</th>
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<th>FOREIGN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OLD</td>
<td>NEW</td>
<td>%</td>
<td>OLD</td>
</tr>
<tr>
<td>Monthly Subscription</td>
<td>$51.00</td>
<td>$66.00</td>
<td>+27%</td>
<td>$63.75</td>
</tr>
<tr>
<td>(12 issues)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single Copy</td>
<td>17.00</td>
<td>15.00</td>
<td>-12%</td>
<td>21.25</td>
</tr>
<tr>
<td>(1 issue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semiannual Indexes</td>
<td>20.00</td>
<td>20.00</td>
<td>=</td>
<td>25.00</td>
</tr>
<tr>
<td>Subscription</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(2 issues)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semiannual Index</td>
<td>15.00</td>
<td>15.00</td>
<td>=</td>
<td>18.75</td>
</tr>
<tr>
<td>Single Copy</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(1 issue)</td>
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</tr>
</tbody>
</table>

The monthly domestic subscription to RIE increased $15 or 27%. The monthly foreign subscription to RIE increased $18.75 or 29%. The single copy domestic price decreased $2.00 or 12%. The single copy foreign price decreased $2.50 or 12%. The Semiannual Index prices remained unchanged by this notification.

-17-
Due to the lead time in preparing RIE, this price change will not appear in RIE until the December 1988 issue.

...Ted Brandhorst

HOW TO ORDER RESOURCES IN EDUCATION (RIE) FROM GPO

In the back of RIE there has always been a page providing instructions on how to order RIE from GPO and how to handle subscription/order problems. With the recent change in GPO prices for RIE, the Facility has taken the opportunity to revise this page and to expand the instructions for mail orders and different types of customer service problems. The new page appears as Attachment 5. It will appear for the first time in the December 1989 issue of RIE.

...Ted Brandhorst (ERIC Facility)

NEW ERIC/RC BROCHURE

The new RC Clearinghouse, located at the Appalachian Educational Laboratory (AEL), has prepared a general brochure introducing itself to its users. Because this Clearinghouse is new, the content of this brochure will be of interest to all components of the ERIC network and it is reproduced here as Attachment 6.

...Joanna Eustace (ERIC Facility)

NEW CIJE BROCHURE FOR 1989

Oryx Press, the CIJE Publisher, has issued a new brochure advertising CIJE for 1989 (see Attachment 7.) The Clearinghouses have been sent copies directly. Additional copies can be obtained from Oryx.

...Susan Slesinger (Oryx Press)

ERIC: A RESOURCE FOR NURSING EDUCATION

Moira D. Shannon and Kevin F. Arundel (husband and wife) have contributed a chapter on "ERIC: A Resource for Researchers in Nursing Education" to the book Review of Research in Nursing Education, Volume II. (W.L. Holzman, Ed. New York, National League of Nursing, 1988). An abstract of this chapter appears in the September issue of the Journal of Nursing Education and is reprinted here as Attachment 8.

...(ERIC)
REGIONAL LABS PUT RESEARCH ONLINE

The Northwest Report, an NWREL newsletter, includes in its July/August 1988 issue, a brief description of some Regional Lab efforts to develop small online files of information used by the Labs when assisting schools. These files are not intended to be large, comprehensive databases, but highly selective materials targeted to very specific needs. The article is reproduced below.
EDUCATIONAL TESTING SERVICE (ETS) — TEST COLLECTION DATABASE BROCHURE

ETS has issued a small brochure (see Attachment 9) describing their Test Collection Database and how to access it via BRS. The ETS Test Collection has been indexed using Descriptors from the ERIC Thesaurus. Over 8,000 testing, measurement, and evaluation instruments are described and indexed in this database. ERIC Clearinghouses should be aware of this database as an occasionally useful referral source.

...Joanna Eustace (ERIC Facility)

INTERNATIONAL SCENE

A MIDDLE EASTERN CLEARINGHOUSE?

Jan Burt met with Mr. Mohei Abdel-Hak from Kuwait on Friday, September 16, 1988. Mr. Abdel-Hak is currently the Director of the Information and Documentation Unit of the Gulf Arab States Educational Research Center (GASERC). His visit to ERIC/HE was an effort to expand his knowledge, with ERIC being, according to M. Abdel-Hak, the foremost "leader in the [U.S.] education database networks." Mr. Abdel-Hak noted that there is much literature written in English by educators and researchers about the education systems in the Middle Eastern countries. He expressed his hope that he might someday see the formation of an [ERIC] Clearinghouse on Middle Eastern Education.

...Jan Burt (HE)

INTERNATIONAL VISITORS PLEDGE GREATER USAGE OF ERIC

During September, there was an influx of enthusiastic international users (potential and current) at ERIC/HE. Dr. Hourieh Al-Khayyat, chairman of the Department of Education at Damascus University in Syria, was pleased to know that a database such as ERIC is available, and promised that she would now have her students use ERIC whenever possible. Dr. Al-Khayyat is also looking into getting an ERIC collection started in her University.

ERIC/HE also had its share of European visitors, with two librarians from Finland and a library director from Yugoslavia. All promised greater support and enthusiasm for ERIC in their countries and hoped to see more literature submitted by and about their countries.

...Jan Burt (HE)
FRINGE BENEFITS OF WORKING FOR ERIC

Jan Burt received an unexpected walk-in visitor from Germany on Monday, September 26, 1988. Mr. Johannes Heising, visiting from West Germany on a research project, came to ERIC/HE with a request for three online searches. After sitting down with Mr. Heising and working out the three strategies for his searches, Jan was surprised by a mini solar powered calculator as a gift of gratitude. Question: Should she declare the gift on her income tax this year?

Jan Burt (HE)

PERSONNEL
NEWS AND CHANGES

RAY FIELDS (OERI/IS) REASSIGNED TO LAB/CENTER COMPETITION

Effective Monday, November 21, Ray Fields has been detailed to the Office of the Assistant Secretary for Educational Research (Patricia Hines, acting Director) to work on the Lab/Center recompetition. Sharon Horn will be the Acting Director, Information Services

Bob Stonehill (CERIC)

STAFF CHANGES AT UD

We are pleased to announce the promotion of Ms. Robin Johnson Utsey to Assistant Director. Robin replaces Mr. Anane Olataunji, who is now working full time on a Master’s degree in curriculum development. Robin is completing graduate studies towards a Master of Education in Applied Developmental and Learning Psychology/School Psychology at Teachers College. We also wish her and her new husband much happiness.

Mr. Paul S. Bunten has been hired as Senior Information Specialist. He has recently completed a Master of Art degree in English literature at Brown University, and is now a candidate for a Master of Science degree in Library and Information Service at Columbia University.

Wendy Schwartz (UD)
DR. COHEN (JC) SPEAKS IN JAPAN AND HAWAII

Dr. Arthur Cohen, Director of the ERIC Clearinghouse for Junior Colleges (JC), was invited to speak at Tokyo University on October 22, 1988. He spoke on the role of community colleges within the higher education system.

His return trip from the Orient included side visits to Kyoto, Osaka, Taipei, Hong Kong, Singapore, and Bangkok. On the last leg home, he addressed the issues of transfer and assessment of outcomes on November 10 at the University of Hawaii Community College System in Honolulu.

HE DIRECTOR MEETS ROYALTY

Dr. Jon Fife attended the National Day Reception for The Kingdom of Saudi Arabia on Friday, September 23, 1988. The invitation was extended on behalf of H.R.H. Prince Bandar bin Sultan.

HE LOSES ACE ABSTRACTOR SUSAN WILLCHER (ED 157 415 - ED 292 418+)

We are sad to announce that our longtime free-lancer, Susan Willcher, has finally hung up her abstracting hat to pursue a full-time career in the mental health field. (IB's editing nightmare come true.) Susan has worked for HE nearly 10 years, with her first abstract appearing as ED 157 415 in the December 1978 issue of RIE. Since then, she has abstracted, indexed, and cataloged 8,198 ERIC documents (including a mere 133 CIJE articles), not to mention an additional 200 documents or so still in the pipeline. Her last resume was completed at 12:30 a.m. on August 29, and the good old SW initials have now departed HE's processing bookcase forever.

Given HE's propensity for full-length abstracts and thorough indexing, we estimate that Susan has contributed more than 2.2 million words to the ERIC database.

Old-timers may recall that Susan was once an editor at the Facility prior to working free-lance for HE. She also was an outstanding session leader at the ERIC Abstracting Workshop in 1982. She has coped with typewriters, computers, search strategies, new computers and new software, cataloging changes as Pubtype and Target Audience fields were added, heavy documents to be carried home in the rain, and Priority documents to be done at a moment's notice.
It will be hard for anyone to match Susan's excellence in technical writing and indexing, her dedication to quality, her conscientiousness towards deadlines, and her flexibility in meeting varying Clearinghouse needs. Needless to say, HE will miss her. She has a standing invitation to return to the fold!

...Lynn Barnett (HE)


If it is accepted that the primary function of colleges and universities is the education of students, then the quality or excellence of an institution could best be measured by its educational effectiveness, and not its reputation or resources. The talent development or cognitive approach to outcomes assessment offers a means to do just that. By using standard tests such as the SAT, ACT, GRE, and others, as a pre-test as well as a posttest, institutions can develop the longitudinal data needed to gauge the effectiveness of teaching methodology. Also includes a survey of 25 tests which could be used as instruments in the right setting.

($10.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors.)

...Chris Rigaux (HER)
FOR IMMEDIATE RELEASE

For: Microfilm Reprographics p.l.c.
    Computer Microfilm Corporation

Contact: Paul E. Kana
        Computer Microfilm Corporation
        1699 Tullie Circle
        Atlanta, GA 30329
        404-321-0886

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MICROFILM REPROGRAPHICS P.L.C.
COMMENCES CASH TENDER OFFER FOR ALL
OUTSTANDING SHARES OF COMPUTER MICROFILM
CORPORATION AT $7.10 PER SHARE

Atlanta, Georgia, August 31, 1988 -- Computer Microfilm Corporation announced today that Microfilm Acquisition Corporation, an indirect wholly owned subsidiary of Microfilm Reprographics p.l.c., has commenced a tender offer for all outstanding shares of common stock of Computer Microfilm Corporation at $7.10 net per share in cash. C.J. Lawrence, Morgan Grenfell, Inc. is acting as dealer manager for the tender offer.

Microfilm Acquisition Corporation has entered into an Agreement and Plan of Merger pursuant to which Microfilm Acquisition Corporation has agreed to commence the tender and pursuant to which all of the shareholders of Computer Microfilm Corporation who do not tender their shares in response to the tender offer will receive $7.10 per share in cash. In addition, Computer Microfilm Corporation and certain of its shareholders have entered into a Shareholder Stock Option and Proxy Agreement and a Company Stock Option Agreement with Microfilm Reprographics p.l.c. and Microfilm Acquisition Corporation.

The Board of Directors of Computer Microfilm Corporation has unanimously approved the tender offer and the Agreement and Plan of Merger and recommended that the shareholders of Computer Microfilm Corporation tender their shares.

Microfilm Reprographics p.l.c. stated that the tender offer is conditional upon, among other things, 1,320,524 shares being tendered prior to expiration of the Offer and not withdrawn; the receipt of proceeds from a rights issue by Microfilm Reprographics p.l.c. of its ordinary shares; and approval of the acquisition of Computer Microfilm Corporation being given by the shareholders of Microfilm Reprographics p.l.c.
Financing for the Offer is being provided from the proceeds of a rights issue by Microfilm Reprographics p.l.c. The rights issue has been underwritten by Morgan Grenfell & Co. Limited.

Microfilm Reprographics p.l.c., a United Kingdom public limited company, headquartered in London, England, whose shares are traded on the London Stock Exchange, provides microfilm and high speed scanning and digitizing services. It is the largest high speed scanning and digitizing bureau in the United Kingdom.

The Offer and withdrawal rights will expire at 12:00 midnight, New York City time on Monday, September 28, 1988, unless extended, in the sole discretion of Microfilm Acquisition Corporation, by giving oral or written notice of such extension to Harris Trust Company of New York, the Depositary, and making public announcement thereof.

The terms and details of the Offer are contained in the Offer to Purchase which will be mailed to the shareholders of Computer Microfilm Corporation and which is also available from The Carter Organization, Inc., the information agent.

Headquartered in Atlanta, Georgia, Computer Microfilm Corporation is a leading provider of imagery services, which includes microfilm and digital imagery technologies. The Company operates from seven regional facilities in the United States. Computer Microfilm Corporation's common stock is traded in the over-the-counter market and is quoted through NASDAQ under the symbol COMI.

* * *
VENDOR: ORBIT Search Service
SERVICE: ORBDDOC Online Ordering Service
FUNCTION: Ordering ERIC Documents Online from the ERIC Document Reproduction Service (EDRS)

ORBIT Search Service offers ORBDDOC Online Ordering Service for ordering full-text documents. This service enables a searcher to order documents electronically using a bibliographic citation extracted from a print or online source.

Information about ordering documents from ERIC Document Reproduction Service (EDRS) is available online using the EXPLAIN ORDER ERIC command. A user can execute an ORBDDOC order in any ORBIT database, however it is recommended that the order be placed while logged into a less expensive file, i.e., ORBIT. Billing for document delivery service is processed by each document supplier and not through the ORBIT Search Service. The cost, ordering and shipping information for ORDER ERIC is displayed below.

ORDER ERIC
10/12/88

REPORTS FROM THE RESEARCH IN EDUCATION (RIE) PORTION OF THE ERIC DATABASE ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (EDRS). THE ONLINE ORDER ERIC COMMAND CAN BE USED TO ORDER THESE DOCUMENTS.

COST INFORMATION

- A DEPOSIT ACCOUNT IS NOT REQUIRED BUT USERS MAY ESTABLISH ONE THROUGH EDRS AT THE ADDRESS GIVEN BELOW.
- PRICES OF DOCUMENTS ARE INDICATED IN THE AVAILABILITY (AV) FIELD OF ERIC CITATIONS OR UNIT RECORDS.

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- SHIP TO: SAME AS BILLING INFORMATION, OR NAME, ORGANIZATION, AND COMPLETE ADDRESS. EDRS SHIPS MICROFICHE DOCUMENTS VIA AIRMAIL. PAPER COPIES ARE SHIPPED VIA UNITED PARCEL SERVICE. IF SPECIAL SHIPPING IS REQUIRED INDICATE ON ONE LINE, E.G., SHIP VIA UPS BLUE LABEL
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  - ACCESSION NUMBER (ED NUMBER);
  - DOCUMENT FORM, I.E., MF FOR MICROFICHE, PC FOR PAPER COPY;
  - NUMBER OF COPIES.

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QUESTIONS CONCERNING ORDER ERIC MAY BE DIRECTED TO:

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ALEXANDRIA, VA 22304
TEL: (703) 823-0500
TOLL-FREE: (800) 227-3742
FAX: (703) 823-0505

EAB-10/11, 1988
A sample session ordering a document from EDRS is indicated below:

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USER:
ORDER ERIC

PROG:
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USER:
PLEASE SEND 1 COPY OF DOCUMENT ACCESSION NUMBER ED127411, MF, TO:

PROG:
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USER:
KIM SMITH, XYZ CORP., 8888 STONE RD., NEW YORK, NY 10888. PLS SHIP

PROG:
ENTER ORDER OR TYPE DONE.

USER:
BLUE LABEL UPS. BILL DEPOSIT ACCOUNT XXXXX. ANY QUESTIONS, PLS CALL

PROG:
ENTER ORDER OR TYPE DONE.

USER:
(212) 888-9876.

PROG:
ENTER ORDER OR TYPE DONE.

USER:
DONE

PROG:
ORDER ACCEPTED.

To cancel an order that has been accepted, repeat the ORBDOC ordering process and request the order be cancelled in the body of the order. Type DONE when the message is completed. To cancel an order before the user types DONE, press space bar and a <CR>. Please call your local Action Desk for questions concerning these procedures.
SCOPE OF SERVICE

EDRS supplies only the ED-numbered items in the ERIC database. ERIC ED-numbered documents have three levels of availability: 1) Document available in both microfiche (MF) and paper copy (PC) form, 2) Document available only in MF form, or 3) Document not available from EDRS. The cost of each document in paper copy or microfiche is indicated by a price code in each ED record in the ERIC database.

ORDER ERIC must include document form desired (MF or PC) as special instructions. The “ship to” and “bill to” address will be supplied by DIALOG. Requests for an address other than those with your DIALOG account must be supplied as special instructions. EDRS service is worldwide.

OPTIONS AVAILABLE

Order is shipped 72 hours after receipt of order. Type of delivery should be requested, e.g., airmail, United Parcel Service, Federal Express, etc. All shipments are F.O.B. Alexandria, Virginia.

CHARGES AND TERMS

The cost code for each document, either in MF or PC, is indicated in each ED record. Price code conversions are available online under ?ERICCODE. Add $1.00 per document ordered plus postage. Payment upon receipt of invoice in U.S. funds only.

Deposit accounts desired.

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MISCELLANEOUS

Supplier will retrieve orders daily from the DIALOG DIALORDER Service. No payments necessary to CCC.

CONTACT

Once an order has been retrieved by EDRS and a date and time appear in the LIST TRANSMITTED column, all questions concerning the order should be directed to:

EDRS
3900 Wheeler Avenue
Alexandria, VA 22304

Telephone: 800/227-3742
703/823-0500 (in Virginia)

– see ordering procedures on verso –

*Trademark Reg. U.S. Pat. & Trademark Office

(Revised April 1986) ERIC-1
EAB-10/11, 1988
ERIC ORDERING PROCEDURES

Only ERIC report documents (i.e., ED numbered items only) are supplied by the ERIC Document Reproduction Service. To be sure that you are requesting only publications that are available from EDRS, the following procedures are recommended:

1. BEGIN 1 in the ERIC file.

2. Enter accession numbers for which full document copies are requested; or perform search according to normal DIALOG procedures. KEEPing records in set 0 for order. (Set 0 on DIALOG Version 2, set 99 on the original system.) Be sure to check first whether the document is available from EDRS. (This information is given in each ERIC ED-numbered record.)

3. TYPE set 0 in a short format to view for accuracy. Delete unwanted items using KEEP-EDnnnnnnn if necessary.

4. Enter ORDER ERIC (MF or PC) (number of copies) (special shipping instructions, if any). All ERIC orders must include an indication of MF or PC.

ERIC-2 (Revised April 1986)

EAB-10/11, 1988
Boston College First Site for SilverPlatter's MultiPlatter™

With the recent installation of MultiPlatter at Boston College, SilverPlatter becomes the first database publisher to offer a CD-ROM networking solution for libraries. SilverPlatter Information, Inc. of Wellesley Hills, MA, formally introduced MultiPlatter in Boston at the October conference of the Library Information Technology Association (LITA), a division of the American Library Association.

Throughout the three days of LITA, a constant crowd of interested conference attendees visited SilverPlatter's booth to examine MultiPlatter. Attendees were also invited to a wine and cheese reception, sponsored by the Boston College Libraries and SilverPlatter, at Boston College's O'Neill Library to honor the unveiling of the first installation of MultiPlatter. At the reception, 100 librarians had an opportunity to observe and evaluate MultiPlatter in a library environment.

All who were introduced to MultiPlatter saw the benefits of its modular stand-alone CD-ROM network which links multiple workstations to multiple CD-ROM discs. With MultiPlatter, each workstation has access to any of the CD-ROM discs in the network and more than one user can perform searches on the same CD-ROM disc. MultiPlatter offers a secure environment for CD-ROM access. The discs, software, and network servers can be stored in a location controlled by library staff.

MultiPlatter includes up to 21 CD-ROM disc drives with network servers, networking software and interface cards, MS-DOS Extensions, MultiPlatter network manager software, documentation, and toll-free customer telephone support in the U.S. for all hardware and software components. The customer must provide the personal computer workstations used to access the CD-ROM discs in the network.

MultiPlatter, which is undergoing field evaluation at several sites, has been designed to offer a solution to facilitate collection building for CD-ROM subscribers. MultiPlatter supports all SilverPlatter products, as well as CD-ROM titles from other publishers which conform to the ISO standard and which support MS-DOS Extensions.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
617-239-0306
617-235-1715 (FAX)
The following is a list of materials available from the ERIC Clearinghouse on Information Resources. Although publications listed are available free of charge, we request that all orders be accompanied by postage to cover mailing expenses (see postage/handling rates below). ORDERS CANNOT BE MAILED UNTIL POSTAGE IS RECEIVED.

To order materials, place a check mark by the items you wish to receive. Send this sheet, along with postage (stamps, or a check made payable to "Information Resources Publications") to:

ERIC Clearinghouse on Information Resources
030 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340

POSTAGE/HANDLING RATES

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<td>&quot; 60 &quot;</td>
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</table>

PUBLICATIONS LISTED ARE NOT COPYRIGHTED AND MAY BE REPRODUCED

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Please send me the items indicated on the verso of this sheet to:

(Name): ____________________________________________
(Address): __________________________________________

EAB-10/11, 1988
ERIC Clearinghouse on Information Resources
030 Huntington Hall
Syracuse University
Syracuse, NY 13224-2340

date:__________________

ERIC/IR has received your request for material. However, postage for the mailing has not been received.

Please send $________ in check or postage stamps to cover the expense of mailing/shipping the items you ordered.

Checks can be made payable to:

   Information Resources Publications.

Thank you.

EAB-10/11, 1988
HOW TO ORDER
RESOURCES IN EDUCATION (RIE)

Resources in Education (RIE) is a monthly abstract journal covering the document literature of education. It is published for the U.S. Department of Education by the U.S. Government Printing Office (GPO). RIE consists of twelve (12) monthly issues (each announcing over 1000 documents and indexing them by Subject, Institution, Personal Author, and Publication Type) and two (2) cumulative semiannual indexes (Jan-June, July-Dec). RIE is sold by GPO on subscription or as individual issues on-demand. Stock is retained for only approximately six months; issues older than that are generally not available from GPO. Orders from foreign sources cost 25% additional, as shown in the table below.

<table>
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<th>RIE Product</th>
<th>Domestic</th>
<th>Foreign</th>
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<tr>
<td>Subscription to Monthly Issue:</td>
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</tr>
<tr>
<td>(12 iss.)</td>
<td>$66.00</td>
<td>$82.50</td>
</tr>
<tr>
<td>— Single Copy On-Demand (1 iss.)</td>
<td>15.00</td>
<td>18.75</td>
</tr>
<tr>
<td>Subscription to Semiannual Index:</td>
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<td>— Single Index On-Demand (1 iss.)</td>
<td>15.00</td>
<td>18.75</td>
</tr>
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</table>

Mail Orders: Check or money order (full remittance required) made payable to "Superintendent of Documents."
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Subscription research section (inquiries about a subscription order): 202-275-3054
Deposit account section (inquiries about deposit accounts): 202-275-2481
Depository libraries should contact: 202-275-1006
(Library Programs Service)
Introducing the
Clearinghouse on
Rural Education
and Small
Schools at AEL*

The ERIC Clearinghouse on Rural Education and Small Schools is part of the Educational Resources Information Center, a national system that makes articles and documents about education accessible to all who are interested. The ERIC system produces a computer-searchable database of the literature of education, in two parts: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

Most documents in the RIE are available on microfiche from which paper copies can be made. Articles abstracted in the CIJE are culled from about 780 journals, and are available at libraries. A computer search of the ERIC database yields resources from both the RIE and the CIJE.

The back of this information sheet gives the locations and telephone numbers of institutions in your region that house complete ERIC collections.

The ERIC System of 16 Clearinghouses

The 16 clearinghouses divide the entire scope of topics that define education in the United States. Each clearinghouse seeks to acquire and evaluate documents—for example, articles, reports, curriculum descriptions—in the scope that defines their area of interest. Some of the acquired documents and articles are selected to be included in the computer searchable ERIC database, which now consists of over 700,000 documents.

Some educators have claimed that the ERIC system is the best-kept secret in American education. ERIC, however, is committed to helping everyone interested in education become increasingly more resourceful users of the ERIC database.

ERIC/CRESS at AEL

The host institution for the Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)

recently changed from New Mexico State University to the Appalachia Educational Laboratory in Charleston, West Virginia. Its scope remains the same: rural education, small schools, American Indians and Alaska natives, Mexican Americans, migrants, and outdoor education.

Staff of ERIC/CRESS at AEL intend to build on their legacy. The clearinghouse retains a strong commitment to cover its complete scope. Acquisitions and archiving will continue as before.

New Plans for ERIC/CRESS

To help educators and citizens become more familiar with the ERIC system, we have planned new ventures. They include, in part, the following products and services:

- a toll-free telephone number: 800/624-9120 (in WV: 800/344-6646); just ask for "ERIC/CRESS,"
- a parents' guide to resources in the ERIC database,
- camera-ready articles for rural news weeklies,
- a presentation for journalists about how they might use the ERIC system in their work,
- a learning package for professors to use with education students,
- a workshop for librarians and others about new developments in the ERIC system and new techniques for searching the ERIC database on compact disks (CD/ROM), and

ERIC/CRESS Textfile, which presents papers developed by our authors in Apple and MS-DOS formats.

In addition, we will continue to publish the ERIC products expected by those familiar with the ERIC system: ERIC/CRESS Digests (short, practical syntheses of relevant topics within our scope); trends and issue papers that analyze issues for teachers and administrators; and monographs, which explore the policy implications of issues for school board members, legislators, and state-level officials.

We will also provide the same services as before: copies of ERIC/CRESS papers, monographs, and Digests; answers (by phone or letter) to topics within our scope of interest to educators and citizens; and computer searches within our scope.

* AEL—the Appalachia Educational Laboratory—is a nonprofit corporation that is the host institution for ERIC/CRESS. AEL also hosts the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia.

ERIC/CRESS at AEL • 1031 Quarrier Street • P.O. Box 1348 • Charleston, WV 25325
800/624-9120 (outside WV) • 800/344-6646 (in WV) • 347-0400 (Charleston area)

AEL is an affirmative action/equal opportunity employer
Complete ERIC Collections in the area served by the Appalachia Educational Laboratory
(Source: Directory of ERIC Information Service Providers)

<table>
<thead>
<tr>
<th>State</th>
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<td>502/588-6747</td>
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<td>Chattanooga</td>
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<td>East Tennessee State University</td>
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<td>Nashville</td>
<td>615/322-8095</td>
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<td>Charlottesville</td>
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<td>Virginia Polytechnic Institute and State University</td>
<td>Falls Church</td>
<td>703/698-6011</td>
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<td>James Madison University</td>
<td>Harrisonburg</td>
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<td>Radford University</td>
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<td>703/731-5471</td>
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<td>304/462-7361, x 311, x 314</td>
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<td>West Virginia College of Graduate Studies</td>
<td>Institute</td>
<td>304/768-9711</td>
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<td>West Virginia University</td>
<td>Morgantown</td>
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<td>ERIC Clearinghouses in this region:</td>
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<td>Handicapped and Gifted Children</td>
<td>Reston, VA</td>
<td>703/620-3660</td>
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<tr>
<td>Rural Education and Small Schools</td>
<td>Charleston, WV</td>
<td>304/347-0400</td>
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</table>

The U.S. Department of Education operates nine Regional Educational Laboratories. Each serves a specific geographical region.

The Appalachia Educational Laboratory, in Charleston, WV, 304/347-0400 serves your area (Kentucky, Tennessee, Virginia, and West Virginia). The Labs conduct applied research and development to improve education. They can often supply additional information about documents or techniques represented in the ERIC database.

For this region, the complete ERIC collection can be found at the locations given in the column to the left. These collections consist of the following resources:

- Resources in Education (RIE), 1966-present;
- Current Index to Journals in Education, 1969-present;
- the current Thesaurus of ERIC Descriptors; and
- a complete RIE microfiche collection, 1966-present.

Consult the Directory of ERIC Information Service for other ERIC collections in your region.
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- CONCISE ANNOTATIONS
  Each is written by an education specialist, the original author, or a specialist of the Educational Resources Information Center (ERIC), currently sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

- FULL TEXT SERVICE
  All articles available through University Microfilms International are clearly indicated in the entries. Copies can be obtained within 24 hours of the receipt of your order!

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- Languages and Linguistics
- Higher Education
- Information Resources
- Junior Colleges
- Elementary and Early Childhood Education
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluations
- Urban Education

"The most comprehensive source for current bibliographic information on education." — RQ

The convenient format of every issue enables you to quickly consult CIJE through the Subject Index, Author Index, or Journal Contents Index. Also included is an update of recent additions and changes made to the ERIC controlled vocabulary since the publication of the latest edition of the Thesaurus of ERIC Descriptors.

With CIJE, you have the perfect reference tool for locating the most recent information on specific education topics. And while subscription rates to periodicals continue to climb, there has been no increase on domestic subscriptions to either CIJE Monthly or CIJE Semiannual Cumulations for three years.

Current Index to Journals in Education. Monthly, Volume 21, 1989 / ISSN 0011-3565 / 8½ x 11 / Paperbound / Subscription Rate: $207.00 in North America (elsewhere, $250.00 payable in U.S. funds).

SAVE 5% by placing your subscription on standing order!

Some back issues are available. Call or write our Customer Service Department for details.
Using CIJE is as easy as **1 2 3**

1. **Subject Index**
   Find the topic that is important to you in the Subject Index. Each subject lists articles by title followed by an accession number called the EJ number.

2. **Main Entry Section**
   Turn to the Main Entry Section, where the EJ numbers are listed in ascending numerical order. Simply take the EJ number found in the Subject Index and locate the entry to find complete information—including an annotation about the article.

3. **Author Index**
   If you are interested in other works by a specific author, consult the Author Index, where you can again have access to articles through the EJ numbers.

---

**Sample Entries:**

<table>
<thead>
<tr>
<th>Accession No.</th>
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<th>Journal Title</th>
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<tbody>
<tr>
<td></td>
<td>(1980)</td>
<td></td>
<td></td>
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</tbody>
</table>

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**Annotation**: In spite of current sentiment to the contrary, the importance of mathematics is not relative and is not a matter of creativity or imagination; and an appreciation of the flood of the subject. This has implications for the teaching of mathematics.
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- RIE Main Entry Cumulation on Microfiche, 1966-1980 / $869.00 in North America (elsewhere, $886.00 payable in U.S. funds)
- CIJE Main Entry Cumulation on Microfiche, 1969-1980 / $869.00 in North America (elsewhere, $886.00 payable in U.S. funds)
- Combined RIE/CIJE Subject and Fiche Index, 1966-1980 / $1,099.00 in North America (elsewhere, $1,114.00 payable in U.S. funds)

**Annual Updates**

- RIE/CIJE Complete 1983 Microfiche Update / $315.00 in North America (elsewhere, $324.00 payable in U.S. funds)
- RIE 1983 Main Entry Update / $112.00 in North America (elsewhere, $115.00 payable in U.S. funds)
- CIJE 1983 Main Entry Update / $112.00 in North America (elsewhere, $115.00 payable in U.S. funds)
- RIE and CIJE Annual Updates for 1981 and 1982 are available on microfiche. CIJE Semiannual Cumulations for 1979, 1980, and 1981 are also available on microfiche. Call or write our Customer Service Department for details.

**Special Offer on CIJE!!**

To save time and money, have your subscription to CIJE Monthly placed on standing order. This way you automatically save 5% off the regular subscription rate. Plus, save an additional $19.00 or more off the separate prices when you subscribe to both CIJE Monthly and the Semiannual Cumulations.

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<th>Elsewhere*</th>
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<tr>
<td>CIJE Monthly</td>
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<table>
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<th>Special Discount Combined Subscription Rates</th>
<th>North America</th>
<th>Elsewhere*</th>
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<tr>
<td>CIJE Monthly and CIJE Semiannual Cumulations</td>
<td>$386.00</td>
<td>$465.00</td>
</tr>
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</table>

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ERIC: A Resource for Nursing Education

MOIRA D. SHANNON, EdD, RN, Nurse Consultant, National Center for Nursing Research, National Institutes of Health, Bethesda, Maryland; KEVIN F. ARUNDEL, PhD, Senior Research Associate, ERIC Program, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C.


The information in this article reflects the views of the authors.

Faculty doing research in nursing education today are challenged by the growing amount of available data in this field. Computers age technology facilitates access to such data, but the judgment of which to search remains with the individual researcher. For nurse educators, this search encompasses not only the fields of nursing and medicine but also the field of education. There, the world's largest education database is the Educational Resources Information Center (ERIC).

ERIC is a system—the national system for bibliographic control of the journal and document literature of education. Among the social science databases, ERIC is the most used. It vies with MEDLARS as the most used database in academia.

ERIC emphasizes two key concepts: 1) a focus on the so-called "fugitive" literature, that is, hard to get, unpublished literature; and 2) a decentralized approach to collecting, processing and disseminating information. It indexes and annotates articles from 760 journals.

ERIC has three major components: a central office, clearinghouses and support system services. Central ERIC is a unit within the Office of Educational Research and Improvement, U.S. Department of Education. It provides funding, monitoring, and administrative support for the system.

To accommodate the diversity of interests in education, the system supports 16 clearinghouses. Each one of these addresses a major discipline, academic level or issue in education and is staffed with subject experts. The clearinghouses have three major functions: database building, product development and dissemination. They are located across the nation and are linked by a state of the art computer-based system.

Supporting system services operate either contractually within ERIC or outside of it. The ERIC Processing and Reference Facility, within ERIC, maintains the system's technical quality control of document processing, edits clearinghouse data and inputs this onto magnetic tape files. The magnetic tapes are used for producing two monthly abstract journals, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). And are adapted by database vendors for computer searching and retrieval services. The second internal service, the ERIC Document Reproduction Service (EDRS), produces and sells microfiche and paper copies of documents. Outside support for the system is provided by several on-line retrieval vendors and the publishers of the CIJE and the Thesaurus of ERIC Descriptors, which is used to index the literature in the database.

Houston (1987) defines nursing education as: "formal instruction in nursing education offered by a school, college, or university, often affiliated with a hospital...includes two year, three year, four year, and graduate programs." Prior to 1980, references to nursing education were usually indexed under the term "nursing," which had been the index since the beginning of the system in 1966. Two other terms, "nurses" and "school nurses" were also in the original system. The term "nurse practitioner" was added in November 1982.

A search of nursing terms covering the time span from 1981-1987 yielded a total of 1217 references. When these were further refined for those that were categorized as research, 107 emerged. Eighty-five references were on nursing education and research. This represents data of prime importance to researchers in nursing education. There were 791 references under nursing education that are of general interest to nurse educators in many settings. These included articles published in journals that are cited as "EJ" (for ERIC journal), and documents that are mostly unpublished literature and are cited as "ED" (for ERIC document).

The references on research in nursing education were examined to identify over-all content. The following categories were created: research, academia, professional and clinical issues, programs, educational technology, administration and miscellaneous. Specific content in these categories includes:

- Research. This category contains references on nursing education research in general, evaluation of nursing research in reports, research in curricula and education programs, research methodologies, research tools in nursing education, and market research.

Academia. This category refers primarily to concerns on how to handle research within a curriculum. Documents on nursing students and faculty are also in this grouping.

- Professional and Clinical Issues. References on nursing theory and practice, as well as clinical concerns such as clinical decision-making in nursing, are under this category.

- Programs. References on specific levels of nursing education such as junior college, baccalaureate, graduate and continuing education programs are in this category.

Educational Technology. Supports to teaching and learning are in this category. Topics include library and learning resources, computer-based instruction, models for assessing learning needs in adults, and classroom teaching techniques.

Administration. This category reflects administrative concerns in both academia and service settings.

Miscellaneous. This category contains documents on various related topics such as gerontology, public affairs, culture, and international aspects of nursing education.

The categories described above characterize some of the content areas found under the descriptors of "nursing education" and "research" in the ERIC system. Many of these references also appear under other descriptors found in the Thesaurus of ERIC Descriptors. Decisions must be made by each individual searcher regarding descriptors to be used, time periods searched and whether to search document literature as well as published journals for information.

How to Access ERIC

METHODS

Manual. For a manual search, look in the Subject Indexes of RIE and CIJE. These are monthly publications that are available semi-annual and annual editions.

Online Computer. This service is available from three major vendors of database services: BRS Information Technologies, DIALOG Information Services and ORBIT Information Service. Compact-Disk Read-Only-Memory (CD-ROM) sources. These are provided mainly by DIALOG Information Services, Online Computer Library Center (OCLC), and Silver Platter Information Services.

Home Computer with Modem. This can be linked to BRS Information Technologies After Dark Service or DIALOG Information Service's Knowledge Index.
Home Computer Using Floppy Disks. Disks containing portions of the ERIC database are available through subscription from the ERIC Clearinghouse on Information Resources.

THE SEARCH PROCESS

Find an ERIC Information Service Provider. Brandhorst and Eustace, (1986), identify 891 locations that provide ERIC-related services and information. Almost 600 of these providers are located in institutions of higher education; 86 are in government agencies (federal, state or local); and 36 are in public libraries. The remaining locations are scattered among ERIC clearinghouses, and profit and non-profit organizations. There are 120 of these providers located outside of the United States. If a local university or public library does not have a directory of providers, contact the ERIC Processing and Reference Facility or an ERIC clearinghouse.

Frame your specific topic. After deciding possible categories for which you want to search, use the provider's Thesaurus of ERIC Descriptors to choose appropriate index terms used by ERIC to categorize each reference in the database.

Examine your descriptors. After choosing the best descriptors for your topic, find these terms in the Alphabetical Descriptor Display. Note the Scope Notes (SNs), Broad Terms (BTs), Narrow Terms (NTs), or Related Terms (RTs) that may help in expanding your list of descriptors.

Choose your method. The various methods for access have been outlined previously. All of these methods will provide you with a list of references.

Follow-up. After examining the references on the list, access the document literature (ED) via microfiche at most libraries or purchase the documents from EDRS. Journal articles (EJ) are available through libraries or reprint services.

Entering Nursing Education Documents into ERIC

Published articles in the 760 journals that are indexed by ERIC are entered into the system after clearinghouse review and selection. If an article is not selected, it may be due to an over representation of references on the same subject or cost constraints within a clearinghouse.

Researchers in nursing education who wish to submit reports, speeches, or papers given at conferences can contact either the ERIC Processing and Reference Facility or a clearinghouse in the general subject area of their document.

The two clearinghouses that contained most of the references for nursing education were the Clearinghouse on Adult, Career, and Vocational Education at Ohio State University in Columbus, Ohio and the Clearinghouse on Higher Education at George Washington University in Washington, DC.

The ERIC Processing and Reference Facility is located at: 4350 East-West Highway, Suite 1100, Bethesda, Maryland 20814-4475. Telephone: (301) 656-9723.

References


Sesser. V. (1987). ERIC through the ages. Search for information about specific age groups in the ERIC database. Database. 10(4), 75-82.
Sample Search Questions and Sample Outputs

Question: What tests are available to evaluate an employee's job performance?

AN ACCESSION NUMBER: TC014796. ETS 8609.
TI TITLE: Employee Effectiveness Profile.
AU AUTHOR: Pfeiffer-William-J.
YR YEAR: 86.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
AV AVAILABILITY: University Associates; 8517 Production Avenue, San Diego, CA 92121.
TG TARGET AUDIENCE: Adults.
NT NOTES: ITEMS: 19.
AB ABSTRACT: This profile is designed to assist managers in identifying the overall effectiveness of individual employees. It is completed by the supervisor. Uses a variation of The Productivity-Potential Model to describe employees as: stars, workhorses, marginal, deadwood, trainees or problem children. Uses a four-point Likert type agree/disagree scale. Strategies are suggested to deal with each type of employee.

Question: What tests are available to measure the English language proficiency of non-native speakers of English?

AN ACCESSION NUMBER: TC014800 ETS 8602.
TI TITLE: Comprehensive English Language Test.
DT SUBTESTS: Listening; Structure; Vocabulary.
AU AUTHOR: Harris-David-P; Palmer-Leslie-A.
YR YEAR: 86.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
ID IDENTIFIERS: CELT; Oral Testing.
AV AVAILABILITY: Delta Systems; 570 Rock Road Drive, Unit H. Dundee, IL 60118.
GL GRADE LEVEL: 9; 10; 11; 12.
NT NOTES: TIME: 135.
AB ABSTRACT: This test is designed to measure the English language proficiency of non-native speakers. It is used with students in high school, college or adult programs of English as a second or foreign language, at the intermediate and advanced levels. May be used for: placement or measuring achievement. Covers the ability to: comprehend short statements, questions and dialogues spoken by native speakers; manipulate grammatical structures in spoken English; understand textual items in advanced English reading.

Question: What are some recent achievement tests available for use in a high school?

AN ACCESSION NUMBER: TC014353 ETS 8602.
DT SUBTESTS: Vocabulary; Comprehension; Spelling; Language Mechanics; Language Expression; Mathematics Computation; Mathematics Concepts and Applications; Study Skills; Science; Social Studies.
AU INSTITUTIONAL AUTHOR: CTB/McGraw-Hill, Monterey, CA.
YR YEAR: 85.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
ID IDENTIFIERS: CAT; Test Batteries.
AV AVAILABILITY: CTB/McGraw-Hill; Del Monte Research Park, 2500 Garden Road, Monterey, CA 93940.
GL GRADE LEVEL: 10; 11; 12.
NT NOTES: TIME: 408.
ITEMS: 469.
AB ABSTRACT: A series of norm-referenced, objectives-based tests for kindergarten through grade 12. Series is designed to measure achievement in the basic skills commonly found in state and district curricula. The tests combine the most useful characteristics of norm-referenced and criterion-referenced tests and therefore provide information about the relative ranking of students against a norm group as well as specific information about students' instructional needs. Subject areas measured are reading, spelling, language, mathematics, and study skills. Optional tests are available for science and social studies. The test battery also serves measurement needs of special programs, such as Chapter 1, ECIA, etc.
The Educational Testing Service Test Collection file is a publicly searchable database through BRS Information Technologies, a commercial vendor of databases.

**TEST COLLECTION COVERAGE**

Bibliographic records of tests containing descriptions and availability information.

Currently, over 8,000 test records describing assessment tools used to evaluate:
- achievement
- aptitude
- attitudes
- interests
- personality
- sensory-motor skills
- special populations
- vocational/occupational areas

Contains information on commercially available tests and noncommercial research instruments

Quarterly updates describing newly acquired instruments

**KINDS OF INFORMATION**

Tests currently available to fill information needs

Example: A vocational counselor needs some vocational interest inventories suitable for use with adults

Example: A school district is considering a program for its gifted and talented students and needs assessment tools to identify these students

Availability information on tests

Example: What is the address of the publisher of the Comprehensive Tests of Basic Skills?

Example: I need a list of tests available from Western Psychological Services in California.

Tests which assess skills, characteristics or attributes which have not been extensively researched or for which information is limited.

Example: Are there any instruments available to measure shyness?

Example: Are there any measures which might be used to predict recidivism in released criminal offenders?

**FOR MORE INFORMATION**

How to search BRS

Customer Services
BRS
1200 Route 7
Latham, NY 12110
(518) 783-1161 or (800) 345-4BRS

Information on the Test Collection

Marilyn Halpern
Test Collection
Educational Testing Service
Princeton, NJ 08541
(609) 734-5737

**SEARCH CAPABILITIES**

Search on keywords appearing anywhere in the test record

Limit searches to any one or a combination of the following:
- Title
- Author
- Publication Date
- Availability Source
- Subtests
- Subject Indexing Terms, Major and/or Minor
- Identifiers
- Age or Grade Level
- Abstract

Search on subject indexing terms, using the Thesaurus of ERIC Descriptors.

**Added Value**

Do you need information on how others have used the tests?

Using the titles of the tests you've discovered by searching the Test Collection database, do a search in ERIC and find research studies, reviews, and other reports on the tests in which you are interested.

**Searchable Fields in the Test Collection Database**

<table>
<thead>
<tr>
<th>Searchable Field</th>
<th>Search Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accession Number</td>
<td>AN</td>
<td>Six-digit identification number assigned by Test Collection to a test</td>
</tr>
<tr>
<td>Update</td>
<td>UP</td>
<td>Allows a search on test descriptions entered at, before, or after a certain date</td>
</tr>
<tr>
<td>Title</td>
<td>TI</td>
<td>Name of test</td>
</tr>
<tr>
<td>Subtests</td>
<td>DT</td>
<td>Components within the overall test which assess skills or other factors</td>
</tr>
<tr>
<td>Author</td>
<td>AU</td>
<td>Personal or institutional</td>
</tr>
<tr>
<td>Year</td>
<td>YR</td>
<td>Year test was published or copyrighted</td>
</tr>
<tr>
<td>Descriptors</td>
<td>DE</td>
<td>Subject indexing terms from the Thesaurus of ERIC Descriptors</td>
</tr>
<tr>
<td>Major Descriptors</td>
<td>MJ</td>
<td>Limits descriptors to those connoting major emphasis of test</td>
</tr>
<tr>
<td>Minor Descriptors</td>
<td>MN</td>
<td>Limits descriptors to those connoting minor emphasis of test</td>
</tr>
<tr>
<td>Single-word Descriptors</td>
<td>SW</td>
<td>Single-word indexing terms from the Thesaurus of ERIC Descriptors</td>
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<td>SJ</td>
<td>Limits single-word descriptors to those connoting major emphasis of test</td>
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<td>Single-word Descriptors, Minor</td>
<td>SN</td>
<td>Limits single-word descriptors to those connoting minor emphasis of test</td>
</tr>
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<td>Resource Type</td>
<td>RT</td>
<td>Type of material for Test Collection. It is always Assessment-Screening</td>
</tr>
<tr>
<td>Identifiers</td>
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<td>Additional indexing terms not found in the Thesaurus of ERIC Descriptors</td>
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<td>Availability</td>
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<td>List of grades for which test is suitable</td>
</tr>
<tr>
<td>Target Audience</td>
<td>TG</td>
<td>List of ages for which test is suitable</td>
</tr>
<tr>
<td>Notes</td>
<td>NT</td>
<td>May contain cross references, time needed to take test, number of items</td>
</tr>
<tr>
<td>Abstract</td>
<td>AB</td>
<td>A description of the test and its purpose</td>
</tr>
</tbody>
</table>
The Educational Testing Service Test Collection (ETSF) database, produced by the Educational Testing Service in Princeton, New Jersey, currently consists of more than 8,600 bibliographic records describing a wide array of tests in the general areas of achievement, aptitude, interests and attitudes, personality, sensory-motor skills, special populations, and vocational-occupational skills. The tests described in this database cover a wide range of subject areas. For instance, you can find information on tests for subjects such as:

- reading achievement
- logical thinking
- attitudes toward women and sex roles
- aggression and other personality traits
- self-concept
- measures for use with learning-disabled persons
- vocational interests
- data processing skills
- decision-making processes
- measures used in marriage counseling

**Using Descriptors To Search**

You can use either multiword or single-word descriptors to search the Educational Testing Service Test Collection (ETSF) database. The Descriptor (DE) field consists of controlled vocabulary from the Thesaurus of ERIC Descriptors. You have various options for restricting your search terms to the Descriptor (DE) Field. Search on all descriptors in the Descriptor (DE) field, or you can restrict your search to:

- Major Descriptor (MJ) field containing those terms considered major descriptors
- Minor Descriptor (MN) field containing those terms considered minor descriptors
- Single Word Descriptor (SW) field containing all single-word descriptors
- Single Word Major Descriptor (SJ) field containing those single-word descriptors considered major
- Single Word Minor Descriptor (SN) field containing those single-word descriptors considered minor

You can do a more comprehensive subject search in the Descriptors (DE) field rather than restricting your search to the Major or Minor Descriptors fields. The following examples illustrate how restricting your search to various fields affects your retrieval. However, please note that only the Major Descriptor (MJ) and Minor Descriptor (MN) fields appear in your display. The other fields, except for DE, are all SEARCH ONLY fields.

**Descriptor (DE) Field**

The Descriptor (DE) field is a superlabel for MJ, MN, SW, SJ, and SN. You can restrict your search to the DE field by hyphenating your search terms which automatically restricts your search to the DE field. Or you can add "de." to the end of your terms:

1. learning-disabilities
   RESULT 188 DOCUMENTS

2. learning adj disabilities.de.
   RESULT 188 DOCUMENTS

**Major Descriptor (MJ) Field**

3. learning-disabilities.mj.
   RESULT 89 DOCUMENTS

**Minor Descriptor (MN) Field**

4. learning-disabilities.mn.
   RESULT 99 DOCUMENTS

**Single Word Descriptor (SW) Field**

5. aggression.sw.
   RESULT 53 DOCUMENTS

6. aggression.sj.
   RESULT 27 DOCUMENTS

**Single Word Major Descriptor (SJ) Field**

7. aggression.sn.
   RESULT 26 DOCUMENTS

In addition, for current awareness, searchers can update previous searches by using the Update Code (UP) which displays in the Accession Number (AN) field. For example, if a user did a search on tests used to assess salesmanship in 1987 and wanted to update that search, it could be done using the LIMIT command. See Search Sample 6.
Search Sample 6

ETSF JUN 1988
BRS SEARCH MODE - ENTER QUERY
1: sales.de.
RESULT 77 DOCUMENTS
2: salesmanship.de.
RESULT 30 DOCUMENTS
3: 1 or 2
RESULT 81 DOCUMENTS
4: p 4 an/1
RESULT 30 DOCUMENTS

BRS SEARCH MODE - ENTER QUERY
5: ..p 4 an/1
RESULT 30 DOCUMENTS

AN ACCESSION NUMBER: TC810624 ETS 8802.

Or, use the Valued Parameter feature. See Search Sample 7.

Search Sample 7

ETSF JUN 1988
BRS SEARCH MODE - ENTER QUERY
5: ..p 4 an/1
RESULT 30 DOCUMENTS

BRS SEARCH MODE - ENTER QUERY
6: ..p 5 all/1
RESULT 30 DOCUMENTS

AN ACCESSION NUMBER: TC810624 ETS 8802
Ti TITLE: The Poppleton Allen Sales Aptitude Test
DT SUBTESTS: Administrative Effectiveness, Social Sophistication; Emotional Resilience, Dynamism. Economic Motivation; Empathy; Competitiveness Organizational Ability; Work Commitment. Emotional Stability, Self-Sufficiency; Verbal Fluency, Determination, Self-Confidence; Entertaining
AU AUTHOR: Poppleton-S. And Others
YR YEAR 84
MJ MAJOR DESCRIPTORS: Personnel-Selection. Salesmanship. Sales-Ocupations
MN MINOR DESCRIPTORS: Adults. Foreign-Countries. Questionnaires. Rating-Scales
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
ID IDENTIFIERS: England. Great Britain. PASAT
TG TARGET AUDIENCE: Adults.
NT NOTES: TIME: 25; approx. ITEMS: 126.
AB ABSTRACT: A sales aptitude test whose main purpose is to improve sales selection. Designed to measure those attributes which are of importance for effective selling in industry. Test is divided into two sections. Section one comprises ninety-nine items each consisting of a statement about a type of behavior. The testees rate how often they show that behavior. Section two comprises twenty-seven items. The testees rate how frequently other people have exhibited certain behaviors and reactions toward them.

END OF REQUEST

With these features in ETSF, you have the capability of narrowing searches and deciding on the emphasis you wish to place on the direction of your searches.
<table>
<thead>
<tr>
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<th>TOTAL CLHS RESUMES</th>
<th>TOTAL CLHS JOURNALS</th>
<th>TOTAL CLHS ONE-SHOT RESUMES</th>
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Deletions

IR  AEDS Journal
IR  AEDS Monitor
IR  Media Management Journal
IR  Television and Families
CG  Administration in Mental Health
CG  Computers in Human Services
CG  Educational Gerontology
CG  Journal of College and University Student Housing
CG  Journal of Divorce
CG  Psychology of Women Quarterly
CG  School Guidance Worker
CG  Social Work
SP  Today's Education
EA  Journal of Educational Communication
CS  Computers, Reading & Language Arts
CS  Secondary School Theatre Journal
CE  Business Education World
CE  Workplace Education

Additions

SP  Strategies
CS  Reading Improvement
CS  New Advocate
CS  Journal of Advanced Composition
CS  Human Factors
SO  Journal of Aesthetic Education
IR  Computers in Human Behavior
IR  Machine-Mediated Learning
IR  Academic Computing

Name Changes

CS  Highway One to Canadian Journal of English Language Arts
CS  Journal of the American Forensic Association to Argumentation and Advocacy
OCTOBER 21 1988

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN89

Additions
SO Political Science Teacher
RC American Indian and Alaska Native Mental Health Research
RC Appalachian Journal
RC Comparative Education Review
RC Hands On
RC Journal of Rural Studies
RC Rural Sociologist
RC Social Forces
RC Winds of Change
CE Community Education Journal
CE Journal of Consumer Affairs
CE Journal of Continuing Higher Education
CE Journal of Vocational and Technical Education
CE Nursing and Health Care
CE Personnel (AMA)
EA Economics of Education Review
IR Emergency Librarian

Deletions
RC Bradford Papers Annual
RC North Carolina Journal of Outdoor Education
RC White Cloud Journal of American Indian Mental Health
CE Business Education World
CE Contemporary Analysis in Education
CE Journal of Nursing Administration
CE Aging and Work
CE Nurse Educator
CE Workplace Education
THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the Thesaurus of ERIC Descriptors.

ABSTRACTS  Jul 1966
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACQUIRED IMMUNE DEFICIENCY SYNDROME  Aug 1987
SN Infectious, lifethreatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or uncorrected blood transfusions
UF AIDS (Disease)
HTLV-C Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADULT CHILDREN  Dec 1987
SN Grown up sons and daughters (approximately 18–30 years of age)
UF Adult Offspring
Grown Children

AFRICAN STUDIES  Aug 1988
SN Interdisciplinary instruction and research concerned with the continent of Africa and its inhabitants—generally encompasses sub-Saharan Africa but may also include North Africa

ALCOHOL ABUSE  Jun 1988
SN Excessive or otherwise inappropriate ingestion of alcoholic beverages often causing risk or injury to health and impaired social functioning (note: if possible, use the more specific term "Alcoholism")
UF Alcohol Intoxication
Drunkenness (Alcohol)
Problem Drinking

Alcohol Consumption
USE DRINKING

Alcohol Use
USE DRINKING

AUDIENCE AWARENESS  Aug 1988
SN The conceptions of the writer, speaker, or performer concerning the recipients of his/her communication

AUDIENCE RESPONSE  Aug 1988
SN Recipient reactions to and interpretations of oral, visual, or written communication (note: if possible, use the more specific term "Reader Response")

BIBLIOGRAPHIC DATABASES  Dec 1987
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

BIBLIOGRAPHIC RECORDS  Dec 1987
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.), generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)", which, prior to Dec 87, was sometimes used for "Bibliographic Records")

BODY COMPOSITION  Aug 1988
SN The amounts of fat and nonfat tissue in the body, usually expressed as a ratio
UF Body Density
Body Fatness
Body Mass
Fat Ratio
Lean Fat Ratio
Percent Body Fat

CAREGIVERS  Dec 1987
SN Individuals who provide personal care to others includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CHILDLESSNESS  Jun 1988
SN Having no natural children (note: if appropriate, coordinate with the Identifier "Voluntary Childlessness")

CHRONIC ILLNESS  Jun 1988
SN Disease or ailment of long duration or frequent recurrence, and often of increasing severity

CITATIONS (REFERENCES)  May 1980
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

CLASSROOM MANAGEMENT
USE CLASSROOM TECHNIQUES

COHABITATION  Jun 1988
SN Refers primarily to unmarried couples living together

COLLEGIALITY  Aug 1988
SN Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and cooperation
UF Collegial Models

COMPUTER GAMES  Dec 1987
SN Games played on computers, as other educational tools or recreational pastimes

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS  Dec 1987
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS  Jan 1988
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN  Jan 1988
SN The process of selecting, setting up, and modifying a system of computer hardware and software, also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS  Jan 1988
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan 88, the instruction "Computer Terminals use Input Output Devices" was carried in the Thesaurus)

COOPERATIVE LEARNING  Aug 1988
SN Learning situation in which students work together in small groups and receive rewards or recognition based on their group's performance

COOPERATIVE WORK EXPERIENCE PROGRAMS
USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY INSTRUCTION  Jan 1988
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN  Jan 1988
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DEBATE FORMAT  Aug 1985
SN Structure or framework of formal debate, including order and duration of arguments

DISK DRIVES  Jan 1988
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS)  Aug 1985
SN Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like tasks

FLOPPY DISKS  Dec 1985
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Disks
Flexible Disks

FRAIL ELDERLY  Jun 1985
SN Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social interactions

FREE ENTERPRISE SYSTEM  Aug 1988
SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used
UF Free Market
Laissez Faire Economy
Market Economy

FULL TEXT DATABASES  Jan 1984
SN Machine-readable files containing the complete texts of journal articles, newsspaper articles, legal documents, encyclopedias, or other works

GRADE REPERITION  Jul 1996
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS  Aug 1988
UF Health Costs

HEALTH PROMOTION  Jun 1988
SN Activities that encourage and support physical and mental wellness
UF Preventive Health Wellness Programs

Hiring (Personnel)  Aug 1988
USE PERSONNEL SELECTION

IMPORTS  Aug 1988

INFANT MORTALITY  Aug 1988
SN Infant Death Rate
USE INFANT MORTALITY and MORTALITY RATE

INTIMACY  Jun 1988
SN Especially close association or familiarity (usually interpersonal, often affectionate or loving)

# ATTACHMENT 12  
(PAGE 2 of 2)

**JOURNAL WRITING**  
Aug. 1988  
SN Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

**JOURNALISM HISTORY**  
Aug. 1988  
SN System of mass education for children that includes singing, ear training, solfege, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy

**MAGNETIC DISKS**  
Dec. 1987  
SN Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

**MAGNETIC TAPES**  
Jan. 1969  
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

**MAIL SURVEYS**  
Aug. 1988  
SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for example this kind of survey—use as a major Descriptor only as the subject of a document)

**MASS MEDIA ROLE**  
Aug. 1988  
SN Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda

**MASS MEDIA USE**  
Aug. 1988  
SN The manner, purpose, frequency, etc., of audience use of the electronic or printed mass media

**MEDICAL COSTS**  
USE HEALTH CARE COSTS and MEDICAL SERVICES

**MENSTRUATION**  
Aug. 1988  
SN Cyclic discharge of blood and tissues from the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche," "Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome")

**MENSTRUAL SYNDROME**  
Dec. 1987  
SN Syndrome of symptoms associated with menstruation, including cramps, bloating, fatigue, etc.

**MISSING CHILDREN**  
Aug. 1988  
SN Child who has been reported as missing by a responsible person or persons

**MODEMS**  
Jan. 1988  
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end

**MORTALITY (PHYSIOLOGY)**  
USE DEATH

**MORTALITY RATE**  
Jun. 1986  
SN Ratio between the number of deaths and the number of individuals in a specified population

**NEW USE**  
USE MASS MEDIA USE and NEWS MEDIA

**NUMERIC DATABASES**  
Jan. 1988  
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

**OFFICE AUTOMATION**  
Jan. 1988  
SN Application of computer and communications technologies to office functions and tasks

**ORAL REHYDRATION THERAPY**  
Aug. 1988  
SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrheal disease

**Peer Tutoring**  
USE PEER TEACHING and TUTORING

**PHYSICAL ATTRACTIVENESS**  
Jun. 1988  
SN (Note: see also the Identifier "Facial Attractiveness")

**Press Role**  
USE MASS MEDIA ROLE and NEWS MEDIA

**PREVENTIVE MEDICINE**  
Jul. 1966  
SN (Scope Note Added) Medical science that deals with prevention of diseases

**Retention (In Grade)**  
USE GRADE REPETITION

**SCHOOL PRAYER**  
Aug. 1988  
SN Individual or group prayer in a public or private school setting

**SELF EFFICACY**  
Jun. 1988  
SN Belief or expectation about one's own ability to perform a given task successfully

**SIBLING RELATIONSHIP**  
Aug. 1988  
SN The relationship between children in a family

**SODIOLDRAMATIC PLAY**  
USE DRAMATIC PLAY

**SPEECH SYNTHESIZERS**  
Jan. 1988  
SN Devices that simulate the human voice

**SPORTS MEDICINE**  
Aug. 1988  
SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries

**STUDENT JOURNALS**  
Aug. 1988  
SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision and usually not for formal grading by a teacher

**SUBSTANCE ABUSE**  
Jun. 1985  
SN Excessive or otherwise inappropriate ingestion of alcohol, drugs, tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

**SYMBOLIC PLAY**  
USE PRETEND PLAY

**TACTILE STIMULI**  
Jan. 1985  
UF Tactual Stimuli

**TEACHER EXPECTATIONS OF STUDENTS**  
Aug. 1988  
SN Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, physical appearance, speech patterns, etc.—also the effects of that anticipation (note: see also Identifiers "Pygmalion Effect" and "Self-Fulfilling Prophecies")

**Television Role**  
USE MASS MEDIA ROLE and TELEVISION

**Television Use**  
USE MASS MEDIA USE and TELEVISION VIEWING

**TEST SCORE DECLINE**  
Aug. 1988  
SN Decline of test scores of groups of test takers or of a decrease in the average score of all examinees

**UF Declining Scores**

**TEXT EDITING**  
USE WORD PROCESSING

**Text Editors**  
USE COMPUTER SOFTWARE and WORD PROCESSING

**STUDENT TEACHING**  
USE MASS MEDIA USE and TELEVISION VIEWING

**TEXT STRUCTURE**  
Aug. 1985  
SN Arrangement and connectivity of the ideas in a textual passage in terms of form, order, density, repetitiveness, elaborateness, etc., as related to comprehension and or recall

**TRANSRACIAL ADOPTION**  
Aug. 1988  
UF Interracial Adoption

**VIDEO DISPLAY TERMINALS**  
Jan. 1953  
UF Cathode Ray Tube Terminals Visual Display Units

**WRITING ACROSS THE CURRICULUM**  
Dec. 1985  
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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**AB-10/11, 1988**  
BEST COPY AVAILABLE
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Note 1: Level 1 = Available from EDRS in Microfiche and Paper Copy
Level 2 = Available from EDRS in Microfiche Only
Level 3 = Not Available from EDRS. (Alternate Source Cited in RIE)

Note 2: Given the fact of periodic changes to the ERIC backfile, there will be slight fluctuations in these statistics depending on when they are obtained.
SINGLE FRAME RESUME STATISTICS
RIEDEC88

RECORDS INPUT = 1022
RECORDS OUTPUT = 1022

LEVEL 1 DOCUMENTS PROCESSED = 904 88.4%
LEVEL 2 DOCUMENTS PROCESSED = 96 9.3%
LEVEL 3 DOCUMENTS PROCESSED = 22 2.1%
OTHER DOCUMENTS PROCESSED = 0.0%
TOTAL = 1022

LINES PRINTED = 46757

YEAR-TO-DATE STATISTICS

YTD RECORDS INPUT = 12129
YTD RECORDS OUTPUT = 12129
LEVEL 1 DOCUMENTS PROCESSED = 10564 87.0%
LEVEL 2 DOCUMENTS PROCESSED = 1307 10.7%
LEVEL 3 DOCUMENTS PROCESSED = 258 2.1%
OTHER DOCUMENTS PROCESSED = 0.0%
TOTAL = 12129

YTD LINES PRINTED = 549355
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**ERIC DATA ELEMENTS**

(Showing File in Which Used, Mandatory/Optional Status, and Responsible ERIC Component)
NOTES

1. **EDRS Price Code**  
   - Generated by computer system automatically based on data in Level and Pagination fields.

2. **Pagination**  
   - Clearinghouses provide pagination only for Level 3 documents (where no actual document is sent to the Facility). Facility performs centralized pagination function on all Level 1 and 2 documents.

3. **Publication Date (CIJE)**  
   - Derived by CIJE computer system automatically from Journal Citation field (last component).

4. **Language (English)**  
   - "English" inserted by computer system as default option when no language entered. Data element initiated in 1979.

5. **Publication Type (080)**  
   - Journal Article (PUBTYPE 080) inserted by CIJE computer system automatically in all CIJE records. Data element initiated in 1974.

6. **Availability (CIJE)**  
   - "UMI" expanded by CIJE computer system automatically to "Reprint: UMI".

7. **Descriptive Note**  
   - CIJE use of this data element initiated January 1984.
**ERIC RESUME**

**Summary Instructions**

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| Available                    | AVAIL_  | 30                  | 1            | Harper & Row 49 E 33rd St New York, NY 10016 (565) for Semester after Journal Name | |
| Journal Citation             | JNL_    | 75                  | 2            | Science v27 n12 pl22-13? May 1985 | Semicolor after Journal Name |
| Language of Document         | LANG_   | 55                  | 5            | English French     | No entry when only English |
| Geographic Source of Document| GEO_    | 55                  | 2            | U.S. Indiana       | See ERIC Processing Manual for Geographic Names |
| Governmental Status of Document | GOV_  | 15                  | 1            | Federal            | See ERIC Processing Manual for Governmental Names |
| Target Audience              | AUD_    | 14                  | 5            | Teachers, Parents  | See ERIC Processing Manual for Target Audience Names |
| Descriptors                  | DESC_   | 50                  | 20           | *Gifted, Junior High Schools | 5 to 10 terms recommended Asterisk (*) 1 to 6 major terms for printed index Educational level term required, if appropriate. |
| Identifiers                  | IDEN_   | 50                  | 10           | *Sesame Street     | 0 to 5 terms recommended No more than two (2) asterisked (*) for printed index |
| Abstract/Annotation          | ABST_   | 1500                | 1            | The teaching of a dialect modification | RIE About 200 words CIJE About 50 words |

**Note A:** Fixed length data fields are indicated by (FL); all other fields are variable in length. The maxima cited above for variable length fields are practical limits in accordance with the ERIC Processing Manual cataloging rules. NOT necessarily those of the computer system, which frequently includes large safety factors.

**Note B:** Mandatory for RIE CH PDAT LEVEL PAGE TITLE PUBTYPE LANG DESC ABST Mandatory for CIJE CH TITLE PUBTYPE LANG JNL DESC
Resources in Education (RIE)
Sample Resume (Fictitious)
(Showing all Possible Data Fields)

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Clearinghouse Input (when available)

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<td>SPON</td>
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<td>*Career Day</td>
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ERIC
Current Index to Journals in Education (CIJE)

Sample Resume (Fictitious)
(Showing all Possible Data Fields)

CIJE Publisher
Input

ACC_EJ654321
ISS_CIJJAN89
PDAT_14May88 [computer-generated from JNL field]

Clearinghouse
Input

CH_AA123456
TITLE_Career Planning for Women.
JNL_Journal of Career Planning; v5 n2 p11-14 Feb 1988
LANG_English; French [if English only, then no entry]
PUBTYPE_055; [080 supplied automatically]
DESC_*Career Planning; Employment Opportunities; Females

Clearinghouse
Input

AUTH_Smith, John D.; Johnson, Jane
NOTE_Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1988).
AVAIL_UML
IDEN_*Career Day
AUD_Administrators; Policymakers
ABST_Women's opportunities for employment are directly related to...
# TABLE OF CONTENTS

## ACTION ITEMS

- EDRS Details its Problems with Referrals from Clearinghouses 3
- CIJE Schedule for 1989 4

## NETWORK NEWS

- CIJE Survey - Executive Summary 4
- EDRS Document Reproduction Service (EDRS) Granted Price Increase 4
- RIE Schedule Delays 5
- Level 3 Accessions - Cumulative List (1966-1988) 5
- "Chic a.o Manual of Style" Agrees to Consider Adding Accession Numbers/Order Numbers (e.g. ED Numbers) to Citation Standards 5
- InterEd News 6
- Acquisitions/Networking Project at ERIC/HE 6
- ERIC/HE Introduces Searching on CD-ROM to National Center for Higher Education 7
- Source Journal Index (by Clearinghouse) 7

## PERSONNEL

- Zari Mayville Joins ERIC/HE 7
- Laura Smiddie is New User Services Coordinator at SO 8

## WORKSHOPS/CONFERENCES/METTINGS

- American Association of State Colleges and Universities (AASCU) 8
- Association for the Study of Higher Education (ASHE) 8

## CLEARINGHOUSE PUBLICATIONS

9
ATTACHMENTS

1. CIJE Schedule for 1989
2. CIJE Survey - Executive Summary
3. EDRS Price Increase (1989)
4. RIE Schedule Delays - Central ERIC Notice to SOC's
5. Level 3 Accessions List (1966-1988) - Introduction and Statistical Summary
6. Chicago Manual of Style (Correspondence With)
7. InterEd News (Various Items)
8. HE Acquisitions Project - Letter to Source Organizations

We Have Moved!

Effective March 1, 1989, the ERIC Processing and Reference Facility has relocated from 4350 East-West Highway, Bethesda, MD 20814 to:

2440 Research Boulevard
Suite 550
Rockville, MD 20850 - 3238

Our new telephone number is: (301) 590-1420

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
EDRS DETAILS ITS PROBLEMS WITH REFERRALS FROM CLEARINGHOUSES

At a recent ERIC Support Contractor Meeting, EDRS summarized some of the problems they experience with referrals they receive from other components of the ERIC system. Hopefully, the following items will serve as a "refresher" on typical EDRS problems:

1. All Clearinghouse literature should carry complete EDRS ordering information and address, not just the Clearinghouse address. All documents/articles announced by ERIC Clearinghouses must carry an ED number. Clearinghouse literature should list the EDRS 800# for easy ordering or price information.

2. The EDRS turnaround time for "On-Demand Orders" is five working days, plus in-transit mailing time.

3. Fax Orders—Customers may fax their orders 24 hours a day. They must provide either a purchase order or a Credit Card number. EDRS will fax documents—Customers are charged for the cost of the document and transmission charges plus a $2.00 service fee for each 25 pages. Orders are usually filled within 24 hours.

4. Sometimes orders are sent to a Clearinghouse and not to EDRS. When forwarding these orders to EDRS, please endorse any checks enclosed. EDRS cannot deposit checks made out to Clearinghouses and must, therefore, return the order unfilled to the requestor.

5. If a Clearinghouse gets a request from a customer for a document without an ED#, please ask the customer to write, not to call, EDRS. EDRS does not search titles over the phone. Ideally, Clearinghouses should either provide the ED number or refer the caller to the ERIC Facility for the number.

6. Do not refer customers to EDRS’s old address (P.O. Box 190 - Arlington).

...Vic Fortin (EDRS)
CIJE SCHEDULE FOR 1989

The CIJE schedule for 1989 should have been in the last EAB but just missed making it. Provided by Oryx Press, it covers all twelve 1989 issues and extends through September 1989. See Attachment 1.

...Magon Kinzie (Oryx Press)

CIJE SURVEY—EXECUTIVE SUMMARY

A very extensive survey concerning CIJE, that involved all ERIC components, was completed around the first of the year. The responses were compiled and summarized by Central ERIC and provide a basis for future management of the CIJE component of ERIC. A copy of the Executive Summary of the survey is provided as Attachment 2.

...Dorothy Myers (ERIC)

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS) GRANTED PRICE INCREASE

The ERIC Document Reproduction Service (EDRS) has been granted a price increase (based on Department of Labor wage rate standards).

The increase is a small one. The price for microfiche received on subscription moves (effective with the January 1989 issue of Resources in Education) from $.084 to $.091 per microfiche. The on-demand price for microfiche moves (effective February 6) from $0.82 per title to $0.85 per title. The on-demand price for paper copy reproductions moves from $1.94 to $2.00, per 25-page increment.

Attachment 3A provides a detailed breakdown of the price increase for all categories of EDRS products, and includes a comparison with prior years. Attachment 3B is the new EDRS order form incorporating the changed prices.

...Vic Fortin (EDRS)
RTE SCHEDULE DELAYS

There have been various recent system-wide delays related to the ERIC Facility contract. The Facility contract competition was a long drawn-out affair and was not announced until December 15, 1988. On that date, the Facility was directed to change its computer center "immediately" to the Department of Education computer center. In addition, on February 25, 1989, the Facility will be physically moving from Bethesda to Rockville. All of the above is having an impact on the RIE schedule and on the schedule for various Facility computer-related products.

As a result, Central ERIC notified all microfiche Standing Order Customers of the delay in a memo dated January 10, 1989 (see Attachment 4).

...Kevin Arondel (CERIC)

LEVEL 3 ACCESSIONS—CUMULATIVE LIST (1966-1988)

A cumulative list of all Level 3 accessions in the RIE part of the ERIC database from 1966 through 1988 has been prepared by the Facility and distributed to all ERIC components. It is available to the public for $5.00 (postpaid). A copy of the Introduction and statistical summary to this publication appear as Attachment 5.

...Ted Brandhorst (ERIC Facility)

"CHICAGO MANUAL OF STYLE" AGREES TO CONSIDER ADDING ACCESSION NUMBERS/ORDER NUMBERS (e.g. ED NUMBERS) TO CITATION STANDARDS

The ERIC Facility, at the request of Central ERIC, made contact with the Chicago Manual of Style to suggest that future editions provide for the inclusion of "document delivery" numbers, such as ED numbers, in standard citations. The suggestion was well received: "We shall surely consider this for the next edition of the Chicago Manual of Style."

The exchange of correspondence appears as Attachment 6.

...Ted Brandhorst (ERIC Facility)
A variety of information concerning ERIC's InterEd collaboration is provided as Attachments 7(A-D).

A: Maureen Davis, the editor of Canadian Education Index (now located at Micromedia) continues to keep us informed via a letter dated 1/31/89.

B: Michele Hudson, the editor of the Canadian Education Thesaurus (CET), reports to her Thesaurus Committee on the compilation of CET in a memo dated 8/23/88.

C: A flyer from the Australian Council for Educational Research (ACER) announces the publication of the Bibliography of Education Theses in Australia for 1986.

D: The British Education Thesaurus appeared in 1988, with selected front matter citing the contribution of ERIC to the effort.

...Jim Houston (ERIC Facility)

ACQUISITIONS/NETWORKING PROJECT AT ERIC/HE

During a two-month period this summer and fall, HE contacted all its acquisitions arrangements in order to: (1) update addresses and contacts and (2) acquire documents that may have fallen through the cracks. We trained our secretary, Maureen Hawley, to do computer searches (by institutional source code) of 150 organizations that have traditionally been HE contributors. With the exception of Canada, foreign sources were excluded. Maureen downloaded resumes for all documents submitted since 1984, tidied them up with headers on the word processor, and printed them out for use as enclosures with reminder letters (see sample letter in Attachment 8) to the source organizations. A form for address updates was also enclosed with each letter. This project yielded 99 new ERIC documents. The procedure was extremely time-consuming, but we felt it was worthwhile as a general networking and acquisitions reminder. We will probably repeat it every 3 years.

...Lynn Barnett (HE)
ERIC/HE INTRODUCES SEARCHING ON CD-ROM TO NATIONAL CENTER FOR HIGHER EDUCATION

On Tuesday, January 24, 1989, Jan Burt introduced CD-ROM to the National Center for Higher Education by providing a training session to any interested staff members of the resident higher education associations. Research assistants from the Association of American Registrars and Admissions Officers were the first to try searching the ERIC system with SilverPlatter. Both remarked that they could definitely see themselves becoming regular users of the ERIC work station, especially after finding out that a project that took them a week to do prior to the training session could be done on ERIC on SilverPlatter in just a few minutes.

...Jan Burt (HE)

SOURCE JOURNAL INDEX (BY CLEARINGHOUSE)

The basic Source Journal Index that appears in each issue of CIJE is arranged alphabetically by journal title. Oryx Press has re-sorted this list and arranged it by Clearinghouse for the convenience of the system. This secondary arrangement will not be seen in CIJE, but copies have been distributed to all components of the system and we are told it will be updated periodically in this arrangement by Oryx. For ready reference purposes we are repeating the arrangement by Clearinghouse here in the EAB as Attachment 9.

...Joanna Bustace (ERIC Facility)

PERSONNEL

ZARI MAYVILLE JOINS ERIC/HE

HE has promoted Lynn Barnett to Associate Director. Hired as the new Assistant Director is Zari Mayville. Zari has a doctorate in higher education from George Washington University and has been working mostly in the graduate studies department of American University. Zari actually met her husband at ERIC - Bill was an editor for the ASHE-ERIC Higher Education Reports while Zari was a graduate student. Zari would love to be in touch with as many ERIC people as possible, so give her a call or E-Mail her a message.

Chris Rigaux (HE)
LAURA SMIDDIE IS NEW USER SERVICES COORDINATOR AT SO

ERIC/ChESS welcomes to the Clearinghouse Laura Smiddie, the new User Services Coordinator. Laura has a strong background in English and Library Science. We look forward to working with her.

...Jane Henson (SO)

WORKSHOPS/MEETINGS/CONFERENCES

AMERICAN ASSOCIATION AT STATE COLLEGES AND UNIVERSITIES (AASCU)

Janeula Burt and Brenda Burley attended and exhibited ERIC/HE products at the American Association of State Colleges and Universities (AASCU), November 20-21, 1988. The purpose of the exhibit was to publicize the FIPSE-sponsored AASCU/ERIC Model Program Inventory Project and to update AASCU members on ERIC. AASCU will identify and acquire model program descriptions of state colleges and universities, which will be incorporated into an in-house AASCU program to be added to the ERIC database.

...Jan Burt (HE)

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

Jonathan Fife, Janeula Burt, and Christopher Rigaux attended, exhibited ERIC/HE products, and sold monographs from its ASHE/ERIC Higher Education Report series at the Association for the study of Higher Education (ASHE) annual conference in St. Louis, Missouri, November 3-5, 1988.

Jonathan D. Fife also chaired two ASHE sessions. The first session addressed research concerning "College Influences, Effects and Outcomes"; the second was a symposium on "The Responsibilities of Institutional Advancement." Dr. Fife also delivered a discussion paper at ASHE annual meeting of Higher Education Program Chairs concerning "The Distinctiveness of Higher Education as a Field of Study."

Jan Burt hosted a graduate student workshop on negotiating on-target searches with ERIC. Free mini-searches were given to all of the students who participated in the workshop.

...Jan Burt (HE)

The purpose of higher education is not just providing young adults with a specific knowledge base, but also developing their ability to deal in complex situations where a clear-cut decision is not so readily apparent. This latter purpose, known as thinking critically, has especially been viewed as lacking in today's curriculum. Dr. Kurfiss surveys multiple perceptiveness on critical thinking, both in theory and in practice. Examples of how some professors have interwoven the fundamentals of critical thinking into their courses offer evidence that it can be done successfully.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

CHRIS RIGAUX OF ERIC/HE SPEAKS AT WASHINGTON BOOK PUBLISHERS MEETING

Chris Rigaux, Managing Editor of HE, gave a speech from the editorial perspective at "A New Chapter in Publishing: A Forecast of Publishing for the Next Decade." Co-sponsored by the Washington Book Publishers and the Publication Specialist Program at George Washington University, it was held January 26, 1989 at GWU before 125 spectators.

...Chris Rigaux (HE)
### 1989 CIJE Schedule

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*This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.*
SUMMARY OF CIJE SURVEY

EXECUTIVE SUMMARY

All sixteen clearinghouses and the ERIC Processing and Reference Facility participated in the CIJE Survey. The survey requested information in five major areas: CIJE coverage; journal selection and annotation; changes in CIJE format; administration; and client satisfaction/expectation.

Most clearinghouses reported that there are journals in their scope area not included in CIJE that should be included. They also agreed that more journals and articles should be added to CIJE. Overwhelmingly, the clearinghouses and the Facility do not favor reducing RIE in order to increase CIJE. Half the clearinghouses believe that it is important to maintain an international visibility and that non-U.S. journals should be retained.

Clearinghouses were almost unanimous in supporting the value of CIJE annotations; it was generally felt that searching would be seriously hampered without annotations. Most clearinghouses support the current 50-word limitation for CIJE annotations while some support a 75-100 word limitation.

The majority of clearinghouses do not see a need for CIJE advisory or editorial board although they did support the idea of CIJE being edited by the Facility.

Clearinghouses do not routinely receive feedback from clients. Slightly more than half of the clearinghouses receive feedback from their users. Positive feedback is received concerning the quality of CIJE annotations. Criticism, however, focuses on late or missing journals or issues, difficulty in finding journals, etc. Users are surprised that the database is not complete. It is unknown to what extent CIJE users think all education-related articles in covered journals are included in CIJE. Only two clearinghouses indicate their constituency is aware of this limited coverage; five clearinghouses and the Facility indicate their constituency believes CIJE coverage is comprehensive.

A number of follow-up/possible next steps have emerged from the survey such as requesting additional funds to expand journal and article coverage in CIJE, revising selection criteria for articles/journals, and gathering information on client satisfaction/expectations.
Following is a summary of the actual survey responses.

CIJE COVERAGE

- Most clearinghouses (13) reported that there are journals in their scope area not included in CIJE that should be included. Only three clearinghouses believe that no additional journals need to be covered in their scope area. The majority of clearinghouses and the Facility also believe that more journals (14) and articles (11) should be added to CIJE.

- Increased cover-to-cover selection was deemed necessary by half of the clearinghouses and the Facility. The projected increased workload for cover-to-cover selection ranged from 5% to 50% among clearinghouses responding to this question.

- Overwhelmingly, the clearinghouses and the Facility (15) do not favor reducing RIE in order to increase CIJE. (It is interesting that the two clearinghouses favoring reduction of RIE in order to increase CIJE are both new clearinghouses. Half of the clearinghouses (8) rated expanded CIJE coverage compared to other ERIC activities as low priority, several (3) rated it as medium priority and the remainder (6) and the Facility rated CIJE expansion as high priority.

- Half the clearinghouses and the Facility (9) believe that non-U.S. journals (not available through UMI) should be retained. They felt we need to maintain an international visibility. Also it was felt that CIJE may be the only avenue for information about some of these journals unless some articles are processed into RIE.

- A little more than half of the clearinghouses (10) report that there are journals assigned to their clearinghouse in which sometimes no articles are selected for CIJE. The majority of clearinghouses (9) cover journals most pertinent to their own clearinghouses; less than half (6) cover journals more pertinent to other clearinghouse scopes.

JOURNAL SELECTION AND ANNOTATION

- An overwhelming majority of the clearinghouses (14) annotate all of the education-related articles in journals they are responsible for reviewing; only two clearinghouses did not. Of the clearinghouses who did not, one gave priority to articles in their clearinghouse scope area; the other clearinghouse did not.
Clearinghouses are using a number of different criteria to limit CIJE selection when they acquire more articles/journals than can be processed. These range from a few simple questions or criteria to be met to well-established processing procedures. It is felt that more uniform CIJE selection criteria should be developed.

Several clearinghouses urged reemphasizing clearinghouse responsibility for reviewing journals for the entire system, not just for their own clearinghouse scope area.

It was suggested that National Advisory Boards could assist clearinghouses in reviewing the list of journals to be covered.

CHANGES IN CIJE FORMAT

The clearinghouses and Facility were nearly equally divided on whether substantive letters to the editor should be included in CIJE. If letters are to be included, they should meet specific criteria for inclusion.

Eleven clearinghouses reported that it would not be feasible for journals to use ERIC's annotation criteria. Seventy-five percent of the clearinghouses favor adapting journal annotations and many clearinghouses currently do adapt journal annotations for CIJE. Most of the clearinghouses (12) report that per-unit costs for CIJE annotations would not be significantly affected if journal annotations were adapted.

Clearinghouses (15) were almost unanimous in supporting the value of CIJE annotations; one clearinghouse supports deletion of annotations only if descriptors are available and another clearinghouse would support the deletion of annotations on a selective basis. It was generally felt that searching would be seriously hampered without annotations.

Slightly more than half of the clearinghouses (9) favor the current 50-word limitation for CIJE annotations. The remaining clearinghouses (7) favor longer annotations of either 75 or 100 word maximum, while one clearinghouse favors selective use of longer annotations.

The majority of clearinghouses (9) do not see a need for a CIJE advisory or editorial board. However, the Facility believed that an editorial board could serve as a mechanism for suggestions and improvements.
The majority of clearinghouses (12) support the idea of CIJE being edited by the Facility, but support was often contingent on factors such as additional staff for the Facility, editing only if the same criteria as RIE is used, etc. Also, many of those favoring the idea, do so as long as the clearinghouses do not have to provide copies of their journals to the Facility.

ADMINISTRATION

Only a few clearinghouses (3) reduced other clearinghouse activities in order to process more CIJE articles than they were originally contracted to process.

The clearinghouses are closely divided on how they pay for CIJE annotations—either through piece work (6) or inhouse (7). Three clearinghouses use both methods.

CLIENT SATISFACTION/EXPECTATION

Slightly more than half of the clearinghouses (9) receive feedback from their users. Of the clearinghouses who do hear from their clients, satisfaction is mixed. While clients are pleased with the annotations contained in CIJE, negative feedback seems to outweigh the positive feedback received by the clearinghouses. Criticism focuses on late or missing journals or issues, difficulty in finding journals, desire for more expanded coverage, etc. Users are surprised that the CIJE database is not complete—not all education-related articles are covered in CIJE and not all education-related journals are covered.

Most clearinghouses do not know whether their constituency thinks all education-related articles in covered journals are included in CIJE. Only two clearinghouses indicate their constituency is aware of limited CIJE coverage, while five clearinghouses and the Facility indicate their constituency believes CIJE coverage is comprehensive.

FOLLOWUP/NEXT STEPS:

Central ERIC (CERIC)

Increased funding request—Overall findings of this survey will be valuable for Central ERIC to document/justify the need for increased funding to expand journal and article coverage in CIJE;

CERIC should reemphasize clearinghouse responsibility for reviewing journals for the entire system, not just their own clearinghouse scope area;
CERIC in cooperation with the ERIC Technical Steering Committee, the following actions should be considered:

- Revise selection criteria for articles/journals;
- Clearly state CIJE policies (at front of CIJE and in ERIC information) on coverage and selection; how journals are added/deleted, etc. Users should be aware of coverage and limitation of CIJE;
- Review journals identified by clearinghouses as more appropriate for other clearinghouses for possible reassignment;
- If we explore dropping any international journals, we need to find out how many international journals are covered in British, Australian and Canadian databases;

Clearinghouses

- Share results of TM study on client satisfaction.
- Encourage clearinghouses to use their National Advisory Boards to in revising their list of journals to be covered;

ERIC Processsing and Reference Facility

- If funds could be made available, add the editing of CIJE to the Facility contract responsibilities--develop criteria for the process (timely feedback to clearinghouses, RIE and CIJE editing to be compatible, will journals be available to the Facility, etc.);

ACCESS ERIC

- Explore whether ACCESS ERIC could do a survey of client satisfaction/expectations;

ORYX PRESS

- Explore the possibility of ORYX Press doing a survey of user satisfaction;
## ERIC PRODUCT COST TABLE

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* Increase of 4 mils per microfiche for the ERIC Microfiche Indexes
# Important Instructions to Complete This Order Form

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

Allow 5 working days for EDRS to process and ship your order.

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<th>NO. OF COPIES</th>
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## Charts for Determining Shipping Charges

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</table>

### Subtotal

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Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-59; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged: Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

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January 10, 1989

SPECIAL NOTICE

TO: ERIC Standing Order Customers

FROM: Robert M. Stonehill, Director, ERIC

SUBJECT: Delayed Delivery of ERIC Products

Because of a change in the computer services contractor that processes the ERIC database, the January 1989 and February 1989 issues of Resources in Education (RIE) will be delayed by approximately one month and three weeks, respectively. This will cause a delay of between six to eight weeks in the delivery of your January microfiche, and a slightly shorter delay for the February microfiche.

The printed January and February issues of Current Index to Journals in Education (CIJE) will not be affected (they have already been completed); however, the delays in producing the ERIC database will affect the delivery of the March, and possibly, the April issue of CIJE.

Your patience will be appreciated. Every effort will be made to get back on schedule as soon as possible.
LEVEL 3 ACCESSIONS

(DOCUMENTS NOT AVAILABLE FROM EDRS IN MICROFICHE OR PAPER COPY)

Cumulative List Covering the Period November 1966 — December 1988

December 1988

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INTRODUCTION

All documents accessioned into the ERIC system and announced in Resources in Education (RIE) must be available to the users. ERIC will not accession an item for which a source of public availability cannot be cited.

If the author or corporate source of the document has given ERIC permission to reproduce an item via its ERIC Document Reproduction Service (EDRS), then it is assigned, as appropriate, to either Level 1 or Level 2, as defined below:

- **Level 1** — Available from EDRS in both microfiche and paper copy.
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If the item may not be reproduced, then it is assigned to Level 3, as defined below:

- **Level 3** — Not available from EDRS.

All Level 3 accessions carry a note in their citations in RIE concerning an external source of availability.

The percentage of Level 3 materials in the ERIC file has fluctuated from a high of 21% (1971) to the present low of around 2%. Table 1 depicts this percentage for each year of the ERIC file to date. One important reason for keeping Level 3 input to a modest rate is that each Level 3 accession represents a gap in the ERIC microfiche collection. The more gaps in this collection, the more inconvenience there is for the user.

The purpose of this list is to provide users with a cumulative list of all those items that cannot be found in the ERIC microfiche collection. The list can be used to validate a missing microfiche, i.e., to prove that it is legitimately missing and not simply accidentally out-of-file. It can also be used to validate document orders going to EDRS. No item on this list should be ordered from EDRS, since EDRS has neither a master microfiche nor permission to reproduce.

This list has been prepared in response to user requests. It may be purchased for $5.00 (postpaid). Orders should be addressed to ERICTOOLS, ERIC Processing and Reference Facility, 4350 East-West Highway, Suite 1100, Bethesda, Maryland 20814 (301-656-9723).
### Table 1

Level of Availability of ERIC Documents (ED File)
(Statistics by Year, 1966-1988)

<table>
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<th>Year</th>
<th>Level 1 Accessions</th>
<th>%</th>
<th>Level 2 Accessions</th>
<th>%</th>
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<th>%</th>
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<td>26,730</td>
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</table>

Note 1: Level 1 = Available from EDRS in Microfiche and Paper Copy
Level 2 = Available from EDRS - Microfiche Only
Level 3 = Not Available from EDRS. (Alternate Source Cited in RIE)

Note 2: Given the fact of periodic changes to the ERIC backfile, there will be slight fluctuations in these statistics depending on when they are obtained.
January 31, 1989

The Chicago Manual of Style
The University of Chicago Press
5801 South Ellis Avenue
Chicago, Illinois 60637

Dear Chicago Manual of Style:

The Chicago Manual of Style contains standards for the creation of citations to books, documents, articles, and other documentation referred to by scholars and writers in their own works.

We would like to make a suggestion for your consideration when revising the Manual of Style for the next edition. With the increasing popularity of online databases (and now CD-ROM databases), the computer searches that pour forth upon the users present a major problem in document delivery/availability. How does one acquire copies of this often obscure material?

Mindful of this problem, many databases provide information about how to obtain copies. Many times this information concerns the major U.S. document delivery nodes, e.g. National Technical Information Service (NTIS), ERIC Document Reproduction Service (EDRS), U.S. Government Printing Office (GPO), etc. All of these organizations have order numbers/accession numbers (e.g. AD-123 4556, ED 654 321) that either must be cited when ordering or that it is highly advisable to cite. The inclusion of such numbers in a citation would provide a double benefit. It would tell users where the material can be obtained and it would provide the order number that unambiguously identifies the item in question.

Our suggestion is that future editions of your manual make such order numbers integral parts of standard citations. Recommend that they be included when available. Show where they best fit. Advise as to their benefits. Describe the major document delivery sites.

We think our suggestion is a good one and one that would aid scholarly endeavor. We would appreciate hearing from you and learning your view of the matter.

Sincerely yours,

Ted Brandhorst, Director
ERIC Processing and Reference Facility
February 10, 1989

Ted Brandhorst, Director
ERIC Processing and Reference Facility
4350 East-West Highway
Suite 1100
Bethesda, Maryland 20814-4475

Dear Ted Brandhorst:

Thank you for the excellent suggestion of adding call numbers/accession numbers to references for appropriate documents. We shall surely consider this for the next edition of the Chicago Manual of Style.

Sincerely,

John Grossman
Chief Manuscript Editor
January 31, 1989

Mr. Jim Houston  
Lexicographer  
ERIC Processing and Reference Facility  
4350 East-West Highway, Suite 1100  
Bethesda, MD  
U.S.A. 20814-4475

Dear Jim:

I hope the saying "better late than never" applies to vocabulary group responses as well as to so many other things in life!

I'm afraid I've been totally absorbed by the new job, a condition I expect to continue for several months to come. Micromedia is under contract to eliminate the CEI backlog within one year of the transfer, and that means I scarcely have time to lift my head.

Micromedia has published Michèle's thesaurus, and a copy is on its way to you and the other Inter-Ed group members. We literally just put a cover around what Michèle produced, so there are no changes from the copy she sent all of you in a ring-binder.

The current plan is to begin using the CET as our authority for the indexing of a new volume that is to begin in August of this year. Micromedia is concerned that its products be "user friendly", and therefore want to continue with the traditional print index. Essentially, they are repeating entries in each of the author, subject and abstract sections of the index. There is no place where all subject terms assigned to an item are shown. Furthermore, they want to use limited subheadings with CET main subject terms in the print product. As far as I know, these would be largely restricted to geographic and educational level designations. It is not clear to me at this time how they will do this from a systems point of view.

Micromedia doesn't publish any of the subject authorities for their various print products (several have shared authorities). Perhaps it's my exposure to Michèle, and to the very professional way your thesaurus is maintained, but I'm rather concerned that maintaining the "integrity" of the CET could be a problem. There have been no funds
designated for the initial expansion and enhancement of the thesaurus when it first goes into use. I'm quite concerned by this as I expect there to be quite a bloom of new terms at that time. Also, I cannot do the French side of the vocabulary at all. I had hoped that we could contract Michèle's services for a day or two a month for the first year of use, but that looks quite unlikely. I hope I can lean on the ERIC thesaurus extensively but don't know if Michèle's digressions from your terminology will make that difficult.

I must return to my travails now, but hope all continues well with you.

Yours truly

Maureen Davis
CEI Editor
Memorandum

1988 08 23

To: Members of the Thesaurus Committee

From : Michèle Hudon, Editor, Canadian Education Thesaurus

Re : Completion of the thesaurus

Thank you for your work on the latest lists of suggested descriptors for the Canadian Education Thesaurus (Cognitive Processes and Curriculum Subjects). Thank you also for other contributions in the form of lists of terms, sources for verification, definitions, etc.: all of those have been very useful. Because of serious time constraints, we were not able to send out any more lists for review.

You will find enclosed a copy of the first operational version of the Canadian Education Thesaurus. This marks the end of the Council of Ministers of Education's involvement with the Canadian Education Thesaurus (CET).

CET was designed, funded and constructed by the Council of Ministers for the benefit of the Canadian Education Association (CEA) and its Canadian Education Index (CEI). You may be aware that CEA recently transferred responsibility for the production and publication of CEI to Micromedia Limited, a private Toronto-based firm. The maintenance and public release of CET were part of the agreement. Unfortunately, we have learned that Micromedia does not intend to use CET as its subject authority in the near future. There is a strong possibility that the original version of CET which we are transferring directly to Micromedia will be reproduced and distributed sometimes this fall, but we have been given no details as to how, when, and by whom the thesaurus will be maintained.

We are naturally concerned that CET might be left untouched for a long time, and we strongly suggest that you forward your comments, suggestions and requests to Ms Maureen Davis, CEI Editor, at Micromedia Limited (158 Pearl Street, Toronto, Ontario, M5H 1L3, Tel. 416-593-5211). We believe that if the educational community shows a strong interest in CET, Micromedia
might commit the time and staff necessary to maintain and improve the current list of descriptors.

It has been very interesting and enriching for me to coordinate this project and develop the first version of the thesaurus. Thank you again for your collaboration.
CANADIAN EDUCATION THESAURUS
PRELIMINARY VERSION

prepared by the
COUNCIL OF MINISTERS OF EDUCATION, CANADA
August 1988
The Canadian Education Thesaurus (CET) lists standardized terms and phrases commonly used in education literature in Canada. It has been developed to facilitate indexing and retrieval of information contained in general collections of Canadian education literature. CET will be useful in organizing large or small collections of materials.

The main sources for thesaurus terms were: the current (1987-1988) issues of Canadian journals and newsletters in education; existing thesauri in education and related fields; term lists provided by various members of the Canadian educational community; dictionaries, curriculum guides, textbooks, etc. Lists of possible descriptors were reviewed by specialists across Canada.

CET has been designed and developed in accordance with the Guidelines for the establishment and development of monolingual thesauri (ISO 2788-1986), and with the Guidelines for the establishment and development of multilingual thesauri (ISO 5964-1985). It is then compatible with other major education thesauri as well as with thesauri in related fields.

CONTENTS

The Canadian Education Thesaurus contains 5227 terms (2884 terms in English, 2343 terms in French). These terms belong to all areas of the educational field and can be attached to one or more of the following classes:

- Education: Philosophy, Theory, Research
- Education: System and Structure
- Education: Administration and Facilities
- Instructional Materials and Methodologies
- Curriculum Subjects
- Testing and Evaluation
- Cognitive and Learning Processes
- Language and Communication
- People in Education
- Personality characteristics and development
. Exceptionalities (Disabilities, etc.)
. Guidance and Counselling
. Life Skills
. Environment: family, sociocultural, economic, etc.

The thesaurus does not include proper names.

**FORMAT**

The alphabetical display includes Descriptors, or terms used for indexing, and Non-descriptors, or terms not used for indexing but leading to a descriptor. Descriptors appear in uppercase while non-descriptors appear in lowercase. Both descriptors and non-descriptors appear in bold type so that they can be identified easily in each record.

A variety of information is provided for each term. This includes:

- the equivalent of the term (FT) in the other language of the thesaurus. This information facilitates the transfer from one list to the other. All descriptors have an equivalent in the other language,

  e.g. GIFTEDNESS
  
  FT DOUANCE

  Non-descriptors do not necessarily have an equivalent in the other language;

- a scope note (SN) providing a definition, clarifying an ambiguous term, or recommending a specific usage of the descriptor in the context of this thesaurus,

  e.g. ARTICULATION (EDUCATION)
  
  SN Cooperation/Transition between two levels of educational institutions

- USE (US) and USED FOR (UF) references directing the user from natural language terms not used for indexing to one or more descriptors, usually synonyms or quasi-synonyms, which have been used,

  e.g. Integrated Schools
  
  US SCHOOL DESEGREGATION

  SCHOOL DESEGREGATION
  
  UF Integrated Schools
. Broad terms (BT) and Narrow terms (NT) indicating where each term stands within the internal hierarchy of a subject,

  e.g. LANGUAGE LABORATORIES
      BT  LABORATORIES
      NT  LANGUAGE LABORATORIES

Note: the only valid hierarchical structure retained within the context of this thesaurus is the Genus/species type of relationship;

. Related terms (RT) giving access to other hierarchies or suggesting other descriptors conceptually related and possibly useful in a search,

  e.g. LANGUAGE
      RT  LINGUISTICS
      LINGUISTICS
      RT  LANGUAGE
      NUTRITION
      RT  DIETETICS
      DIETETICS
      RT  NUTRITION

Whole/part relationships and near-synonyms appear as RTs;

. Parenthetical qualifiers used to discriminate between terms that might otherwise be confused with each other,

  e.g. ARTICULATION (EDUCATION)
      ARTICULATION (SPEECH)

The qualifier is an integral part of the descriptor and must be used with the descriptor in indexing and searching.

THESAURUS MAINTENANCE

A thesaurus is never complete. It grows with the database to which it is linked. All suggestions for modifications and additions will be given due consideration.
BILINGUALISM IN CET

The Canadian Education Thesaurus is a bilingual (English-French) thesaurus. The two sets of terms were developed simultaneously even if they appear as two separate lists. One can go from one list to the other using the FT (French equivalent of an English term) or the TE (English equivalent of a French term). Each list can be used independently.

Every effort has been made to establish equivalents for all descriptors. Equivalents do not necessarily represent the same reality (which sometimes does not exist), but they designate an equivalent concept in a different educational system.

One descriptor will sometimes be used as an equivalent for several descriptors in the other language.

\[ \text{e.g. EDUCATION} \]

\[ \text{FT EDUCATION} \]

\[ \text{ENSEIGNEMENT} \]

USING CET

Because it was designed independently from an actual database, the level of specificity of the descriptors vary throughout the thesaurus. Some very specific descriptors have been included: e.g. MINERALOGY, UKRAINIAN, etc. They should be used as models for the addition of other specific terms. On the other hand, very general descriptors also appear in the list: e.g. DISEASES, INDIVIDUAL CHARACTERISTICS, etc. These descriptors will be most useful if treated as categories giving access to the numerous specific terms presented as Narrow terms.

When using CET, indexers and searchers should look first for the most specific term or phrase that could describe the concept they are interested in. If the specific term is not there, then the search will move to a more general level. Before assigning a descriptor to a document or including it in a search strategy, one should look at all its relationships: this will validate the relevance of the descriptor, and identify other descriptors pertinent to the topic.
NOTICE OF PUBLICATION

BIBLIOGRAPHY OF EDUCATION THESIS IN AUSTRALIA FOR 1986

Bibliography of Education Theses in Australia: A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1986.

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The Bibliography of Education Theses in Australia for theses accepted during 1986 lists four hundred and eighty-nine higher degree theses in education that were accepted at Australian universities and colleges during 1986. This is the ninth in a series of annual volumes covering education theses accepted from 1978 through to 1986.

Theses for degrees at both master and doctoral levels are included. Subject coverage is determined by topics that are relevant to education and not restricted to those produced through the faculties or departments of education. As well as being of interest to educational researchers in general, the publication enables higher degree candidates to check on studies that have already been carried out to ensure that topics are unique.

The Bibliography contains the following features:

Introduction: contents pages include range of subject coverage by degree awarded, distribution of theses amongst institutions by state and a listing of surnames for each institution.

Main Entry Section: full citations arranged in alphabetical order by author surname, with an abstract and subject descriptors from the Australian Thesaurus of Education Descriptors and the Australian Education Index (AEI) subject identifiers.

Subject Index: alphabetical sequence of descriptors and identifiers with the title of the theses and main entry number displayed after each.

As well as being available in printed form, the Bibliography of Education Theses in Australia is available for online searching through the Australian Education Index database on the Australian Information Network (AUSINET) system. The database of over 36,000 records includes 3282 thesis entries.

The Bibliography of Education Theses in Australia is available on standing order through the ACER Sales and Distribution Unit.

AUSTRALIAN EDUCATION INDEX SYSTEM PUBLICATIONS:

Australian Education Index $110
Bibliography of Education Theses in Australia 1978-1984 $13
Bibliography of Education Theses in Australia 1985-1986 $25
Australian Thesaurus of Education Descriptors $39

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British Education Thesaurus

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Contents

ACKNOWLEDGEMENTS v
INDEXING AND RETRIEVAL IN THE BRITISH EDUCATION DATABASES vii
THESAURUS CONSTRUCTION AND FORMAT ix

Alphabetical Descriptor Display ix
SN (Scope Note) ix
UF (Used For) ix
USE x
BT (Broader Term) and NT (Narrower Term) x
RT (Related Term) x
Parenthetical Qualifiers x
Add Dates x
Identifiers x
New and Experimental Descriptors xi
Type of Document/Descriptive Statement xi
Age/Educational Level Descriptors xi

Rotated Descriptor Display xii

HOW TO SEARCH EFFECTIVELY USING THE BRITISH EDUCATION THESAURUS xiii
SAMPLE THESAURUS ENTRY xv
ALPHABETICAL DESCRIPTOR DISPLAY 1
ROTATED DESCRIPTOR DISPLAY 255
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The Trustees of the Leverhulme Trust, whose financial support made the project possible.

The Educational Resources Information Center (ERIC) for permission to use information from the Thesaurus of ERIC Descriptors. The format and size of the first edition of the British Education Thesaurus leans heavily on the twenty years of development embodied in the 11th edition of the ERIC Thesaurus.

The University of Leeds Computing Service and, in particular, to Terry Screeton, whose programming provided a sure guide to the Editor in handling data.

The University of Southampton Computing Service which provided computing resources and a most helpful information service and especially to Simon Lane who wrote additional facilities to make the task of preparing the data easier.

The Hartley Library, University of Southampton, whose Librarian, Bernard Naylor, made its resources freely available, even through the most difficult period of library rebuilding.

To all members of the Management Committee of the British Education Index for their encouragement and support.

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From the University of Leeds: Colin J. Titmus
From the University of London Institute of Education: Claire Drinkwater, Peter Moss, Stephen Pickles.
From the University of Southampton: Tony King.
From the University of Warwick: Pat Avann.
Indexing and Retrieval in the British Education Databases

The material currently available and wholly indexed by the British Education Database derives from two main sources, both initially devised and developed by the Librarians of Institutes and Schools of Education (LISE). The first and largest source is an index of periodical literature, the British Education Index (BEI), first published for LISE by the Library Association and available in printed form from 1954 to date. Publication was taken over by the British National Bibliography in 1972 and, after reorganisation of the national library service, became the responsibility of the British Library Bibliographic Services Division until 1986, when responsibility passed to the University of Leeds. The information, from 1976 onwards is available for online searching, as well as in printed form.

In addition to periodical literature, a subject index to research resulting in the award of a higher degree in British or Irish universities or polytechnics is available in the British Education Theses Index (BETI). This index covers degrees awarded from 1950 to date and is developed from information published by ASLIB. BETI is a microfiche publication issued by USE and the whole database is available for online searching.

The new British Education Thesaurus (BET) has been compiled in order to develop a language which would be common to both indexes and which might also be of use to other database producers working in the field of education. Both the BEI Management Committee and LISE felt that the user community was being increasingly less well served by the very diversity of languages which users had to learn in order to make a successful search of English-language databases. In the absence of any national body to coordinate specialist efforts and to give a lead to the producers, the University of Leeds and LISE could only attempt to devise a language which, in their considered view, would be helpful and user friendly and to agree to use it for their respective publications. They hoped that publication might attract other database producers to consider cooperation. In the event, some other producers showed interest in the new language even before publication and are both using and contributing to it. Such cooperation and agreement to adopt a common terminology can only be helpful to users who wish to search British databases.

No national thesaurus has ever been produced for British education and users are at a disadvantage thereby. True to LISE’s belief that users should be given the greatest possible help and encouragement in using research tools, BETI always had an internal thesaurus. This was subsequently made available to users in computer printout form and is one of the source documents for BET. But, the BETI language was a pre-coordinate language, not highly specific and devised for searches using a printed format only, and was judged to be unsuitable for indexing in a time of increasing reliance on online searching. So the search for a suitable model widened. As will be immediately apparent, the new British language owes a massive debt to the Thesaurus of ERIC Descriptors, which became the other major source document for the new British Education Thesaurus. The choice of this language was made partly because so many British users were familiar with and regular users of the ERIC database and partly because it had, over its twenty year history, proved itself a flexible and constantly updated indexing tool. Apart from its record of service to the American community, ERIC demonstrated an interest in international cooperation.

After considerable correspondence, a meeting was held in Washington, D.C. in August 1986 at which representatives of the main English-language education databases were present. ERIC representatives hosted the meeting and the Australians, British and Canadians were present. The participants formed a new group, the InterEd Working Group, which agreed to work together to try to develop a family of English-language, education-related databases, using a common indexing language with national
variants. The Australian Education Index was already published; the Thesaurus of ERIC Descriptors appeared in its 11th edition in 1987 and the Canadians and British went away to work on their own thesauri. The first result of this international cooperative effort to become available to users will be an international online database to be mounted on DIALOG alongside ERIC. The British contribution became available in the summer of 1988 and the Australian and Canadian contributions should be available in 1989. To serve this new contribution to research, the InterEd Working Group hope to combine their national thesauri in an international thesaurus which will list common descriptors and national variants. Within this country, the Microelectronics Education Support Unit (MESU) and the National Educational Resources Information Service (NERIS) have chosen to take their education vocabulary from BET. Both bodies are handling a great deal of classroom material and are using a wider vocabulary than that required for purely education indexes but, where there is overlap users will be served by a common terminology.

In a field as nationally based as education, national variants are essential, even while a lot of the vocabulary is held in common. To take the oldest source of confusion, a ‘Public School’ in Britain is very different from a ‘Public School’ in the United States. There are, too, as well as the same or similar terms to express different concepts, different terms for the same concepts. For example, the American ‘Daily Living Skills’ is more familiar in Britain as ‘Life Skills’. These, though, are minor variants when compared with the solid core of terminology used in common in the four English-speaking countries and it is the firm belief of the producers of this thesaurus that users will be best served by a language that is international in scope.

Future development of the thesauri in the four countries will be subject to consultation between Vocabulary Review Groups in each. Vocabulary Status Reports are regularly received from ERIC and are emerging from the compilers of the Canadian Education Thesaurus, so that comment is international and attempts are being made to reach a consensus. It is hoped to set up a similar review body in this country after publication of this first edition of the BET so that second and subsequent editions will benefit from international as well as national expertise.
Dear

We are in the process of updating our document acquisitions records, and would like to be sure we have accurate information for your organization as a contributor to the ERIC database. Since we value your contributions to the literature of higher education, we are concerned that all appropriate material is included.

We recently did a computer search of the ERIC database to identify reports prepared from 1984 to 1988 attributed to your organization in that time period. Those items are listed on the attached pages.

Could you please review this list and compare it with your own records to see if you may have other reports relevant to the education community that have not been added to the ERIC database? Please send the Clearinghouse two copies of any that you would like to have considered for inclusion in ERIC.

It would be very helpful if you could complete the enclosed form so we can update our Clearinghouse records.

Since you may be interested in minimizing repetitive paperwork, I am also enclosing a "blanket reproduction release" form, which will give us permission to film your reports for the ERIC microfiche collection. Otherwise, we will need a signed release form for each document you send.

You probably recall that you do not relinquish your copyright by submitting works to ERIC. Also, we are glad to include in our citation any ordering (including price) information for a given publication. Just let us know when you submit the document.

We are happy to have you as a regular contributor to the ERIC database. Please feel free to contact our office if you have any questions.

Sincerely yours,

Lynn Barnett
Assistant Director
SUITE 630 ONE DUPONT CIRCLE / WASHINGTON, D. C. 20036-1183 (202) 296-2597

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SOURCE JOURNAL INDEX

Arranged by Clearinghouse

Reprints of articles included in approximately 65 percent of the journals covered in CJJE are available from University Microfilms International. Each journal entry with the statement “Reprint: UMI” is included in this service.

The following abbreviations are used in the Source Journal Index: a—annually; bm—bimonthly; bw—biweekly; inst.—institution; ind.—individual; lib.—library; m—monthly; mem.—member; nonmem.—nonmember; Pub.—publisher; q—quarterly; UMI—University Microfilms International; sa—seminanually; sc—single copy; sm—semimonthly; stu.—student; ta—triannually; w—weekly.

(CE) ADULT, CAREER, AND VOCATIONAL EDUCATION

Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Adult Education see Adult Education Quarterly

Adult Education (London) q. 9.00 British Pounds, sc 2.50; Reprint: UMI: 19B De Montfort St., Leicester LE1 7GE, England

Adult Education in Finland q. 15.00: Kansanvaliustusseura (Soc. for Popular Culture), Museokatu 18 A-2, Helsinki 10, Finland

Adult Education Quarterly (previously Adult Education) q. $34.00; sc $5.00; Reprint: UMI: American Assn. for Adult and Continuing Education, 1112 16th St., NW, Ste. 420, Washington, DC 20036

Adult Literacy and Basic Education q. $12.00; sc $5.00; P.O. Box 12033, Orlando, FL 32859-2033

Agricultural Education Magazine m. $7.00, sc $1.00; Reprint: UMI: Business Manager, 1803 Rural Point Rd., Mechanicsville, VA 23111

Australian Journal of Adult Education q. Australian $21.00; Reprint: UMI: National Secretary, AAAE, Office, Australian National University, GPO 1346, Canberra ACT 2600, Australia

Business Education Forum 8/yr; mem. $9.00, sc $3.50; Reprint: UMI: 1914 Association Dr., Reston, VA 22091

Canadian Home Economics Journal q. $29.00 (USA), $7.50 sc; Reprint: UMI: CHEA National Office, 901-151 Slater St., Ottawa, ON K1P 5H3, Canada

Canadian Journal on Aging q. $35.00 ind., $55.00 inst.; University of Toronto, McMaster Bldg., Toronto, ON M5S 1A8, Canada

Canadian Vocational Journal q. $30.00; Canadian Vocational Assn., P.O. Box 3435, Station D, Ottawa, ON K1P 6L4, Canada

Community Development Journal q. $51.00; sc $16.00; Oxford University Press, Walton St., Oxford OX2 6DP, England

Community Education Journal q. $15.00; Reprint: UMI: National Community Education Assn., 119 N. Payne St., Alexandria, VA 22314

Continuing Higher Education Review (previously Continuum) q. nonmem. $26.00, sc $9.00; Office of Continuing Education, Ohio State University, 210 South Mall, 1813 N. High St., Columbus, OH 43210

Continuum see Continuing Higher Education Review

Convergence: An International Journal of Adult Education q. $25.00, sc $7.50; Reprint: UMI: International Council for Adult Education, J. Roby Kidd Centre, 720 Bathurst St., Ste. 100, Toronto, ON M5R 1M8, Canada

Delta Pi Epsilon Journal q. $20.00, sc $6.00; Reprint: UMI: Delta Pi Epsilon Natl. Office, Gustavus Adolphus College, St. Peter, MN 56082

Educational Forum q. $12.00, sc $3.50; Reprint: UMI: P.O. Box A, West Lafayette, IN 47906

Educational Horizons q. $15.00, sc $5.00; Reprint: UMI: Pi Lambda Theta, 410 E. 3d St., Bloomington, IN 47401

Educational Research ts. $80.00 ind., $40.00; Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Educational Review ts. inst. $156.00 ind., $78.00; Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Employee Relations 6/yr; MCB University Press Ltd., P.O. Box 10812, Birmingham, AL 35201

Harvard Educational Review q. $30.00 ind., $45.00, sc $8.00; Reprint: UMI; Business Office, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138

Health Education Quarterly q. $48.00 ind., $92.00 inst; Reprint: UMI: John Wiley & Sons, 605 Third Ave., New York, NY 10158

Home Economics Research Journal q. mem. $25.00, nonmem. $35.00; Reprint: UMI: American Home Economics Assn., 2010 Massachusetts Ave., NW, Washington, DC 20036

Human Resource Development see Journal of European Industrial Training

Illinois Teacher of Home Economics 6/yr; $15.00; sc $3.50; 352 Education Bldg., University of Illinois, 1310 S. 6th St., Champaign, IL 61820

Industrial and Labor Relations Review q. $18.00; inst. $25.00; sc $6.50; Reprint: UMI: Cornell University, 207 ILR Research Bldg., Ithaca, NY 14853

Industrial Education 9/yr; $16.00; sc $2: Reprint; 3160 Telegraph Rd., Ste 200, Birmingham, MI 48010

International Journal of Lifelong Education q. inst. $30.00/yr. ind. $40.00; Taylor and Francis Ltd., 4 John St., London WC1N 2ET, England

International Labour Review bm. $42.00, $10.50 sc; Reprint: UMI; International Labour Office, CH-1211, Geneva 22, Switzerland

Journal for Vocational Special Needs Education 3/yr; mem. free, nonmem. $18.00; sc $6.50; Dir. of Occupational & Vocational Education, North Texas State University, P.O. Box 3857, Denton, TX 76203-3857

Journal of Allied Health q. nonmem. $50.00, sc $20.00; Reprint: UMI: American Soc. of Allied Health Professions, 1101 Connecticut Ave., NW, Ste. 700, Washington, DC 20036

Journal of Business Education see Journal of Education for Business

Journal of Career Development (previously Journal of Career Education) q. ind. $24.00, inst. $65.00, sc $3.00; Reprint: UMI: Human Sciences Press, 72 Fifth Ave., New York, NY 10011-8004

Journal of Career Education see Journal of Career Development

Journal of Consumer Affairs ta. $40.00, sc $7.50; Reprint: UMI: American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211

Journal of Continuing Education in Nursing bm. $22.00; sc $5.00; Reprint: UMI; Charles Black, Ltd., Inc., 6900 Grove Rd., Thorofare, NJ 08086

Journal of Continuing Education in the Health Professions q. $45.00, sc $3.00; Taylor and Francis, Ltd., 3 E. 44th St., New York, NY 10017

Journal of Continuing Higher Education q. $150.00; College of Graduate and Continuing Studies, University of Evansville, 1800 Lincoln Ave., Evansville, IN 47722

Journal of Cooperative Education 3/yr; mem. free, nonmem. $15.00, Reprint: UMI: Cooperative Education Assn., 3311 Connecticut Ave., Suite A101, Hyattsville, MD 20782

Journal of Correctional Education q. $25.00/yr. nonmem., $50.00 inst., $5.00 sc; Reprint: UMI: CEA National Office, 4321 Harkow Rd., Ste. L-116, College Park, MD 20740

Journal of Educational Administration (previously Journal of Business Education) 6/yr; $38.00 inst., $28.00 ind., sc $4.75; Reprint: UMI: Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Educational Pi Tau ta. sc $4.00 per copy; Pi Tau. Int. Office, Technology Bldg., Bowling Green State University, Bowling Green, OH 43403-0305

Journal of European Industrial Training (previously Human Resource Development) 6/yr; MCB University Press Ltd., P.O. Box 10812, Birmingham, AL 35201

Journal of Extension q. $18.00; Reprint: UMI: 803 Extension Bldg., 412 N. Lake St., Madison, WI 53706
Journal of Home Economics q, $20.00, sc $5.00: Reprint: UMI: American Home Economics Assn., 2010 Massachusetts Ave., NW, Washington, DC 20036

Journal of Human Resources q, inst. $47.00, ind. $25.00: Journals Dept., University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715

Journal of Industrial Teacher Education q, sc $5.00, mem. $20.00: Reprint: UMI: Dept. of Technological and Adult Education, 402 Claxton Bldg., University of Tennessee, Knoxville, TN 37996-3400

Journal of Industry-Education Cooperation q, $5.90, sc $2.95: State University College at Buffalo, 1300 Elmwood Ave., Buffalo, NY 14222

Journal of Rehabilitation q, $30.00: Natl. Rehabilitation Assn., 633 S. Washington St., Alexandria, VA 22314

Journal of Studies in Technical Careers q, $15.00, sc $4.00: Reprint: UMI: School of Technical Careers, Southern Illinois University, 908 S. Wall St., Carbondale, IL 62901

Journal of the American Association of Teacher Educators in Agriculture q, mem. $10.00, nonmem. $50.00, sc $8.00: Reprint: UMI: Fred Reneau, Southern Illinois University, Carbondale, IL 62901

Journal of the Community Development Society ba, mem. $30.00, inst. $35.00: CID Sec.-Treas., 729 Clark Hall, University of Missouri, Columbia, MO 65211

Journal of Vocational and Technical Education q, ind. $15.00, sc $20.00: 213 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061

Journal of Vocational Education Research q, mem. $15.00, nonmem. $50.00: The Natl. Center for Research in Vocational Education, Ohio State University, Columbus, OH 43210

Labour Education q, $28.00, sc $8.75: Reprint: UMI: Workers' Education Branch. Inst. Labour Office, CH-1211 Geneva 22, Switzerland

Learning (Canada) irregularly, $6.00/issue: Reprint: UMI: Canadian Assn. for Adult Education, 29 Prince Arthur Ave., Toronto, ON M5R 1B2, Canada

Lifelong Learning 8/yr. $35.00, sc $5.00: Reprint: UMI: American Assn. for Adult and Continuing Education, 1112 16th St., NW, Ste. 420, Washington, DC 20036

Maas/Society/Technology see Technology Teacher

Management Education and Development q, free to members of the Association of Teachers of Management, nonmem. $2 British Pounds: MEAD Subscriptions. CSML, University of Lancaster, Lancaster LA1 4YX, England

MOBIUS see Journal of Continuing Education in the Health Professions


New Directions for Continuing Education q, inst. $48.00, ind. $36.00, sc $11.95: Reprint: UMI: Josey-Base, Inc., 350 Sansome St., San Francisco, CA 94104-1310

Nursing and Health Care 10/yr. ind. $20.00, sc $35.00: Reprint: UMI: National League for Nursing, 10 Columbus Circle, New York, NY 10019-1330

Nursing Outlook bm. $25.00, sc $5.00: Reprint: UMI: Subscription Dept., Nursing Outlook, 555 W. 37th St., New York, NY 10009

Occupational Outlook Quarterly q, sc $2.00: Reprint: UMI: Sup. of Documents. US Govt. Printing Office, Washington, DC 20042

Occupational Therapy Journal of Research bm. $35.00 AOTA members, nonmem. $50.00: RAM Associates Ltd., Box N, Laurel, MD 20707-9998

Personnel (AMA) m. $45.00, sc $5.00: Reprint: UMI: Subscription Services, American Management Assn., P.O. Box 319, Saranac Lake, NY 12983

Personnel Journal m. $34.00, back issues $5.00: Reprint: UMI: 866 W. 18th St., Costa Mesa, CA 92627

Public Administration Review bm. $35.00, $9.95 sc: Reprint: UMI: American Society for Public Administration, 1120 G St., NW, Washington, DC 20005


Sociology of Work and Occupations see Work and Occupations: An International Sociological Journal

Studies in Adult Education q, British Pounds 100. Natl. Institute of Adult Education, Queen Anne St., London WIM OBL, England

Technology Teacher (previously Maas/Society/Technology) 8/yr. $30.00, sc $3.75: Reprint: UMI: International Technology Education Association, 1914 Association Dr., Reston, VA 22091

Training m. $48.00, sc $5.00: Reprint: UMI: Lakehead Publications, 50 S. Ninth St., Minneapolis, MN 55402

Training and Development Journal m, mem. $20.00, nonmem. $60.00, sc $6.00: Reprint: UMI: American Society for Training and Development, 1630 Duke St., Box 1443, Alexandria, VA 22313

Vocational Aspect of Education ta, British Pounds 9.00, sc British Pounds 3.00: Business Manager, Garnett College of Education (Technical), Downshire House, Roehampton Lane, London SW15 4HR, England

Vocational Education Journal (previously VocEd) m, free to mem., nonmem. $20.00, sc $2.50: Reprint: UMI: American Vocational Assn., Inc., 1410 King St., Alexandria, VA 22314

VocEd see Vocational Education Journal

Wisconsin Vocational Journal, free to selected educators: Reprint: UMI: Wisconsin Vocational Studies Center, University of Wisconsin—Madison, 964 Educational Sciences Bldg., Madison, WI 53706


(CJ) COUNSELING AND PERSONNEL SERVICES

University of Michigan, School of Education, Room 212, 610 East University Street, Ann Arbor, MI 48109-1259

Adolescence q, $37.00, inst. $47.00, sc $13.00: Reprint: UMI: Libra Publishers, Inc., 1089C Clairemont Dr., Ste. 383, San Diego, CA 92117

American Journal of Family Therapy q, $30.00, inst. $60.00: Reprint: UMI: Brunner/Mazel Inc., 19 Union Square, W., New York, NY 10003

American Mental Health Counselors Association Journal see Journal of Mental Health Counseling

Canadian Counselor see Canadian Journal of Counselling

Canadian Journal of Counselling (previously Canadian Counsellor) q, $35.00, sc $10.00: Reprint: UMI: Canadian Guidance and Counselling Association, P.O. Box 13059, Kanata, ON K2K 1X3, Canada

Career Development Quarterly (previously Vocational Guidance Quarterly) q, $20.00: Reprint: UMI: AACC, 5999 Stevenson Ave., Alexandria, VA 22304

Counseling and Values sa, $12.00: Reprint: UMI: AACC, 5999 Stevenson Ave., Alexandria, VA 22304

Counseling Psychologist q, $28.00, inst. $60.00, sc $6.00: Reprint: UMI: SAGE Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Counselor Education and Supervision q, $12.00: Reprint: UMI: AACC, 5999 Stevenson Ave., Alexandria, VA 22304

Elementary School Guidance and Counselling q, $20.00: Reprint: UMI: AACC, 5999 Stevenson Ave., Alexandria, VA 22304

Family Relations q, $30.00, inst. $48.00, sc $11.00: Reprint: UMI: Natl. Council of Family Relations, Fairview Community School Center, 1910 W. County Rd. B, Ste. 147, St. Paul, MN 55113

Gerontologist bm. inst. $75.00, sc $45.00, sc $10.00: Reprint: UMI: 1411 5 K St., NW, Ste. 300, Washington, DC 20005

Humanist Educator see The Journal of Humanistic Education and Development

International Journal of Aging and Human Development q, $96.00, ind. $45.60: Baywood Publishing Co., Inc., 120 Marine St., Farmingdale, NY 11735

Journal for Specialists in Group Work q, $12.00: Reprint: UMI: AACC, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Adolescence q, $78.00: Journal of Adolescence, c/o Publications Expediting, Inc., 200 Mec- ham Ave., Elmont, NY 11003

Journal of Alcohol and Drug Education to, $25.00: Reprint: UMI: Journal Executive. 1120 E. Oakland, P.O. Box 10212, Lansing, MI 48901


Journal of College Placement q, $20.00, sc $15.00: Reprint: UMI: College Placement Council, Inc., 63 E. Elizabeth Ave., Bethlehem, PA 18018

Journal of College Student Development (previously Journal of College Student Personnel) bm. $15.00, Reprint: UMI: AACC. 5999 Stevenson Ave., Alexandria, VA 22304

Journal of College Student Personnel see Journal of College Student Development

Journal of Consulting and Clinical Psychology 6/yr. $70.00, inst. $140.00: Reprint: UMI: American Psychological Assn., 1200 17th St., NW, Washington, DC 20036

SOURCE JOURNAL INDEX

469
<table>
<thead>
<tr>
<th>Journal of Counseling and Development (previously Personnel and Guidance Journal) 10/yr. $40.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</th>
</tr>
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<tr>
<td>Journal of Counseling Psychology bm. $40.00, inst. $80.00, mem. $20.00; Reprint: UMI: American Psychological Assn. 1400 N. Uhle St., Arlington, VA 22209</td>
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<tr>
<td>Journal of Drug Education q. ind. $27.00, inst. $75.00. Baywood Publishing Co., Inc. 120 Marine St., Farmingdale, NY 11735</td>
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<td>Journal of Employment Counseling q. $11.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<tr>
<td>Journal of Family Issues q. inst. $65.00, ind. $28.00, special rates for members of Natl. Council on Family Relations; Sage Publications, Inc. 2111 W. Hillcrest Dr., Newbury Park, CA 91320</td>
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<td>Journal of Humanistic Education and Development (previously Humanist Educator) q. $12.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<tr>
<td>Journal of Marital and Family Therapy q. $30.00, inst. $50.00; Reprint: UMI: American Assn. for Marriage and Family Therapy, 1717 K St., Ste. 407, Washington, DC 20006</td>
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<tr>
<td>Journal of Mental Health Counseling (previously American Mental Health Counselors Association Journal) q. nonmem $12.00, mem free: AACD. Stevenson Ave., Alexandria, VA 22304</td>
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<td>Journal of Multicultural Counseling and Development (previously Non-White Concerns in Personnel and Guidance) q. $10.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<td>Journal of Offender Counseling, Services &amp; Rehabilitation (previously Offender Rehabilitation) q. $36.00, inst. $92.00, lib. $132.00; Reprint: UMI: The Haworth Press, Inc., 75 University Pl., Binghamton, NY 13904</td>
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<tr>
<td>Journal of School Psychology q. $26.00, inst. $80.00, stu. $15.00; Reprint: UMI: Pergamon Press Inc. Fairview Park, Elmsford, NY 10523</td>
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<tr>
<td>Journal of the National Association of College Admissions Counselors see Journal of College Admissions</td>
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<td>Journal of the National Association of Women Deans, Administrators, and Counselors q. $24.00, sc $7.50; Reprint: UMI: Journal of the NAWDAC, 1325 18th St. NW, Ste. 210, Washington, DC 20036</td>
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<tr>
<td>Journal of Vocational Behavior bm. $170.00. Academic Press 1 E. First St., Duluth, MN 55802</td>
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<tr>
<td>Measurement and Evaluation in Counseling and Development (previously Measurement and Evaluation in Guidance) q. $12.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<td>Measurement and Evaluation in Guidance see Measurement and Evaluation in Counseling and Development</td>
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<tr>
<td>NASPA Journal q. $25.00; Reprint: UMI: NASPA Central Office. 1700 18th St. NW, Ste. 301, Washington, DC 20009-2502</td>
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<tr>
<td>Offender Rehabilitation see Journal of Offender Counseling, Services &amp; Rehabilitation</td>
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<tr>
<td>Omega: Journal of Death and Dying q. ind. $27.00, inst. $75.00: Baywood Publishing Co., Inc. 120 Marine St., Farmingdale, NY 11735</td>
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<tr>
<td>Personnel and Guidance see Journal of Counseling and Development</td>
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<tr>
<td>Personnel Psychology q. $45.00, sc $11.25, stu $28.00: 9660 H Alcroft, Ste. 337, Houston, TX 77096</td>
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<tr>
<td>Psychology: A Quarterly Journal of Human Behavior q. $12.50, sc $3.00: Managing Editor, Pennsylvania State University, McKeesport Campus, McKeesport, PA 15132</td>
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<td>Psychology in the Schools, q. $20.00, Reprint: UMI: Psychology Press, Inc. 4 Consant Square, Brandon, VT 05733</td>
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<tr>
<td>Rehabilitation Counseling Bulletin 4/yr. $18.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<tr>
<td>School Counselor 3/yr. $25.00; Reprint: UMI: AACD. 5999 Stevenson Ave., Alexandria, VA 22304</td>
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<tr>
<td>Small Group Behavior q. $28.00, inst. $70.00; Reprint: UMI: Sage Publications, Inc. 2111 W. Hillcrest Dr., Newbury Park, CA 91320</td>
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<tr>
<td>Social Behavior and Personality sa. $60.00; Reprint: UMI: Social Behavior and Personality, c/o The University of the South Pacific, P.O. Box 1168, Suva, Fiji</td>
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<tr>
<td>Suicide and Life-Threatening Behavior q. $32.00, inst. $80.00; Reprint: UMI: Guilford Press. 72 Spring St., New York, NY 10012</td>
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<td>Vocational Guidance Quarterly see Career Development Quarterly</td>
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</table>

**CS READING AND COMMUNICATION SKILLS**

Indiana University, 2805 East 10th Street, Smith Research Center, Bloomington, IN 47405-2373

**ABCA Bulletin** see Bulletin of the Association for Business Communication

**ACA Bulletin** q. mem. $40.00, lib. $20.00, sc $10.00; Reprint: UMI: Association for Communication Administration. 5105 Backlick Rd., #E, Annandale, VA 22003

**ADE Bulletin** sa. $15.00, sc $5.00; Reprint: UMI: Assn. of Deps. of English. 10 Astor Pl., New York, NY 10003-6981

**Argumentation and Advocacy** (previously Journal of the American Forensic Association) q. inst. $25.00, mem. $25.00; Reprint: UMI: Dept. of Speech Communication, University of Wisconsin, River Falls, WI 54022

**Association for Communication Administration Bulletin** see ACA Bulletin

**Australian Journal of Reading** q. subscription included in Australian Reading Assn. mem.: nonmem. and inst. $30.00; sc $6.00; Reprint: UMI: P.O. Box 78, Carlton South, Victoria 3053, Australia

**Bulletin of the Association for Business Communication** (previously ABCA Bulletin) q. mem. $40.00, sc $3.00; Reprint: UMI: Assn. for Business Communication, 608 S. Wright St., Urbana, IL 61801

**Canadian Journal of English Language Arts** (previously Highway One) mem. $40.00 Canadian dollars, sc $5.00 Canadian dollars; Canadian Council of Teachers of English. Box 3382, Sta. B, Calgary, AB T2K 4M1, Canada

**CEA Forum** q. mem. $25.00, inst. $30.00, foreign add $5.00; Executive Director, CEA, Nazareth College of Rochester, Rochester, NY 14610

**Central States Speech Journal** q. $25.00, lib. $25.00, inst. $50.00, sc $5.00, foreign add $3.00; Executive Secretary, Central States Speech Association, Dept. of Communication, Gazette Hall, University of Akron, Akron, OH 44325

**CDR News-Letter in Education** q. ind. & K-12 schools $18.00, sc $2.00; Reprint: UMI: Agathon Press, Fulfillment Dept., Inc., 49 Sheridan Ave., Albany, NY 12210

**Clearing House** 9/yr. $37.00, sc $4.50; Reprint: UMI: Heldref Publications, 400 Albemarle St., NW, Washington, DC 20016

**College Composition and Communication** q. $8.00, foreign add $2.00, sc $2.00; Reprint: UMI: Nat. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

**College English** 8/yr. mem. $35.00, inst. $40.00, foreign add $4.00; sc $4.50; Reprint: UMI: Nat. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

**Communication Education** (previously Speech Teacher) q. lib. $45.00, mem. $40.00, sc $11.00, stu. mem. $20.00; Reprint: UMI: Speech Communication Assn., 5105 Backlick Rd. #E, Annandale, VA 22003

**Communication Journal: Education Today (CJET)** q. mem. $30.00, inst. $35.00, sc $4.00; Reprint: UMI: Journalistim Education Assn., Inc., Box 99, Blue Springs, MO 64015

**Communication Monographs** (previously Speech Monographs) q. lib. $45.00, mem. $40.00, stu. mem. $20.00, sc $12.00; Reprint: UMI: Speech Communication Assn., 5105 Backlick Rd. #E, Annandale, VA 22003

**Communication Quarterly** (previously Today's Speech) q. $25.00, lib. $25.00, inst. $15.00, sc $10.00; Reprint: UMI: Communication Quarterly, Dept. of Speech and Theatre, Monroe State College, Upper Montclair, NJ 07043-1699

**Communication Research** (previously Communication Research: An International Quarterly) 6/yr. $36.00, inst. $108.00; Reprint: U.S.: Sage Publications, Inc. 2111 W. Hillcrest Dr., Newbury Park, CA 91320

**Communication Research: An International Quarterly** see Communication Research

**Critical Studies in Mass Communication** q. mem. $40.00, lib. $45.00, sc $12.00; Reprint: UMI: Speech Communication Assn., 5105 Backlick Rd., Bldg. #E, Annandale, VA 22003

**Discourse Processes** q. $29.50, inst. $69.50, foreign add $12.00; Subscription Dept., Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648

**Elementary English** see Language Arts
(HE) HIGHER EDUCATION

George Washington University, One Dupont Circle, NW, Suite 630, Washington, DC 20036-1183

AAUP Bulletin see Academic

Academe (previously AAUP Bulletin) 6yr. nonmem. $37.00 foreign $20.00: Reprint: UMI: American Assn. of University Professors. 1012 14th St., NW, Ste. 500. Washington, DC 20005


Alternative Higher Education: The Journal of Nontraditional Studies see Innovative Higher Education

American Journal of Dental Education m. $25.00 US and Canada. foreign $30.00; American Assn. of Dental Schools. 1619 Massachusetts Ave., NW, Washington, DC 20036

American Journal of Pharmaceutical Education 4yr. $35.00 foreign $55.00: Reprint: UMI: 1426 Prince St., Alexandria, VA 22314

American Scholar q. $18.00. foreign add $3.00: Reprint: UMI: Phi Beta Kappa. 1811 Q St., NW. Washington. DC 20009


Assessment in Higher Education see Assessment and Evaluation in Higher Education


Australian Universities’ Review (previously Vested) sa. Australian $15.00. plus $6.00 for airmail; Federation of Australian University Staff Association. 25 Palmerston Crescent. South Melbourne. Victoria 3205. Australia

Campus Activities Programming 9yr. staff $30.00. stu $25.00: Reprint: UMI: National Association for Campus Activities. Box 6828. Columbia. SC 29203

Canadian Journal of Higher Education ta. $60.00. stu $20.00: Reprint: UMI: Canadian Soc. for the Study of Higher Education. 4th Floor. 151 Slater. Ottawa. ON K1P 5H3. Canada

CASE Currents see Currents

CAUSE/EFFECT bm. $42.00. sc $7.00: Reprint: UMI: CAUSE. 737 29th St., Boulder. CO 80303

Change bm. $20.00. mem. $40.00. sc $7.00. outside US $7.00 more; Reprint: UMI & Pub.; Educational Foundation. 400 Albermarle St.. Washington. DC 20016

Chronicle of Higher Education w. $50.00; 1255 23rd St., NW. Washington. DC 20037

College and University see Universities


College Store Journal bm. $30.00; Reprint: UMI: Natl. Assn. of College Stores. Inc.. 528 E. Lorrain St.. Oberlin. OH 44074

College Teaching (previously Improving College and University Teaching) q. $15.00. foreign $41.00. sc $8.75; Reprint: UMI: Heidelberg Publications. 4000 Albermarle St.. NW. Washington. DC 20016

CUPA Journal (previously Journal of the College and University Personnel Association) q. lib. $40.00. sc $10.00: Reprint: UMI: CUPA. 11 Dupont Circle. Ste. 120. Washington. DC 20036

Currents (previously CASE Currents) m except Aug. and Dec.; mem. $20.00. nonmem. $30.00. foreign $70.00; Reprint: UMI; Natl. Assn. of College Stores. Inc.. 528 E. Lorrain St.. Oberlin. OH 44074

Educational Record q. $20.00. foreign $32.50. sc $7.50: Reprint: UMI; American Council on Education. One Dupont Circle. NW. Ste. 800. Washington. DC 20036

European Journal of Education q. $56.50. inst. $113.00 sc $31.00; Carlfax Publishing Co. P.O. Box 25. Abingdon. Oxfordshire OX14 3UE England

Higher Education see Higher Education

Higher Education in Europe q. $20.00; European Centre for Higher Education. 39 Sturbitz Voda. R-70732 Bucharest. Romania. Published in English. French. and Russian editions

Higher Education Review ta. $33.00. airmail $72.00; Reprint: UMI: Tyrrell Burgess Assoc.. Ltd.. 34 Sandilands. Croydon CRO 5BD. England

Improving College and University Teaching see College Teaching


International Journal of Institutional Management in Higher Education q. $15.00; Reprint: UMI: Center for Educational Research and Innovation. OECD for Economic Cooperation and Development. OECD Programme. OECD/CERI. 2 Rue Andre-Pascal. 75775 Paris Cedex 16. France

Journal of Architectural Education q. N. America $12.00. other $16.00. inst. $40.00. sc $4.00: Reprint: UMI: ACSA. 1735 New York Ave.. NW. Washington. DC 20006
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<th>Journal Title</th>
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<tr>
<td>Journal of Visual/Verbal Language</td>
<td>$25.00, $7.00; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611</td>
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<tr>
<td>Journal of Youth Services in Libraries</td>
<td>$25.00, $7.00; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611</td>
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<tr>
<td>Library Administration &amp; Management</td>
<td>Mem. $12.50, nonmem. $25.00, $7.50, foreign $35.00; ALA, 50 East Huron St., Chicago, IL 60611</td>
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<tr>
<td>Library and Information Science Research (formerly Library Research)</td>
<td>Inst. $55.00, ind. $26.50; Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648</td>
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<td>Library Hi Tech</td>
<td>$55.00; Pietrian Press, P.O. Box 1808, Ann Arbor, MI 48106</td>
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<tr>
<td>Library Journal</td>
<td>20yr. US $69.00; Reprint: UMI; R. R. Bowker Co., 249 W. 17th St., New York, NY 10011</td>
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<tr>
<td>Library Quarterly</td>
<td>Inst. $30.00, student $16.00, sc $7.50; Reprint: UMI; University of Chicago Press, P.O. Box 37005, Chicago, IL 60637</td>
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<td>Library Research</td>
<td>Reprint: UMI; Library and Information Science Research</td>
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<td>Library Resources and Technical Services</td>
<td>$30.00, $7.50; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611</td>
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<tr>
<td>Library Software Review</td>
<td>$75.00, foreign add $7.00, $15.00; Meckler Publishing, 11 Ferry Lane West, Westport, CT 06880</td>
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<td>Library Trends</td>
<td>$30.00, sc $8.00; University of Illinois Press, Journals Dept., 54 E. Gregory Dr., Box 5081, Station A, Champaign, IL 61820</td>
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<tr>
<td>Machine-Mediated Learning</td>
<td>Ind. $28.00; Taylor &amp; Francis. Publications Expanding, 200 Meacham Ave., Elmont, NY 11003</td>
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<tr>
<td>Media and Methods</td>
<td>$29.00, sc $6.00; American Society of Education, 1511 Walnut St., Philadelphia, PA 19102</td>
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<tr>
<td>Media in Education and Development</td>
<td>$60.00; Publications Expanding, Inc., 200 Meacham Ave., Elmont, NY 11003</td>
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<td>Microcomputers for Information Management</td>
<td>Inst. $68.50, sc $30.00; Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648</td>
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<tr>
<td>Microform Review</td>
<td>Journal and microfiche copy $150.00, journal only $75.00, microfiche only $63.50, $18.00; Reprint: UMI; Meckler Publishing, 11 Ferry Lane West, Westport, CT 06880</td>
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<td>NSPI Journal</td>
<td>see Performance and Instruction</td>
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<tr>
<td>Online</td>
<td>bm. $85.00; Reprint: UMI; Online, Inc., 11 Tannery Ln., Westport, CT 06883</td>
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<tr>
<td>Online Review</td>
<td>bm. $78.00; Learned Information, Inc., 143 Old Mariton Pk., Medford, NJ 08055</td>
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<td>Optical Information/Information Systems</td>
<td>see Optical Information Systems</td>
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<td>Optical Systems Information Systems</td>
<td>$95.00, add $7.00 foreign, sc $15.00; Meckler Publishing, 11 Ferry West Lane, Westport, CT 06880; outside US: Meckler Publishing, 3 Henrietta St., London WC2E 8LU, England</td>
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<td>Performance and Instruction (previously NSPI Journal)</td>
<td>10yr. $50.00; Reprint: UMI; Natl. Soc. for Performance and Instruction, 1126 16th St., NW, Ste. 214, Washington, DC 20036</td>
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<tr>
<td>Programmed Learning and Educational Technology</td>
<td>British Pounds 28.00, sc 9.00; Reprint: UMI; Kogan Page Ltd., 120 Pembridge Rd., London W1 9JR, England</td>
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<td>Public Libraries</td>
<td>Mem. $12.50, nonmem. $25.00; American Library Assn., 50 E. Huron St., Chicago, IL 60611</td>
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<td>Research Strategies</td>
<td>$35.00, foreign add $4.00; Mountainside Publishing, Inc., Business Office, P.O. Box 8330, Ann Arbor, MI 48107</td>
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<td>RQ</td>
<td>q. $25.00, sc $8.00; Reprint: UMI; American Lib. Assn., Reference and Adult Services Div., 50 E. Huron St., Chicago, IL 60611</td>
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<tr>
<td>RSR Reference Services Review</td>
<td>q. $55.00, sc $17.00, foreign $65.00; Pieman Press, 5000 Washita Ave., Ann Arbor, MI 48106</td>
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<tr>
<td>School Library Journal</td>
<td>10yr. $56.00; Reprint: UMI; R. R. Bowker Co., P.O. Box 1978, Marion, OH 43305-1978</td>
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<tr>
<td>School Library Media Activities Monthly</td>
<td>m. $40.00; LMI: Associates, 17 E. Henrietta St., Baltimore, MD 21230</td>
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<tr>
<td>School Library Media Quarterly</td>
<td>q. $30.00, sc $8.00; Reprint: UMI; American Assn. of School Librarians, American Lib. Assn., 50 E. Huron St., Chicago, IL 60611</td>
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<tr>
<td>Simulation and Games</td>
<td>$32.00, add $6.00 for subscriptions outside US; Reprint: UMI; Sage Publications, Inc., 2111 W. Hilcrest Dr., Newbury Park, CA 91320</td>
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<td>Simulation/Games for Learning</td>
<td>Overseas, British Pounds 13.00, sc 3.50; Reprint: UMI; The Secretary, SAGSET Centre for Extension Studies, University of Technology, Loughborough, Leics LE11 3TU, England</td>
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SOURCE JOURNAL INDEX

International Understanding at School a: free; Reprint: UMI; UNESCO. Section of Education for Int. Cooperation and Peace, 7 Pl de Fontenoy, 75700 Paris, France

Journal of Aesthetic Education q, $15.00, inst. $25.00; Reprint: UMI; Subscription Dept., University of Illinois Press, 54 E. Gregory Dr., Box 5081, Champaign, IL 61820

Journal of American History q; Reprint: UMI; Organization of American Historians, 112 N. Bryan St., Bloomington, IN 47401

Journal of Applied Philosophy q; Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Art and Design Education q; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Curriculum Studies bm, $45.00, inst. $90.00; Taylor and Francis, Ltd., 4 John St., London WC1N 2ET, England

Journal of Economic Education q, $13.00, sc $6.50; Reprint: UMI; Helldorf Publications, 4000 Albermarle St., NW, Washington, DC 20016

Journal of Geography bm, $23.00, inst. $30.00; Reprint: UMI; National Council for Geographic Education, c/o James W. Vining, NCCE Central Office, Western Illinois University, Macomb, IL 61455

Journal of Geography in Higher Education sa, $95.00, sc $46.00; Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Moral Education 3yr, $40.00, Carfax Publishing Co., P.O. Box 25, Abingdon, Oxon OX14 1RL, England

Journal of Research in Music Education q, mem. $8.00, inst. $15.00, foreign $13.00; Reprint UMI; Music Educators National Conference, 1902 Association Dr., Reston, VA 20191

Journal of Social Psychology 6yr; Helldorf Publications, 4000 Albermarle St., NW, Washington, DC 20016

Journal of Social Studies Research sa, $3.00; Reprint: UMI; Dept. of Social Science Education, 104 Dudley Hall, University of Georgia, Athens, GA 30602

Journal of the Middle States Council for the Social Studies a; School of Education, Rider College, P.O. Box 6400, Lawrenceville, NJ 08640

Kenya Journal of Education a; Publications Office, Bureau of Educational Research, Kenyatta University, P.O. Box 4344, Nairobi, Kenya

Louisiana Social Studies Journal a; Department of Curriculum and Instruction, University of New Orleans, New Orleans, LA 70118

Michigan Social Studies Journal a; Michigan Council for the Social Studies, Warren Consolidated Schools, South Center, 4801 Martin Rd., Warren, MI 48092

Moral Education Forum q; 1580 Massachusetts Ave., #8A, Cambridge, MA 02138

Music Educators Journal 9/yr, mem. $4.00, inst. $25.00; Reprint: UMI; Music Educators Hall, Conference, Center for Educational Association, 1902 Association Dr., Reston, VA 20191

National Art Education Association News 6/yr; National Art Education Association, 1916 Association Dr., Reston, VA 20191

Network News Exchange q; Society for History Education, California State University at Long Beach, Long Beach, CA 90840

New England Social Studies Bulletin a, $5.00; Reprint: UMI; New England History Teachers Assn., Bentley College, Waltham, MA 02254

New Zealand Journal of Geography a; New Zealand Geographical Society, Department of Geography, University of Canterbury, Christ Church 1, New Zealand

OAH Magazine of History q, mem. $10.00, nonmem $12.50, inst. $25.00; Organization of American Historians, 112 N. Bryan, Bloomington, IN 47401

OCCS Review a; Ohio Council for the Social Studies, Cleveland State University, Department of History, Cleveland, OH 44115

Oxford Review of Education ta, $106.00, sc $34.00; Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England

Pedagogica Historica sa, $18.00; University of Ghent, Center for the Study of the History of Education, A. Baertsoenkaai 3, B-9000 Ghent, Belgium

Political Science Teacher q; membership includes subscription; Reprint: UMI; American Political Science Association, 1527 New Hampshire Ave., NW, Washington, DC 20036

Prospects q, $19.00; Reprint: UMI; UNESCO, 7 Pl de Fontenoy, 75700 Paris, France

Religious Education q; Reprint: UMI; UNESCO, 7 Pl de Fontenoy, 75700 Paris, France

School Arts 9/yr, $15.00; Reprint: UMI; Davis Publications, Inc., 50 Portland St., Worcester, MA 01608

Social Education 7/yr, $43.00, N.C.S.S. mem. free; Reprint: UMI; Natl. Council for the Social Studies, 3501 Newark Ave., NW, Washington, DC 20016

Social Science Computer Review q; Duke University Press, Books and Journals, 6697 College Station. Durham, NC 27708

Social Science Quarterly q; $20.00, inst. $36.00; Reprint: UMI; University of Texas Press, Journals Dept., Box 7819, Austin, TX 78713

Social Science Record ta, $12.00, inst. $15.00; Reprint: UMI; NYSSCS, P.O. Box 131, Glen Head, NY 11545

Social Studies bm, $25.00; Reprint: UMI; Heldref Publications, 4000 Albermarle St., NW, Washington, DC 20016

Social Studies Quarterly a, $10.00, inst. $25.00; Reprint: UMI; Pennsylvania Council for the Social Studies, P.O. Box 2188, Aston, PA 19014

Social Studies Professional 6yr; Reprint: UMI; National Council for the Social Studies, 3501 Newark St., NW, Washington, DC 20016

Social Studies Review (previously California Council for the Social Studies Review) q, $10.00; Reprint: UMI; California Council for the Social Studies, 616 Juania Way, Roseville, CA 95678

Social Studies Teacher q; P.O. Box 189, Oviedo, FL 32765

Sociology of Education q, mem. $12.00, nonmem. $21.00, inst. $28.00; Reprint: UMI; American Sociological Assn., 1722 N St., NW, Washington, DC 20036

Southern Social Studies Quarterly q; UPO 738, Morehead State University, Morehead, KY 40351

Southwestern Journal of Social Education a, $40.00; College of Education, North Texas State University, Denton, TX 76203

Soviet Education q, mem. $73.00, inst. $273.00; Reprint: UMI; M. E. Sharpe, Inc., 80 Business Park Dr., Armonk, NY 10504

Studies in Art Education q, $20.00, sc $9.00; Reprint: UMI; Natl. Art Education Assn., 1916 Association Dr., Reston, VA 20191

Teaching History: A Journal of Methods sa; Campus Box 32, ESU, Emporia, KS 66801

Teaching of Psychology q, $7.00, inst. $15.00; Reprint: UMI; Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

Teaching Political Science q, $36.00; Reprint: UMI; Heldref Publications, 4000 Albermarle St., NW, Washington, DC 20016

Teaching Sociology q, $48.00; Reprint: UMI; Am. Sociological Assn., 1722 N St., NW, Washington, DC 20036

Theory and Research in Social Education q, $25.00, sc $4.95; Reprint: UMI; 3501 Newark St. NW, Washington, DC 20016

Update on Law-Related Education ta, $7.50; American Bar Assn., Youth Education for Citizenship, 750 N. Lake Shore Dr., Chicago, IL 60611

Western European Education q, $44.00, inst. $170.00; Reprint: UMI; M. E. Sharpe, Inc., 80 Business Park Dr., Armonk, NY 10504

Westminster Studies in Education a; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Zeitschrift für Pädagogik 6/yr; Max-Planck-Institut für Bildungsforschung, Lenztalstr. 94, 1000 Berlin 33, (030) 82995-303/304

(SP) TEACHER EDUCATION

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412

Action in Teacher Education q, inst. $35.00, mem. $45.00, sc $5.00; Reprint: UMI; Assn. of Teacher Educators, 1900 Association Dr., Reston, VA 22091

British Journal of Teacher Education see Journal of Education for Teaching

California Journal of Teacher Education see Teacher Education Quarterly

Contemporary Education q, $12.00, sc $4.00, inst. $16.00; Reprint: UMI; School of Education, Indiana State University, Terre Haute, IN 47809

Educational Theory q, $20.00, sc $5.50; Reprint: UMI; Editorial Office, Education Bldg., University of Illinois, Champaign, IL 61820

European Journal of Teacher Education ta, $205.00 (18 issues); Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Health Education bm, mem. $60.00, stu. mem. $22.00, grad. stu. mem. $25.00, inst. $50.00; Reprint: UMI; Health Education, American Assn. for Health, Physical Education, and Recreation, 1900 Association Dr., Reston, VA 22091
Urban Education q, $15.00, inst. $28.00; Reprint: UMI: Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

Urban League Review q, $8.00, inst. $10.00, stu. $6.00, sc $5.00; Reprint: UMI: Transaction Periodicals Consortium, Rutgers University, New Brunswick, NJ 08903

Urban Review q, $12.00, inst. $18.00; Reprint: UMI: APS Publications, Fulfillment Dept., 49 Sheridan Ave., Albany, NY 12210

Western Journal of Black Studies q, $10.00, inst. $15.00, sc $3.00; Reprint: UMI: Washington State University, Wilson Hall 111, Pullman, WA 99164

Youth and Society q, $15.00, inst. $28.00; Reprint: UMI: Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212
CIJE SOURCE JOURNAL INDEX UPDATE FOR FEB89

Additions

TM Applied Measurement in Education
TM Evaluation Practice
SO Social Studies and the Young Learner
SO Humanities
SO International Studies Quarterly
SO Heritage Education Quarterly

Deletions

HE College Store Journal
HE Journal of Architectural Education
HE Teaching at a Distance

Name Changes


SOURCE JOURNAL INDEX UPDATE FOR MAR89

Deletions

PS Australian Journal of Early Childhood
PS Education 3-13
PS Child Care Quarterly
PS Elements: Translating Theory into Practice
### CIJE MONTHLY REPORT - JAN89

#### TOTAL CLHS RESUMES

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### CIJE MONTHLY REPORT - FEB89

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# TABLE OF CONTENTS

## ACTION ITEMS
- ERIC Directors/National Technical Meeting, May 8-12, 1989  
- ERIC System FAX Numbers  
- ERIC Processing Manual (EPH) Revision  
- ERIC Acquisitions Arrangements List Update

## NETWORK NEWS
- Steering Committee Recommendations (88-1 through 88-28)  
- TM "Journals on Diskette" Series  
- RC Develops Newspaper Articles Aimed at Parents of Children in Schools  
- "Finding and Using Education Research," by Robert Chesley  
- ERIC Ready Reference #5 and #6 Revised  
- Lexicography and Schedules  
- Clearinghouse Number to ED Number Cross-Reference Index  
- The Vicissitudes of Style Manuals  
- HE Report "College Student Outcomes Assessment" Used in Quantity by SUNY at Albany  
- HE Coordinating Board Meeting  
- New Address/Telephone for ERIC/CE  
- Mis-spellings in the ERIC Database  
- ERIC Goes to Hollywood!

## VENDOR NEWS
- Ordering Documents From EDRS Online Via BRS  
- SilverPlatter Information Retrieval Software, Release 1.5, Distributed

## PERSONNEL NEWS
- Ely in Indonesia Studying the Diffusion of Educational Technology  
- Cherie Burnham Joins ERIC Facility  
- Ida Halasz and Mark Newton Join ERIC/CE  
- Michael Butler Dies
ATTACHMENTS

1. ERIC Directors Meeting---Draft Agenda
2. ERIC National Technical Meeting---Draft Agenda
3. ERIC System FAX Numbers
4. ERIC Processing Manual---General Revision---Suggestions Solicited
5. ERIC Acquisitions Arrangements (EAA) List---March 1989
6. ERIC Technical Steering Committee Recommendations---(88-1 through 88-28)
7. Advertising Flyers for TM "Journals on Diskette" Series
8. RC Newspaper Articles Aimed at Parents of Children in School
   a. What Does It Take to Do Well in School?
   b. Keeping Track: Aren't Grades Enough?
   c. Why Do Parents Like Some Teachers More Than Others?
10. ERIC Ready References #5 and #6---Revised
13. Mis-spellings in the ERIC Database: "Competence" and "Competition"
14. DIALOG Letter Regarding Error on OnDisc ERIC File
15. Ordering ERIC Documents From EDRS Online via BRP
17. CIJE Source Journal Index Update for April 1989
18. CIJE Source Journal Index Update for June 1989
   CIJE Monthly Report---May 1989

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

EAB 3/4, 1989

ERIC
**ACTION ITEMS**

**ERIC DIRECTORS/NATIONAL TECHNICAL MEETING (MAY 8-12, 1989)**

The ERIC Directors Meeting is scheduled for May 8-9. The 1989 National Technical Meeting is scheduled for May 9-12, 1989. The afternoon of May 9 is designed as an overlapping session. The agendas for each of the two meetings appear, respectively, as Attachments 1 and 2.

...Bob Stonehill (CERIC)

**ERIC SYSTEM FAX NUMBERS**

The FAX technology seems suddenly to have permeated ERIC both in the number of machines available and in usage of the technology to send documentary material throughout the system.

Since in many cases the Clearinghouses are sharing machines with host organizations or with physically adjacent organizations, the numbers have changed a lot in the first few months. However, we believe the situation has finally settled down a bit and a list of the numbers for each ERIC component appears as Attachment 3.

...Kevin Arundel (CERIC)

**ERIC PROCESSING MANUAL REVISION**

The Facility has initiated a major project to revise the ERIC Processing Manual (EPM) across the next 18 months. The plan involves highlighting a section of the EPM every two months and, hopefully, getting the Clearinghouses to re-read and re-familiarize themselves with each section during the highlighting period. The first section to be treated is the Acquisitions section, during April/May 1989.

Suggestions for EPM revision should be sent to the Facility to the attention of the "EPM Revision Project", See Attachment 4 for more details.

...Ted Brandhorst (ERIC Facility)

**ERIC ACQUISITIONS ARRANGEMENTS LIST UPDATE**

The ERIC Acquisitions Arrangements (EAA) list has been updated and the changes are included here as Attachment 5. A total of 197 additions, changes, and deletions have been made based on Facility information and forms sent to us by Clearinghouses before October 1, 1988.

The list of changes is arranged in alphabetical order by organization name and follows the same form as the March 1988 list. The March 1988 EAA list should be updated by changing, adding, or deleting entries as necessary in alphabetical order. A change in an arrangement is indicated by a percent sign (%) and an arrangement which should be removed is marked...
with an "X." All other entries are additions to the previous list.

In order to keep the list as current and informative as possible, changes will continue to be issued in this way via the EAB until the overall volume of changes warrants a completely revised list. The Facility Acquisitions staff appreciates the cooperation of the Clearinghouses in submitting changes to their arrangements as they occur, so that the list will continue to be a useful tool for all components of the ERIC system.

...Joanna Eustace
(ERIC Facility)

REMINDER:

The ERIC Facility is collecting updated pages from you for the new ERIC Directory.

If you haven't already done so, please return your response to:

Elizabeth Pugh
ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550,
Rockville, Maryland 20850.

STEERING COMMITTEE RECOMMENDATIONS FOR 1988 (88-1 THROUGH 88-28)

The 1988 recommendations of the ERIC Technical Steering Committee are listed in Attachment 6, along with responses from Central ERIC. They include:

- 88-1 EPM Revision: Citing References in Abstracts
- 88-2 EPM Revision: CIJE and NMDF Procedures
- 88-3 CIJE Validation of Identifiers
- 88-4 CIJE Source Journal Index Format
- 88-5 Monthly Statistical Report Categories
- 88-6 Annual Report Guidelines Revision
- 88-7 Standing Order Customer Assignments
- 88-8 National Diffusion Network Assignments
- 88-9 ERIC Partners List
- 88-10 ERIC Partners—Acquisitions
- 88-11 Level 3 Documents
- 88-12 Acquisitions—Labs/Centers
- 88-13 Acquisitions—NDM
- 88-14 Annual National Technical Meeting
- 88-15 Director/Tech Meeting Scheduling
- 88-16 Topical/Training Workshops
- 88-17 OERI Policy on ERIC Attribution
- 88-18 EDRS ERIC Starter Kit
- 88-19 Definitions of Monthly Statistical Report Categories
- 88-20 Annual Report Guidelines
- 88-21 SOC List Distribution
- 88-22 EDO File—Clearinghouse Review
- 88-23 Digest Revisions
- 88-24 ERIC Processing Manual Revision
- 88-25 Descriptor Validation Software
- 88-26 ERIC Administrative Manual Revision
- 88-27 System Publications/Reports
- 88-28 ERIC Participation in NDM National Meeting

...Lynn Barnett (HE)
TM "JOURNALS ON DISKETTE" SERIES

The TM Clearinghouse has initiated a "Journals on Diskette" series that includes 390-600 citations from various journals within their scope, on a floppy disk together with software to search the citations. The journals covered so far are as follows:

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<td>Review of Educational Research</td>
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ATTACHMENT 7 consists of the flyers advertising this series.

...Larry Rudner (TM)

RC DEVELOPS NEWSPAPER ARTICLES AIMED AT PARENTS OF CHILDREN IN SCHOOL

RC has been preparing brief articles about schools and learning, written for a general audience, particularly parents of children in school. These articles are sent to newspaper editors with an invitation to use them. The second set of three articles, together with the letter of transmittal, are provided here as Attachment 8.

...Craig Howley (RC)

"FINDING AND USING EDUCATION RESEARCH" BY ROBERT CHESLEY

Since Bob Chesley left OERI and his position as the Head of ERIC, he has kept his hand in as a consultant in professional development, with an emphasis on the use of information systems, particularly ERIC. He recently had an article published in the February/March 1988 issue of Thrust (see Attachment 9).

...Ted Brandhorst (ERIC Facility)

ERIC READY REFERENCES #5 AND #6, REVISED

Two Ready References have recently been revised: #5 to reflect the recent increase in EDRS prices and #6 to reflect various address and telephone number changes for ERIC components. See Attachment 10 for copies of the revisions.

...Joanna Eustace (ERIC Facility)

LEXICOGRAPHY AND SCHEDULES

Recent criticisms of the amount of time it takes to get a new term in the ERIC Thesaurus may have sensitized us, but we couldn't help taking note of a recent news item concerning the projected Oxford Law Dictionary. (Actually, we were even
more amused by the information on the Oxford English Dictionary, the Deutsches Worterbuch, and the Dictionary of the Older Scottish Tongue. (See Attachment 11.)

...Jim Houston
(ERIC Facility)

CH/ED NUMBER X/REF. INDEX

Due to a change in the ERIC Facility's new contract requirements, the monthly and annual cumulations of the Clearinghouse/ED Number Cross-Reference Index are no longer being published. Neither publication was included in the Facility's new statement of work. The monthly lists are still to be found at the back of each issue of RIE.

...Ted Brandhorst
(ERIC Facility)

THE VICISSITUDES OF STYLE MANUALS

The fact that we are about to undertake a major effort to update the ERIC Processing Manual (EPM) leads to a certain sympathy with similar efforts. A recent case in point is the Washington Post Style Manual, whose trials and tribulations were disclosed recently in an article in The Washington Post. (See Attachment 12). We include such material here at least partly to get you thinking about the EPM and the revision effort to which we wish you to contribute.

...Ted Brandhorst
(ERIC Facility)

HE REPORT "COLLEGE STUDENT OUTCOMES ASSESSMENT" USED IN QUANTITY BY SUNY AT ALBANY

Two-hundred and fifty (250) copies of HE's recent monograph, College Student Outcomes Assessment, (ASHE/ERIC Higher Education Report #87-7, by Jacobi, Astin, and Ayala), were ordered by Dr. Joseph Burke, Provost at the State University of New York at Albany. This report is to be used for a workshop on Assessment to be held for the entire SUNY system.

...Jan Burt (HE)

HE COORDINATING BOARD MEETING

The HE staff met with its Coordinating Board on February 17, 1989. Twenty-one representatives from nineteen local higher education associations attended to discuss current issues and ways that they could cooperate with ERIC.

The meeting served to increase the visibility and credibility of ERIC and also provided an opportunity for ERIC staff to interact with local higher education representatives to identify users' needs and interests; to present the variety of products and services available through ERIC; and finally to convey ERIC's key role as a system for information dissemination.

The initial Coordinating Board Meeting of 1989 was a good start for the new year. Two more meetings are planned.

...Zari Mayville (HE)
NEW ADDRESS/TELEPHONE FOR ERIC/CE

ERIC/CE's host organization has been busy lately. We have had changes in name, address, and telephone number. We are now:

The Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1000
(614) 292-4353 (CON,AX,MI)
*800* 949-4415 (No change here)

...Judy Wagner (CE)

MIS-SPELLINGS IN THE ERIC DATABASE

In these days of vast online databases and awesome retrieval capabilities, no error in a popular database remains hidden for long. The EXPAND command particularly reveals clusters of mis-spellings surrounding each valid term. As time goes by, these clusters of one-posting errors grow to embarrassing length. In the Facility's view, sooner or later ERIC will have to make backfile corrections removing this "flotsam and jetsam" from the ERIC database.

Certain words are prone to mis-spelling and like the Sargasso Sea, collect an inordinate number of "wrecks," around them, e.g. "Competence" (and its variations); "Competition" (and its variations). In order to illustrate the problem, we are providing here examples of most of the mis-spellings of these two common terms, together with the applicable accession numbers, the year the error occurred, and the field in which it appeared. (See Attachment 13.

The recent Clearinghouse RFP's called for spell-checkers to be used by the Clearinghouses to check RIE/CIJE input. Implementation of this requirement would greatly curtail the appearance of mis-spellings in the ERIC database and we urge you to spell-check your input as soon as you can. The Facility will be doing its part in this regard, but we need to mount a coordinated attack on this problem, beginning at the point where the data are originally created.

...Ted Brandhorst
(ERIC Facility)

ERIC GOES TO HOLLYWOOD!

Claudette Roper, research staff member from the Cosby Show, recently contacted ERIC/IR for information and/or statistics on "cheating in elementary and secondary schools." Having a difficult time locating data and sources, Ms. Roper contacted the Cen. - for Educational Statistics (CES), which referred her to ERIC when no CES statistics on the subject could be found. Although the question was a bit out of scope for IR, IR supplied a complimentary search to a very weary, but grateful researcher. So don't be surprised if you see ERIC scroll by in the credits for the Cosby show someday!

...Elena Beattie (IR)
DIALOG'S ONDISC ERIC COVERING 1966-1979 FOUND TO CONTAIN SOME JUNE 1983 CIJE RECORDS

Recent searches of DIALOG's OnDisc ERIC file revealed that the archival disk covering 1966-1979 contains records from the June 1983 issue of CIJE. We communicated with DIALOG concerning the error and received confirmation that it was apparently a mistake that occurred at the time the original disks were made (see Attachment 14). DIALOG promises to correct the situation when the archive disk is next remastered.

...Pat Brown
(ERIC Facility)

ORDERING DOCUMENTS FROM EDRS ONLINE VIA BRS

BRS has recently published the procedures to be followed for ordering documents from EDRS online. The Facility asked BRS for a 1-2 page version that could be reproduced in the back of Resources in Education (RIE). (See Attachment 15.)

...Ted Brandhorst
(ERIC Facility)

SILVERPLATTER INFORMATION RETRIEVAL SOFTWARE, RELEASE 1.5, DISTRIBUTED

In February 1989, SilverPlatter distributed Release 1.5 of its information retrieval software. The principal new features provided for are:

1. Daisychained Drives, i.e., the linking of multiple CD-ROM drives to a single workstation.
2. Networking, enabling the SilverPlatter system to run as part of a Local Area Network (LAN).
3. Text Compression, storing more data per disk.

Attachment 16 consists of the SilverPlatter announcement describing Release 1.5.

...Pat Brown
(ERIC Facility)
ELY IN INDONESIA STUDYING THE DIFFUSION OF EDUCATIONAL TECHNOLOGY

IR's Director, Donald P. Ely, in Indonesia doing research on the diffusion of educational technology, gave the keynote presentation at the first national conference of the newly organized Professional Association of Indonesia Educational Technologists (held in Jakarta, February 9-15). He was made an Honorary Member of the Association, the only person to be so designated. Several thousand ERIC Digests were distributed at the meeting. During his stay in Jakarta, Don found ERIC resources available there online, with some microfiche (and related RIE's) to be found in several libraries.

...Don Ely (IR)

IDA HALASZ AND MARK NEWTON JOIN ERIC/CE

ERIC/CE is delighted to have Ida Halasz and Mark Newton on the Clearinghouse staff. Ida replaces Bob Bhaerman as the career education specialist. Bob has moved to the Detroit area and Wayne State University.

Wes Budke decided to teach full time in the Agricultural Education department at Ohio State and Mark has taken over his duties as assistant director and vocational education specialist. Both Mark and Ida have been at the Center for some time and we welcome them to ERIC.

...Judy Wagner (CE)

CHERIE BURNHAM JOINS THE ERIC FACILITY

Cherie Burnham has joined the ERIC Facility as our secretary, replacing Tammie Shaver. Cherie has been with our parent company, Atlantic Research Corporation, for 5 years, and we welcome her to the ERIC family.

...Elizabeth Pugh (ERIC Facility)

MICHAEL BUTLER DIES

We are saddened to learn recently that Michael Butler, Associate Director of SP from 1978-1985, has died after a long illness.

...Margaret Mann (SP)
ERIC DIRECTORS MEETING
JOINT DIRECTORS/TECHNICAL MEETING
May 7-9, 1989
Westpark Hotel, Rosslyn VA

AGENDA

ERIC Directors Meeting

Sunday, May 7, 1989

8:00 pm  Reception hosted by ERIC Executive Committee
          Rosslyn Westpark Hotel

Monday, May 8, 1989

8:30 am  Continental Breakfast

8:55 am  Meeting Introduction and Overview (Bob Stonehill)

9:00 am  ERIC Clearinghouse Accomplishments, Challenges,
          and Priorities--An Informal Information Exchange
          (Judi Conrad, Facilitator; Carl Smith, Recorder)

9:45 am  What's New from Washington--Part 1 (Central ERIC)

--  Status of FY 1990 Funding Request. Will ERIC get additional funding this year? We don't know, but we can discuss what we asked for (Bob Stonehill).

--  Additional FY 1989 Support for ERIC Clearinghouse Activities. A discussion of "outside" funding, focusing on three new examples of non-OERI monies being used to support ERIC Clearinghouse activities (Bob Stonehill).

--  Preliminary Results from the ERIC Annual Report--1988. An outline of the topic areas to be covered in the report, a quick look at 1988's tale of the tape, and a discussion of factors that have delayed the report's release (Bob Thomas, Nancy Krekeler).

10:10 am  Nominations for ERIC Executive Committee (Judi Conrad)

10:20 am  Report of the Technical Steering Committee and Priorities of the Technical Meeting Agenda.
Technical issues can have consequences for Clearinghouse policies as well as operations! (Lynn Barnett, Judi Conrad)

10:50 am Break

11:00 am Keynote Invitational Speaker -- Thomas Skrtic. Dr. Skrtic, Associate Professor of Special Education, University of Kansas, will provide a provocative look at school organization and educational reform. His forthcoming book, School Organization and Democracy in Post-Industrial America, develops new proposals for achieving excellence and equity in public education. The presenter will leave time for questions and answers.

12:15 pm Luncheon at Windows (USA Today building)

2:00 pm Introduction of ACCESS ERIC Staff--Overview and Philosophy Behind the Winning Proposal (a detailed discussion of task 7 will be on 5/9) (Pat Coulter)

2:15 pm Interim Reports of ERIC Task Forces
-- Technology (Mike Eisenberg)
-- Products (Bob Howe)
-- Resource Development (Jon Fife)
-- Training (Jeannie Rennie)
-- Assessment (Carl Smith)
-- ERIC 2000 (Garry Walz)

3:00 pm Break

3:15 pm Support Contractors' Reports:
-- The New Facility Contract--Proposed System Improvements and Timelines (Ted Brandhorst)
-- ORYX Press (Phyllis Steckler)
-- EDRS (Vic Fortin)

4:00 pm What's New from Washington--Part 2
-- Copyright Ruling and Implications. Can ERIC put Federally-funded, copyrighted materials in the database without the author's permission? Well, not quite... (Nancy Krekeler)

-- ERIC Partners: The Policy. The long-awaited debut of an ERIC Partners policy (Sue Klein).

4:30 pm Election of New ERIC Executive Committee Members
ERIC Directors Meeting Agenda--May 1989

5:00 pm  Meeting Adjourns

Tuesday, May 9, 1989

8:00 am  Continental Breakfast

8:45 am  What's New from Washington--Part 3

-- Education Clearinghouses. A recent survey identified over 100 non-ERIC clearinghouses. What should ERIC be doing with them? (Sue Klein)

-- Districts Use of R&D Resources. A recent NCES "Fast Response Survey" looked at school districts' use of OERI-funded products and services. What did people say about their experiences with ERIC? (Charles Stalford, OERI/PIP).

9:45 am  Break

10:00 am  The Role of OERI And Its Institutional Projects in Establishing an Integrated Research, Development and Dissemination Program--Invited Symposium

Representatives of the Regional Educational Laboratories, National Research and Development Centers, and the National Diffusion Network will join the ERIC Directors, senior OERI officials, and distinguished external reactors in a discussion of federal research, development, and dissemination (RD&D) activities. The focus of the session will be on improving collaboration among the OERI institutional projects in a way that enhances the overall federal RD&D effort (see attached prospectus for details!)

12:00 pm  Lunch

Joint ERIC Directors/Technical Meeting

1:15 pm  Welcome and Introduction (Lynn Barnett)

1:20 pm  Keynote Presentation by Mike Eisenberg: The availability of new technology has significant implications for the ERIC Clearinghouses as well as the ERIC database. What are the major new developments in information science, and what is ERIC's role in applying them?
1:50 pm  ACCESS ERIC. The ACCESS ERIC contractor will present an overview of proposed activities in the four major areas: (1) User services and referral databases; (2) Question-answering; (3) Products; and (4) Assessment.

2:15 pm  Small group discussion of implications for Clearinghouse activities. Participants choose one of the four ACCESS ERIC topics to discuss in terms of the effects of ACCESS ERIC on Clearinghouse operations. In particular, consider what Clearinghouses and ACCESS ERIC can do to assist one another.

2:45 pm  Break

3:00 pm  Small group discussion continues. Participants choose a second group topic to discuss.

3:30 pm  Wrap-up and Action Items (Bob Stonehill, Judi Conrad, Lynn Barnett)

4:00 pm  Meeting Adjourns

4:30 pm  VIP Tour of the Library of Congress

5:30 pm--

ERIC Directors Reception--Library of Congress
(Madison Building, Montpelier Room)
JOINT DIRECTORS/TECHNICAL MEETING
Westpark Hotel ~ Rosslyn Room A
Arlington, Virginia
May 9, 1989

AGENDA

1:15 Welcome and Introduction (Lynn Barnett/HE)

1:20 - 1:50 Keynote Presentation: Technology Implications (Mike Eisenberg/IR)

The availability of new technology has significant implications for ERIC Clearinghouses and the ERIC database. What are the major new developments in information science, and what is ERIC’s role in applying them? What has the Technology Task Force identified as system issues?

1:50 - 2:15 ACCESS ERIC (New Contractor)

The new contractor will present an overview of proposed activities in the four major areas: (1) User services and referral databases, (2) Question-answering, (3) Products, (4) Assessment

2:15 - 2:45 Small Group Discussion: Implications for Clearinghouses (ACCESS ERIC staff and others)

Participants choose one of the four ACCESS ERIC topics, and discuss in terms of the effects of ACCESS ERIC on Clearinghouse operations, including technological aspects. In particular, consider what Clearinghouses and ACCESS ERIC can do to assist one another.

2:45 - 3:00 BREAK

3:00 - 3:30 Small Group Discussion (continued)
Participants choose a second group topic to discuss.

3:30 - 4:00 Wrap-up and Action Items (Bob Stonehill/CERIC, Lynn Barnett/HE, Judi Conrad/EC)

4:00 Meeting Adjourns

4:30 VIP Tour of Library of Congress

5:30 - 7:00 ERIC Directors Reception — Library of Congress (Madison Building, Montpelier Room)
ERIC
NATIONAL TECHNICAL MEETING
Westpark Hotel
Arlington, Virginia
May 10-12, 1989

AGENDA

Wednesday, May 10 (Dogwood Room)

8:30 - 9:00  Continental Breakfast

9:00 - 9:15  Welcome and Introductions (Lynn Barnett/HE, Margaret Mann/SP)

9:15 - 10:15 System Updates (with handouts) (Norbert Anthony/JC, Recorder)

1. Central ERIC (Bob Stonehill)
2. EDRS (Vic Fortin)
3. Oryx Press (Magon Kinzie)
4. Facility (Ted Brandhorst)

10:15 - 10:30  BREAK

10:30 - 12:00  Training Needs Assessment (Jeannie Rennie/FL, Anita Colby/JC; Jane Henson/SO, Recorder)

This time will serve as a brainstorming and working group session for the ERIC Task Force on Training, chaired by Jeannie Rennie. It will identify system and Clearinghouse priorities in training needs. Come prepared with suggestions!

12:00 - 1:30  LUNCH (on your own)

1:30 - 2:15  ACCESS ERIC (Surprise Presenter; Kathleen McLane/EC, Recorder)

The newly-announced contractor will present a brief description of the plans proposed for ACCESS ERIC, and will answer questions. Focus will be the interaction between AE and the Clearinghouses. Lively question and answer session.
2:15 – 3:00  
User Services/Information Delivery  (Judy Wagner/CE, Vic Fortin/EDRS; Gail Londergan/CS)

The purpose of this session is to discuss ways that CHs answer user requests. When is it appropriate to refer calls to the Facility or EDRS? What kinds of off-the-shelf products are being used?

3:00 – 3:15  
ERIC Processing Manual Revision  (Lynn Barnett/HE)

The timetable and objectives of the 18-month project to revise the EPM will be reviewed for the group as a whole.

3:15 – 3:30  
BREAK

3:30 – 5:00  
CONCURRENT WORKING GROUPS (Choose one)

EPM Revision

This session aims to get concrete suggestions on improvements to the EPM. Come prepared with (1) a copy of the current EPM chapter(s) on the topic that most affect you, and (2) your pet peeves, “wish we had...” ideas, examples of things that are confusing, etc. The Facility will provide copies of addendums/ revisions that have been issued since the EPM publication.

a. Acquisitions and Selection (Joanna Eustace/Facility and Pat Coulter/CERIC; Cheryl Harrison/CE, Recorder)

b. Abstracting (Anita Colby/JC; Margot Eddy/ EC/FL/HE, Recorder)

c. Indexing and Vocabulary (Jim Houston/Facility; Norma Howard/PS, Recorder)

d. CIJE (new EPM section)  (Magon Kinzie/Oryx Press; Darla Donke/FL, Recorder)

e. Cataloging/Handling & Shipping/Data Entry (new section)/Database Changes (Carolyn Weller, Ted Brandhorst/Facility; Mary Tregillis/SP, Recorder)

User Services Manual (proposed)  (Judy Wagner/CE and Sue Klein/CERIC; Mary Lou Finne/EA, Recorder)

f. This is designed as a brainstorming working group on ideas for a possible system user services manual.
Thursday, May 11  (Dogwood Room)

8:30 - 9:00  Continental Breakfast

9:00 - 9:30  Indexing Handbook (Mary Lou Finne/EA, Jim Houston/Facility; Barb Minor/IR, Recorder)

This is a review of the new ERIC Indexing Handbook: Clearinghouse Indexing Practices. Areas of new-found consensus will be celebrated and ways that the handbook can be used in trained will be suggested.

9:30 - 10:15  Monthly Statistics (Nancy Krekel/ERI; Linda Shinn/SE, Recorder)

Lingering questions about the definitions of some statistical categories will be answered.

10:15 - 10:30  BREAK

10:30 - 11:00  Online Acquisitions Data Report (Ted Brandhorst/Facility; Linda Miller/RC, Recorder)

The Facility plans to have the online ADR operational by July 1989. This session will review how it will work. Questions and answers. Handout.

11:00 - 12:00  Technology in House (Jane Henson/SO, Mima Spencer/PS; Wendy Schwartz/UD, Recorder)

Issues that have surfaced with the ERIC Task Force on Technology will be reviewed briefly. The session will include examples of useful training materials and "how-to" techniques and success stories including:

--- "ERIC Highlights" project on SpecialNet (Kathleen McLane/EC)
--- Uploading demonstration (Sandra Kerka/CE)
--- Ventura/PageMaker summaries (Mary Lou Finne/EA)

Participants should bring examples of useful templates they've developed (for WordPerfect, Lotus) for document resumes, vocabulary development, acquisition agreement form, etc. Bring sample paper and disk copies that you are willing to share. Handouts and hands-on demonstrations.
12:00 - 12:15  BREAK for room set up for luncheon

12:15 - 1:30  GROUP LUNCH (Dogwood Room)

1:30 - 2:30  Desktop Publishing: Samples and Strategies (Chris Rigaux/HE, Bob Schmitt/Public Interest Computer Association, Washington, DC; Brad Goins/PS, Recorder)

After a quick synopsis of one Clearinghouse’s recent experience, an expert will present information on costs, obstacles, planning, and implementation, suggestions suitable for any product. This is a follow-on session to last year’s introductory session. Handouts.

2:30 - 3:15  Graphic Design (Cindy Fowler/Graves, Fowler and Associates, Silver Spring, MD; Chris Rigaux/HE, Recorder)

A design expert will give hints for effective design and layouts for brochures, flyers, etc.

3:15 - 3:30  BREAK

3:15 - 4:15  Networking: Generic Tips for Making Personal Connection (Margaret Mann/SP; Sandra Kerka/CE, Recorder)

This session will present techniques useful for collaborating with Partners, acquisitions sources, professional organizations, and even other ERIC staff.

4:15 - 5:00  Special Interest Round Tables

1. Indexing & Vocabulary Development (Jim Houston/Facility)
2. RIE Editing (Carolyn Weller & Facility Editors)
3. Workshop Logistics (Ellie Macfarlane/CS)
4. Acquisitions (Cheryl Harrison/CE)
5. Searching (Bill Code/FL)
6. Statistical Reporting (Nancy Krekeier/CERIC)
7. CIJE (Magon Kinzie/Cryx)
8. Administrative Issues (Mima Spencer/PS)
Friday, May 12  
(Shenandoah C)

8:30 - 9:00  
Continental Breakfast

9:00 - 9:45  
Special Interest Round Tables
1. Indexing & Vocabulary Development (Jim Houston/Facility)
2. Workshop Logistics (Ellie Macfarlane/CS)
3. Acquisitions (Cheryl Harrison/CE)
4. Searching (Bill Code/FL)
5. Statistical Reporting (Nancy Krekeler/CERIC)
6. CIJE (Magon Kinzie/Oryx)
7. Administrative Issues (Mima Spencer/PS)
8. Other

9:45 - 10:45  
Vendor Demonstrations: ERIC on CD-ROM
-- DIALOG (Ulrike Richardson/DIALOG)
-- OCLC (Mary Marshall/OCLC)
-- Silver Platter (Ted Brandhorst and Joanna Eustace/ERIC Facility)
This session will give ERIC staff a chance to compare systems, ask questions about each, and give suggestions for improvements.

11:00 - 12:00  
Conclusions and Wrap-up
Discussion, suggestions, follow-up, recommendations to Steering Committee, evaluation of the meeting.

12:00  
Meeting Adjourns

12:30 - 2:30  
ERIC Technical Steering Committee Meeting
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*Notify recipient before sending FAX message.

April 28, 1989
MEMORANDUM

March 22, 1989

TO: All ERIC System Components
FROM: Ted Brandhorst
SUBJECT: ERIC Processing Manual - General Revision - Suggestions Solicited

The existing ERIC Processing Manual (EPM) was written in sections across a two year span in the early 1980's. There have been dozens of revised pages issued over the years, but the bulk of the new and revised processing guidance has been issued as items in the ERIC Administrative Bulletin (EAB) (or as separate memos). The volume of this material is now such that the time has come for a general revision of the EPM that will incorporate all appropriate advice, guidance, rules, lists, new forms, examples, etc., that has not yet been integrated. The EPM is basically sound and we do not anticipate any major divergences from current ERIC practices, but it needs to be brought up-to-date in many small ways, it needs to state the latest Central ERIC processing policies, it needs to address certain new system-wide developments (such as standardized hardware capabilities, adjunct Clearinghouses, etc.). In addition, there is the fact that the EPM has been virtually out-of-print for some time and shelf stock needs to be replenished.

The ERIC Facility will be responsible for performing this revision and reprinting task. Ted Brandhorst will be the general editor. Individual sections will be assigned to specialists as appropriate, e.g. Joanna Eustace to the Acquisitions section. Sue Klein will be the Central ERIC liaison on the project. The Technical Steering Committee, under the chair of Lynn Barnett, will be closely consulted throughout the project and will review all sections. It is projected that this task will take approximately 18 months to complete.

One of the first stages of the work will be to assemble all suggestions and recommendations from within the system for changes or additions to the EPM. This will be done in four ways:

1. The EAB for the past seven years will be culled for all articles pertaining to processing. These will be grouped according to applicable EPM section for systematic consideration during work on each section.

2. The revision pages for the past seven years will be assembled and also grouped by EPM section to which they apply.
3. At the National Technical Meeting in May, time will be set aside on the agenda for discussion of EFM revision, both in general and section-by-section. "Tables" will be set up for each major section and Clearinghouses will be asked to come prepared to give voice to their major EFM needs and to contribute to the revision process. The materials gathered together in points 1 and 2 above will be made available at the appropriate "Tables".

4. All system components, especially Clearinghouses, are, by this memo, invited to submit their ideas for the EFM to the Facility at their earliest convenience, attention "EFM Revision Project". One excellent way to communicate precise suggestions is to annotate xerox copies of existing EFM pages. This call for suggestions is a general one and you may treat any section you wish. In addition to this general call, each major section will be "highlighted" for a two month period beginning immediately. For example, during April/May the "Acquisitions" section will be the focus. Clearinghouse Acquisitions Coordinators should re-read this section during that two month period and should ensure that nothing they feel they need goes uncommented. The hope is that this "Section-of-the-Month" approach will foster re-acquaintance with the EFM and will get all appropriate staff involved.

A rough schedule for the project is attached. Meeting that schedule will depend a great deal on your help.

Your contributions to this project will be much appreciated. The EFM we build today will be the EFM that guides ERIC processing work into the 1990’s.

P.S. ERIC has other manuals which may also require revision and/or interpretation, e.g. ERM Policy Manual, Administrative Procedures and Guidelines for ERIC Clearinghouse Management. It is also possible to conceive of possible new manuals that might be needed in the future, e.g. ERIC Reference Manual, ERIC User Services Manual, etc. Please note that the project described in this memo is limited to revision of the "Processing" manual and should not be confused with efforts to revise other manuals (though all ERIC manuals must, of course, be consistent with one another). Database-building is the focus here.

Attachment: EFM Revision - Schedule

cc: S. Klein
    K. Arundel

WIB:ts
## EB Revision - Schedule

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START DATE: 88  
LEVEL: 2  
AUTHORIZER: W. B. Perrin  
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**Alabama State Dept. of Education**  
Div. of Vocational Education Services  
Montgomery, AL  
CH: CE  
START DATE: 88  
LEVEL: 1  
AUTHORIZER: S. B. Franks  
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**American Association of Univ. Professors**  
Washington, DC  
CH: HE  
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**American Council on Consumer Interests**  
Columbia, MO  
CH: CE  
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LEVEL: 2  
AUTHORIZER: B. J. Slusher  
NOTE: Blanket, automatic, cite availability  
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**American Council on Education**  
GED Testing Service  
GED Research and Development  
Washington, DC  
CH: CE  
START DATE: 87  
LEVEL: 1  
AUTHORIZER: D. R. Whitney  
NOTE: Blanket, automatic, scope  
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**American Council on Education**  
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GED Research and Development  
Washington, DC  
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LEVEL: 2  
AUTHORIZER: D. T. Jones  
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**American Vocational Association**  
Alexandria, VA

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**ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989**

* = CHANGE  X = REMOVE  * = MULTIPLE ERIC ARRANGEMENTS

ATTACHMENT 5  
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Anchorage Community College
Aviation/Architectural & Engineering
Drafting Technology Div.
Anchorage, AK

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%Arizona State Dept. of Education
Vocational Education Div.
Phoenix, AZ

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%Arkansas State Dept. of Education
Div. of Vocational and Technical Education
Little Rock, AR

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Arts Education Research Center
Illinois Univ. at Urbana-Champaign
College of Applied and Fine Arts
809 S. Wright St.
Champaign, IL

CONTACT: Theodore Zemich, Director
EFAA NO: Informal START DATE: 88
NOTE: Individual release for documents not federally funded, informal for Facility, funded by OERI and National Endowment for the Arts (NEA), also located at New York Univ.
SEND MF TO: Contributor/Author

%Asian-South Pacific Bureau of Adult Education
Australian National University
Canberra, A. C. T.
AUSTRALIA

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Association for Continuing Higher Education
Evansville, IN

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Association for the Advancement of Rehabilitation Technology (RESNA)
Washington, DC

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Association of Independent Colleges and Universities in New Jersey
Summit, NJ

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Association of New York State Educators of the Emotionally Disturbed
Scottsville, NY

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California State Commission for the Review of the Master Plan for Higher Education
Sacramento, CA

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California State Dept. of Education  
Div. of Vocational Education  
Sacramento, CA

CH: CE  START DATE: 88  
LEVEL: 2  AUTHORIZER: J. Allison  
NOTE: Blanket, monitor & request, cite availability  
SEND MF TO: Contributor/Author

California State Dept. of Education  
Special Education Div.  
Resources in Special Education (RISE)  
Sacramento, CA

CH: EC  START DATE: 88  
LEVEL: 2  AUTHORIZER: P. Winget  
NOTE: Blanket, automatic  
SEND MF TO: Organization Contact

Center for Research on the Context of Secondary School Teaching  
Stanford University  
CERAS Bldg., #402 S.  
Stanford, CA 94305

CONTACT: Milbrey W. McLaughlin, Director  
EFAA NO.: Informal  START DATE: 88  
NOTE: Individual release for documents not federally funded, informal for Facility, OERI Center  
SEND MF TO: Contributor/Author

Center for the Learning and Teaching of Elementary Subjects  
Michigan State University  
510 Erickson Hall  
East Lansing, MI 48824

CONTACT: Penelope L. Peterson, Co-Director  
EFAA NO.: Informal  START DATE: 88  
NOTE: Individual release for documents not federally funded, informal for Facility, OERI Center  
SEND MF TO: Contributor/Author

Center for the Learning and Teaching of Literature  
State Univ. of New York (SUNY) at Albany  
1400 Washington Ave.  
Albany, NY 12222

CONTACT: Arthur N. Applebee, Director  
EFAA NO.: Informal  START DATE: 88  
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Center for Civic Education  
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LEVEL: 1  AUTHORIZER: C. Vening  
NOTE: Blanket  
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Deakin University Press  
Victoria  
AUSTRALIA  

CH: EA  START DATE: 88  
LEVEL: 2  AUTHORIZER: F. Warby  
NOTE: Blanket  
SEND MF TO: Organization Contact  

Eastern Michigan University  
National Center on Teaching and Learning  
Ypsilanti, MI  

CH: CE  

Eureka Project  
Sacramento, CA  

CH: HE  START DATE: 87  
LEVEL: 1  AUTHORIZER: A. S. Marmaduke  
NOTE: Blanket, monitor & request  
SEND MF TO: Contributor/Author  

Family Planning Services of Cumberland and Gloucester Counties  
Bridgeton, NJ  

CH: CG  START DATE: 87  
LEVEL: 1  AUTHORIZER: J. Gressman  
NOTE: Blanket, automatic  
SEND MF TO: Organization Contact  

Family Research Council of America, Inc.  
Washington, DC  

CH: CG  START DATE: 87  
LEVEL: 1  AUTHORIZER: W. R. Mattox, Jr  
NOTE: Blanket, automatic  
SEND MF TO: Organization Contact  

%Florida Council on Vocational Education  
Tallahassee, FL  

CH: CE  START DATE: 84  
LEVEL: 1  AUTHORIZER: J. A. Culligan  
NOTE: Blanket, automatic, formerly: Florida State Advisory Council on Vocational and Technical Education  
SEND MF TO: Contributor/Author  

% = CHANGE  X = REMOVE  *=MULTIPLE ERIC ARRANGEMENTS
Florida Junior College
Office of Student Affairs/Kent Campus
Jacksonville, FL

CH: JC  START DATE: 87
LEVEL: 1  AUTHORIZER: C. R. Dassance
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Florida State Dept. of Education
Div. of Community Colleges
Tallahassee, FL

CH: JC  START DATE: 72
LEVEL: 1  AUTHORIZER: H. L. Rudy
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Florida State Postsecondary Education
Planning Commission
Tallahassee, FL

CH: JC  START DATE: 87
LEVEL: 1  AUTHORIZER: P. H. Dallet
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

%Further Education Curriculum Review
and Development Unit
London
ENGLAND

CH: CE  START DATE: 82
LEVEL: 1  AUTHORIZER: D. H. Drysdale
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

%Gallaudet University
Center for Assessment & Demographic Studies
Washington, DC

CH: EC  START DATE: 78
LEVEL: 1  AUTHORIZER: A. Schildroth
NOTE: Blanket, automatic, scope
SEND MF TO: Organization Contact

Gallaudet University
Dept. of Administration and Supervision
Washington, DC

CH: HE  START DATE: 87
LEVEL: 1  AUTHORIZER: W. Marshall
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Gallaudet University
Gallaudet Research Institute
Washington, DC

CH: EC  START DATE: 88
LEVEL: 1  AUTHORIZER: R. C. Johnson
NOTE: Blanket
SEND MF TO: Organization Contact

Gallaudet University
Outreach, Pre-College Program
Washington, DC

CH: CE  START DATE: 88
LEVEL: 2  AUTHORIZER: L. M. Goldberg
NOTE: Blanket, cite availability
SEND MF TO: Organization Contact

%German Foundation for International Development
Center for Education Science and Documentation
Bonn 3
WEST GERMANY

CH: CE  START DATE: 83
LEVEL: 1  AUTHORIZER: J. Muller
NOTE: Blanket, automatic
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Grant (W. T.) Foundation
Washington, DC

CH: CG  START DATE: 88
LEVEL: 1  AUTHORIZER: L. Tredway
NOTE: Blanket, automatic
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Guam Community College
Agana, Guam

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: J. T. Cruz
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%Hawaii University
Office of the State Director for

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517
Vocational Education
Honolulu, HI
CH: CE     START DATE: 80
LEVEL: 1   AUTHORIZER: L. Inaba
NOTE: Blanket
SEND MF TO: Contributor/Author

Hillsdale College Press
Hillsdale, MI
CH: HE     START DATE: 87
LEVEL: 1   AUTHORIZER: L. Roche
NOTE: Blanket, automatic, scope
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Hispanic Policy Development Project, Inc.
New York, NY
CH: UD     START DATE: 88
LEVEL: 1   AUTHORIZER: R. Valdivieso
NOTE: Blanket
SEND MF TO: Contributor/Author

Hudson Institute
Indianapolis, IN
CH: EA     START DATE: 88
LEVEL: 1   AUTHORIZER: S. L. Meiner
NOTE: Blanket, cite availability
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Idaho State Div. of Vocational Education
Boise, ID
CH: CE     START DATE: 88
LEVEL: 1   AUTHORIZER: W. Ullery
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. of Commerce and Community Affairs
Office of Urban Assistance
Springfield, IL
CH: CE     START DATE: 87
LEVEL: 1   AUTHORIZER: E. L. Rinehart
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. on Aging
Springfield, IL
CH: CG     START DATE: 87
LEVEL: 1   AUTHORIZER: J. Costello
NOTE: Blanket, automatic
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Indiana State Dept. of Public Instruction
Center for School Improvement and Performance
Indianapolis, IN
CH: IR     START DATE: 88
LEVEL: 1   AUTHORIZER: D. Urshel
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Indiana State Dept. of Public Instruction
Div. of Adult Education
Indianapolis, IN
CH: CE     START DATE: 88
LEVEL: 1   AUTHORIZER: M. Andrews
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Indiana University
Consortium on Educational Policy Studies
Bloomington, IN
CH: EA     START DATE: 88
LEVEL: 1   AUTHORIZER: M. McCarthy
NOTE: Blanket
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Indiana University
Inst. for the Study of Developmental Disabilities
Bloomington, IN
CH: EC     START DATE: 88
LEVEL: 2   AUTHORIZER: H. J. Schroeder
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**ATTACHMENT 5**

**PAGE 8 OF 18**

**ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989**

NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

**Indiana Univ.-Purdue Univ. at Indianapolis**
(UIPU)
Dept. of Geography
Geography Educators Network of Indiana (GENI)
Indianapolis, IN

CH: SO  START DATE: 88
LEVEL: 1  AUTHORIZER: F. L. Bein
NOTE: Blanket
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**Institute for Independent Education**
Washington, DC

CH: UD  START DATE: 87
LEVEL: 1  AUTHORIZER: J. D. Latteray
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

**Institute for World Order**
New York, NY

CH: SO  START DATE: 82
LEVEL: 2  AUTHORIZER: S. Maikowski
NOTE: Blanket for working papers, monitor & request, cite availability
SEND MF TO: Contributor/Author

**Institute of Lifetime Learning**
American Association of Retired Persons
Washington, DC

CH: CE  START DATE: 84
LEVEL: 1  AUTHORIZER: R. W. Cortright
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

**Integrated Research Services**
Eugene, OR

CH: CG  START DATE: 87
LEVEL: 1  AUTHORIZER: S. Ungereider
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

**International League of Societies for Persons with Mental Handicap**

**Brussels**
BELGIUM

CH: EC  START DATE: 87
LEVEL: 1  AUTHORIZER: P. J. Renoir
NOTE: Blanket, automatic, cite availability
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**Joint Council on Economic Education**
New York, NY

CH: SO  START DATE: 87
LEVEL: 1  AUTHORIZER: R. W. Reinke
NOTE: Blanket for the Senior Economist
SEND MF TO: Contributor/Author

**K M Associates**
Bethesda, MD

CH: CG  START DATE: 87
LEVEL: 1  AUTHORIZER: M. Shivanandan
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

**Kamehameha Schools/Bernice Pauahi Bishop Estate**
Center for the Development of Early Education
Honolulu, HI

CH: EC  START DATE: 87
LEVEL: 1  AUTHORIZER: R. W. Heath
NOTE: Blanket, scope & non-scope/transfer
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**Kansas State Dept. of Education**
Office of Vocational Education
Topeka, KS

CH: CE  START DATE: 82
LEVEL: 1  AUTHORIZER: D. M. Prochaska
NOTE: Blanket
SEND MF TO: Contributor/Author

**Kentucky State Dept. of Education**
Office of Vocational Education
Frankfort, KY

CH: CE  START DATE: 81
LEVEL: 1  AUTHORIZER: J. Horton
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

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519
Kentucky State Legislative Research Commission
Program Review and Investigations
Frankfort, KY

CH: HE START DATE: 87
LEVEL: 1 AUTHORIZER: J. Fiala
NOTE: Blanket, monitor & request
SEND MFTO: Contributor/Author

Maryland State Advisory Council on Vocational-Technical Education
Annapolis, MD

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: M. R. Morton
NOTE: Blanket, cite availability
SEND MFTO: Contributor/Author

Maryland State Dept. of Education
Div. of Voc. tional-Technical Education
Baltimore, MD

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: D. A. Miller
NOTE: Blanket, monitor & request
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%Maryland University
Dept. of Agriculture and Extension in Education
College Park, MD

CH: CE START DATE: 82
LEVEL: 1 AUTHORIZER: M. E. Miller
NOTE: Blanket, automatic
SEND MFTO: Contributor/Author

Medical Library Association
Chicago, IL

CH: IR START DATE: 88
LEVEL: 1 AUTHORIZER: E. Fitzsimons
NOTE: Blanket
SEND MFTO: Contributor/Author

Mesa Community College
Office of Research and Development
Mesa, AZ

CH: JC START DATE: 87
LEVEL: 1 AUTHORIZER: J. J. Montemayor
NOTE: Blanket, monitor & request, cite availability
SEND MFTO: Contributor/Author

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Michigan State Dept. of Education
      Adult Extended Learning Services
      Lansing, MI
      CH: CE  START DATE: 88
      LEVEL: 1  AUTHORIZER: R. M. Gillum
      NOTE: Blanket
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Michigan State Dept. of Education
      Vocational-Technical Education Services
      Vocational Education Resource Center
      East Lansing, MI
      CH: CE  START DATE: 82
      LEVEL: 1  AUTHORIZER: G. Kielbaso
      NOTE: Blanket for state-sponsored vocational education projects
      SEND MF TO: Contributor/Author

Michigan University
      Institute for Social Research
      Survey Research Center
      Ann Arbor, MI
      CH: CG  START DATE: 81
      LEVEL: 1  AUTHORIZER: J. G. Bachman
      NOTE: Blanket for "Monitoring the Future" publications, automatic, scope
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Michigan University
      National Study of Black College Students
      Ann Arbor, MI
      CH: UD  START DATE: 85
      LEVEL: 1  AUTHORIZER: W. R. Allen
      NOTE: Blanket, automatic, scope and non-scope transfer
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Milwaukee Public Schools
      Div. of Curriculum and Instruction
      Milwaukee, WI
      CH: FL  START DATE: 80
      LEVEL: 1  AUTHORIZER: H. A. Curtain
      NOTE: Blanket, monitor & request
      SEND MF TO: Organization Contact

Minnesota State Dept. of Education
      Staff Development and Instructional Design
      St. Paul, MN
      CH: EA  START DATE: 88
      LEVEL: 1  AUTHORIZER: R. J. Mesenburg
      NOTE: Blanket
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Minnesota State Dept. of Health
      Center for Health Statistics
      Minneapolis, MN
      CH: CG  START DATE: 87
      LEVEL: 1  AUTHORIZER: P. Gunderson
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Minnesota University
      Center for Urban and Regional Affairs
      Minneapolis, MN
      CH: UD  START DATE: 87
      LEVEL: 1  AUTHORIZER: J. H. Weir
      NOTE: Blanket for documents submitted to UD, monitor & request, scope and non-scope transfer
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Minnesota University
      Research and Development Center for Vocational Education
      St. Paul, MN
      CH: CE  START DATE: 81
      LEVEL: 1  AUTHORIZER: D. J. Puce
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Mississippi State University
      Research and Curriculum Unit for Vocational, Technical & Adult Education
      Mississippi State, MS
      CH: CE  START DATE: 80
      LEVEL: 1  AUTHORIZER: J. F. Shill
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Missouri State Dept. of Elementary and Secondary Education
      Div. of Vocational and Adult Education

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10
Adult Education
Jefferson City, MO

CH: CE  START DATE: 80
LEVEL: 1  AUTHORIZER: E. Long
NOTE: Blanket
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Missouri State Dept. of Elementary
and Secondary Education
Div. of Vocational Education
Vocational Education
Jefferson City, MO

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: F. Drake
NOTE: Blanket, automatic
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Montana State Office of the Superintendent
of Public Instruction
Adult Basic Education
Helena, MT

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: R. Ruthemeyer
NOTE: Blanket
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Montana State Office of the Superintendent
of Public Instruction
Dept. of Vocational Education
Helena, MT

CH: CE  START DATE: 81
LEVEL: 1  AUTHORIZER: J. E. Birch
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Nashville-Davidson County Metropolitan
Public Schools
Research and Evaluation Office
Nashville, TN

CH: UD  START DATE: 80
LEVEL: 1  AUTHORIZER: R. W. Hooper
NOTE: Blanket, automatic, scope & non-scope transfer
SEND MF TO: Organization Contact

National Adult Education Clearinghouse
National Multimedia Center for Adult Education
Upper Montclair, NJ

CH: CE

National Alliance of Business, Inc.
Washington, DC

CH: CE  START DATE: 88
LEVEL: 2  AUTHORIZER: N. Syrek
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

National Association of College Admission
Counselors
Alexandria, VA

CH: CG  START DATE: 88
LEVEL: 1  AUTHORIZER: H. J. Pape
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

National Black Child Development Institute
Washington, DC

CH: UD  START DATE: 87
LEVEL: 2  AUTHORIZER: V. D. Pinkston
NOTE: Blanket
SEND MF TO: Contributor/Author

National Center for Research on Teacher Education
MSU/56 Erickson Hall
East Lansing, MI 48824

CONTACT: Sharon Jourdan, Pubs. Asst.
EFAA NO.: Informal  START DATE: 87
NOTE: Individual release for documents not federally funded, Informal for Facility, OERI Center
SEND MF TO: Contributor/Author

National Center for the Improvement of Science Education
290 South Main St.
Andover, MA 01810

CONTACT: Senta Raizen, Director
EFAA NO.: Informal  START DATE: 88

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NOTE: Individual release for documents not federally funded, informal for Facility, CERI Center
SEND MF TO: Contributor/Author

%National Clearinghouse for Bilingual Education (NCBE)
Wheaton, MD

CH: FL START DATE: 78
LEVEL: 1 AUTHORIZER: E. M. Cubillos
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

%National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044

CONTACT: Chrissie Bamber
EFAA NO.: 323 START DATE: 88
NOTE: Individual release, automatic, cite availability
SEND MF TO: Organization Contact

National Commission for Employment Policy
Washington, DC

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: E. C. Rice
NOTE: Blanket
SEND MF TO: Contributor/Author

National Community Education Association
Alexandria, VA

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: M. R. Boo
NOTE: Blanket for Community Education Journal
SEND MF TO: Contributor/Author

National Council of Churches of Christ
Education in the Society
New York, NY

CH: UD START DATE: 87
LEVEL: 1 AUTHORIZER: M. L. Shafer
NOTE: Blanket, automatic, scope & non-scope transfer
SEND MF TO: Organization Contact

National Endowment for the Arts (NEA)
Research Division
1100 Pennsylvania Ave., NW, Room 706

WASHINGTON, DC 20506

CONTACT: Tom Bradshaw, Acting Director
EFAA NO.: 321 START DATE: 88
LEVEL: 1
NOTE: Federal Agency
SEND MF TO: Organization Contact

National Governors' Association
444 North Capitol St.
Washington, DC 20001

CONTACT: Rae Bond, Dir. of Public Affairs
EFAA NO.: 322 START DATE: 88
LEVEL: 2 AUTHORIZER: R. Y Bond
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

National Inst. of Independent Colleges and Universities
Washington, DC

CH: HE START DATE: 87
LEVEL: 1 AUTHORIZER: F. J. Balz
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

National Livestock and Meat Board
Education Dept.
Chicago, IL

CH: SO START DATE: 88
LEVEL: 1 AUTHORIZER: M. Lambe
NOTE: Blanket
SEND MF TO: Contributor/Author

National Staff Development Council
Oxford, OH

CH: SP START DATE: 88
LEVEL: 1 AUTHORIZER: S. Havens
NOTE: Blanket for Occasional Paper Series
SEND MF TO: Organization Contact

Network Publications
Santa Cruz, CA

CH: CG START DATE: 87
LEVEL: 2 AUTHORIZER: S. Bignell
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

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ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989
%Neuchatel University
Institut de Linguistique
Neuchatel
SWITZERLAND

CH: FL START DATE: 78
LEVEL: 1 AUTHORIZER: F. Redard
NOTE: Blanket for selected series, automatic
SEND MF TO: Contributor/Author

%Nevada State Dept. of Education
400 West King St.
Carson City, NV

CONTACT: Kevin Crowe, Plan., Res. & Eval. Dir.
EFAA NO.: 318 START DATE: 87
NOTE: Individual release by author, automatic
SEND MF TO: Contributor/Author

New Hampshire University
Family Research Laboratory
Durham, NH

CH: CG START DATE: 88
LEVEL: 1 AUTHORIZER: M. A. Straus
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

New Jersey State Dept. of Education
Div. of Vocational Education
Trenton, NJ

CH: CE START DATE: 88
NOTE: Blanket
SEND MF TO: Contributor/Author

New South Wales University
Tertiary Education Research Centre
Kingston, N. S. W.
AUSTRALIA

CH: HE START DATE: 87
LEVEL: 1 AUTHORIZER: J. P. Powell
NOTE: Blanket, automatic, scope, cite availability
SEND MF TO: Contributor/Author

North Carolina Arts Council
Raleigh, NC

CH: SO START DATE: 87

Northeast Missouri State University
Office of the President
Kirksville, MO

CH: HE START DATE: 88
LEVEL: 1 AUTHORIZER: C. J. McClain
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Northeast Regional Center for Rural Development
University Park, PA

CH: RC START DATE: 87
LEVEL: 1 AUTHORIZER: D. K. Heasley
NOTE: Blanket
SEND MF TO: Contributor/Author

Northern Iowa University
Midwest History of Education Society
Cedar Falls, IA

CH: SO START DATE: 88
LEVEL: 1 AUTHORIZER: E. Ruikowski
NOTE: Blanket for the journal/proceedings
SEND MF TO: Contributor/Author

%Northwest Regional Educational Laboratory (NWREL)
101 S. W. Main St., Suite 500
Portland, OR 97204

CONTACT: Jerry Kirkpatrick, Info. Ctr. Dir.
EFAA NO: 110 START DATE: 76
NOTE: Individual release for publications not federally funded, OERI Lab
SEND MF TO: Contributor/Author

%Oak Ridge Associated Universities
Manpower Education Research and Training Div.
Oak Ridge, TN

CH: CE

Ohio Association of Two Year Colleges
Newark, OH

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ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989

CH: JC  START DATE: 88
LEVEL: 1  AUTHORIZER: J. D. Fuller
NOTE: Blanket for OATYC Journal
SEND MF TO: Contributor/Author

%Ohio State Council on Vocational Education
Westerville, OH

CH: CE  START DATE: 83
LEVEL: 1  AUTHORIZER: J. L. Davis
NOTE: Blanket, automatic, formerly: Ohio Advisory Council for Vocational Education
SEND MF TO: Contributor/Author

%Ohio State Council on Vocational Education
Westerville, OH

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: H. R. Meek
NOTE: Blanket
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Ohio State Dept. of Education
Adult and Community Education Section
Columbus, OH

CH: CE  START DATE: 80
LEVEL: 1  AUTHORIZER: G. A. Sterling
NOTE: Blanket
SEND MF TO: Contributor/Author

Ohio State University
Agricultural Education Curriculum Materials
Service
Columbus, OH

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: R. D. Roediger
NOTE: Blanket, automatic
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Oklahoma State Dept. of Vocational and Technical Education
Research Div.
Stillwater, OK

CH: CE  START DATE: 80
LEVEL: 1  AUTHORIZER: R. Makin
NOTE: Blanket, cite availability
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Orange County Public Schools
ECIA CH. 1 Project
Orlando, FL

CH: UD  START DATE: 87
LEVEL: 1  AUTHORIZER: L. L. Foster
NOTE: Blanket, automatic, scope & non-scope transfer
SEND MF TO: Organization Contact

%Oregon State University
Western Rural Development Center
Corvallis, OR

CH: RC  START DATE: 82
LEVEL: 1  AUTHORIZER: B. Baldwin
NOTE: Blanket
SEND MF TO: Contributor/Author

Oregon State University
Women Studies Dept.
Corvallis, OR

CH: HE  START DATE: 87
LEVEL: 1  AUTHORIZER: J. Dost
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Oregon University
Center on Organizational Development in Schools
Eugene, OR

CH: EA  START DATE: 88
LEVEL: 1  AUTHORIZER: R. A. Schmuck
NOTE: Blanket
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Oregon University
College of Education
Eugene, OR

CH: EA  START DATE: 88
LEVEL: 1  AUTHORIZER: R. D. Gilberts
NOTE: Blanket
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%Pennsylvania State University
Inst. for the Study of Adult Literacy
University Park, PA

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14

523
%Public Education Association
  New York, NY

CH: UD  START DATE: 77
LEVEL: 1  AUTHORIZER: J. S. Frankl
NOTE: Blanket, automatic, scope & non-scope transfer
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Public School Forum of North Carolina (The)
  Raleigh, NC

CH: EA  START DATE: 88
LEVEL: 2  AUTHORIZER: J. Doman
NOTE: Blanket, cite availability
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Rhode Island College
  School of Education & Human Development
  Providence, RI

CH: HE  START DATE: 88
LEVEL: 1  AUTHORIZER: B. J. Lombardo
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

% San Jose/Evergreen Community College District
  San Jose, CA

CH: CE  START DATE: 81
LEVEL: 1  AUTHORIZER: R. W. Goff
NOTE: Blanket
SEND MF TO: Contributor/Author

%South Australian College of Advanced Education
  Centre for Studies in Adult and Further Education
  Underdale, S. A.
  AUSTRALIA

CH: CE  START DATE: 84
LEVEL: 1  AUTHORIZER: R. B. Hobart
NOTE: Blanket
SEND MF TO: Contributor/Author

South Carolina State Dept. of Education
  Office of Vocational Education
  Columbia, SC

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**Technological Education for Children Council**
Cape Girardeau, MO

**Texas Education Agency**
Div. of Curriculum Development
Social Studies Branch
Austin, TX

**Texas Technical University**
Home Economics Curriculum Center
Lubbock, TX

**Texas Technical University**
National Center for Small Schools
Lubbock, TX

**University Council for Vocational Education**
Athens, GA

**University System of Georgia**
Board of Regents
Atlanta, GA

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%Upjohn (W. E.) Institute for Employment Research
Kalamazoo, MI

CH: CE START DATE: 82
LEVEL: 2 AUTHORIZER: C. C. Clark
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

%Urban Institute
Washington, DC

CH: UD START DATE: 87
LEVEL: 2 AUTHORIZER: L. A. Williamson
NOTE: Blanket, automatic, scope, & non-scope transfer, cite availability
SEND MF TO: Organization Contact

%Vermont State Dept. of Education
Div. of Adult and Vocational-Technical Education
Montpelier, VT

CH: CE START DATE: 81
NOTE: Individual release
SEND MF TO: Contributor/Author

%Virginia State Dept. of Education
Adult Education Service
Richmond, VA

CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: L. L. McLendon
NOTE: Blanket for 310 Special Project publications
SEND MF TO: Contributor/Author

Virginia University
Center for Public Service/Teacher Resource Service
Charlottesville, VA

CE: SO START DATE: 88
LEVEL: 1 AUTHORIZER: T. W. Long
NOTE: Blanket for The Quarterly
SEND MF TO: Contributor/Author

Vocational Curriculum Resource Center of Maine
Fairfield, ME

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: S. N. Donar
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Wake Forest University
Center for R&D in Law-Related Education
Winston-Salem, NC

CH: SO START DATE: 88
LEVEL: 2 AUTHORIZER: J. Van Camp
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

Washington Business Group on Health
Prevention Leadership Forum
Washington, DC

CH: CE START DATE: 87
LEVEL: 2 AUTHORIZER: M. Jacobson
NOTE: Blanket for Worksite Wellness series, cite availability
SEND MF TO: Contributor/Author

%Washington State Board for Vocational Education
Olympia, WA

CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: W. S. Wong
NOTE: Blanket
SEND MF TO: Contributor/Author

Washington University
Center for Educational Renewal
Seattle, WA

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: J. Goodlad
NOTE: Blanket
SEND MF TO: Organization Contact

Washington University
High Priority Infant Tracking Project
Seattle, WA

CH: EC START DATE: 88
LEVEL: 1 AUTHORIZER: P. J. Biro
NOTE: Blanket
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ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989

PAGE 17 OF 18
Wisconsin State Legislative Council
Madison, WI

CH: CG  START DATE: 87
LEVEL: 1  AUTHORIZER: B. Reese
NOTE: Blanket, automatic, scope & non-scope transfer
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%*Wisconsin University
Employment & Training Institute
Milwaukee, Wi

CH: CE  START DATE: 81
LEVEL: 1  AUTHORIZER: J. Pawasarat
NOTE: Blanket
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Wisconsin University-Madison
Vocational Studies Center
Madison, WI

CH: CE  START DATE: 88
LEVEL: 2  AUTHORIZER: K. J. Ruzicka
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Wisconsin University-Stout
Center for Vocational, Technical and Adult Education
Menomonie, WI

CH: CE  START DATE: 81
LEVEL: 1  AUTHORIZER: O. Nelson
NOTE: Blanket, cite availability
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%*Wisconsin University-Stout
Stout Vocational Rehabilitation Institute
Materials Development Center
Menomonie, WI

CH: CE  START DATE: 80
LEVEL: 1  AUTHORIZER: R. R. Fry
NOTE: Blanket, monitor & request
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%*World Bank
Washington, DC

EFAA NO.: 262  START DATE: 81

LEVEL: 1  AUTHORIZER: J. Feather
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

World Education Inc.
Boston, MA

CH: CE  START DATE: 88
LEVEL: 1  AUTHORIZER: D. Eddy
NOTE: Blanket
SEND MF TO: Contributor/Author

%*World Rehabilitation Fund
International Exchange of Experts (IEE)
New York, NY

CONTACT: Diane Woods, Project Director
CH: EC  START DATE: 81
LEVEL: 1  AUTHORIZER: D. E. Woods
NOTE: Blanket for IEE and Information in Rehabilitation series, automatic, cite availability
SEND MF TO: Organization Contact

World Without War Council-Midwest
Chicago, IL

CH: SO  START DATE: 82
NOTE: Individual release, monitor & request
SEND MF TO: Contributor/Author

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ERIC TECHNICAL STEERING COMMITTEE RECOMMENDATIONS

1988
ERIC Technical Steering Committee

Recommendations to Central ERIC in 1988

The following recommendations were submitted to Central ERIC in March and September 1988. They are based on issues raised by ERIC technical staff or throughout the year and at the National Technical Meeting, as well as requests from Central ERIC.

<table>
<thead>
<tr>
<th>Number</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>88-1</td>
<td>EPM Revision: Citing References in Abstracts</td>
</tr>
<tr>
<td>88-2</td>
<td>EPM Revisions: CIJE and MDRF Procedures</td>
</tr>
<tr>
<td>88-3</td>
<td>CIJE Validation of Identifiers</td>
</tr>
<tr>
<td>88-4</td>
<td>CIJE Source Journal Index Format</td>
</tr>
<tr>
<td>88-5</td>
<td>Monthly Statistical Report Categories</td>
</tr>
<tr>
<td>88-6</td>
<td>Annual Report Guidelines Revision</td>
</tr>
<tr>
<td>88-7</td>
<td>Standing Order Customer Assignments</td>
</tr>
<tr>
<td>88-8</td>
<td>National Diffusion Network Assignments</td>
</tr>
<tr>
<td>88-9</td>
<td>ERIC Partners List</td>
</tr>
<tr>
<td>88-10</td>
<td>ERIC Partners - Acquisitions</td>
</tr>
<tr>
<td>88-11</td>
<td>Level 3 Documents</td>
</tr>
<tr>
<td>88-12</td>
<td>Acquisitions - Labs/Centers</td>
</tr>
<tr>
<td>88-13</td>
<td>Acquisitions - NDN</td>
</tr>
<tr>
<td>88-14</td>
<td>Annual National Technical Meeting</td>
</tr>
<tr>
<td>88-15</td>
<td>Director/Tech Meeting Scheduling</td>
</tr>
<tr>
<td>88-16</td>
<td>Topical Training Workshops</td>
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<tr>
<td>88-17</td>
<td>OERI Policy on ERIC Attribution</td>
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<td>88-18</td>
<td>EDRS ERIC Starter Kit</td>
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<td>EDO File -- Clearinghouse Review</td>
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EPM REVISION: CITING REFERENCES IN ABSTRACTS

RECOMMENDATION: Modify the ERIC Processing Manual to include the instruction to cite at the end of an abstract the number of references in a document, when the numbers are significant or when the items cited are seminal works. The format would be simply “X references” before the abstractor’s initials. If references follow each chapter or conference paper, a statement to that effect would also be added to the abstract. This addition to the abstract field (rather than the current haphazard inclusion in the note field) will be helpful to users looking for the most substantial documents within a search. This suggestion was endorsed at the National Technical Meeting, March 24, 1988.

CERIC ACTION: Approved; referred to Facility.
Comment: This new procedure will be incorporated in the ERIC Processing Manual by the ERIC Facility.

EPM REVISIONS — CIJE & MRDF PROCEDURES

RECOMMENDATION: Document in the ERIC Processing Manual the procedures for (1) making changes to CIJE coverage and (2) preparing input for machine readable data files (MRDF), also known as “ERICSTAT.”

CERIC ACTION: Approved; referred to Facility.
Comment: A comprehensive revision of the ERIC Processing Manual is not included in the current ERIC Facility contract. Revising the EPM to reflect (1) new CIJE coverage and (2) MRDF procedures is fairly extensive and must wait until a new contract is awarded. Because of some apparent confusion among system components, we are restating the procedures to be followed by each clearinghouse when making changes to its CIJE coverage.

- The clearinghouse will write to its program monitor about the changes it wishes to make and will include an updated list of all the journals.
- Program monitor will approve, disapprove or modify the request by letter.
- The clearinghouse will then notify ORYX Press directly about the changes. All new journals must include the name and addresses of the publishers.

By June 15 the ERIC Facility will distribute the final version of ERICSTAT guidelines to each of the 16 clearinghouses.

CIJE VALIDATION OF IDENTIFIERS

RECOMMENDATION: Suggest that Oryx Press, when preparing the monthly CIJE indexes, validate the assigned identifiers against the Identifier Authority List computer tape, and bring identifiers in conformance with EPM guidelines. The Facility will provide specific guidance. This will eliminate multiple versions of similar
identifiers and will help maintain the quality of the indexing in the database.

CERIC ACTION: Approved; referred to Oryx Press.  
Comment: ORYX Press has agreed to do this. The ERIC Facility has agreed to immediately furnish ORYX Press with an IAL tape. They will follow up with a telephone conference call to discuss procedures for handling unacceptable identifiers.

### CIJE SOURCE JOURNAL INDEX FORMAT

**RECOMMENDATION:** Request that Oryx Press include in the Source Journal Index, which lists all journals indexed in CIJE, a breakout of journals covered by Clearinghouse. Often users request a list (with subscription information) of subject-area journals indexed by a Clearinghouses, and this would be a handy, attractive way to present it to them.

CERIC ACTION: Approved; referred to ORYX Press.  
Comment: ORYX Press will include in the semiannual publication of the Source Journal Index (June and December issues) a breakout by each clearinghouse of a list of all the journals (with subscription information) indexed by a clearinghouse. This breakout is in addition to the alphabetical listing now included in the monthly CIJE issues. ORYX Press will also send each clearinghouse in May a listing of each journal covered by the clearinghouse. This handout can be reproduced by each clearinghouse and be given to users.

### MONTHLY STATISTICAL REPORT CATEGORIES

**RECOMMENDATION:** Clarify in writing the definitions of the categories on the new monthly statistical report form. In particular, the categories of users are confusing. A cross-reference chart similar to the one in the Thesaurus for pubtypes would be useful for the user categories (e.g., look up "college trustee" on the chart and see that user category "governing body" should be used). There is also need for clearer definition of publications and other categories, such as book reviews of Clearinghouse monographs and other major products.

CERIC ACTION: Approved; referred to Bob Stonehill.  
Comment: A format for monthly reporting has been prepared, reviewed, and revised. Where required, explanations and definitions have been provided. A cross-reference chart will be developed and expanded over time to eliminate ambiguity in reporting statistical information.

### ANNUAL REPORT GUIDELINES REVISION

**RECOMMENDATION:** Prepare and distribute revised guidelines on how to prepare the annual report in light of current requirements for Clearinghouses to submit monthly reports to Central ERIC. There is some confusion as to what kind of report will be required on an annual basis, and that influences the data and
materials collected by the technical and managerial staffs during the course of the year.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: An outline for an annual report will be prepared, circulated for review, and revised for clearinghouse use. A draft format will be circulated in June, 1988.

88-7  
STANDING ORDER CUSTOMER ASSIGNMENTS

RECOMMENDATION: Maintain the current Clearinghouse assignments for Standing Order Customer (SOC) responsibilities, at least until ACCESS ERIC and the new Clearinghouses are fully operational. Reassignment of SOCs at this time to better align new Clearinghouses geographically with their SOCs would simply disrupt long-standing arrangements and networks.

CERIC ACTION: Approved.
Comment: We approve this interim recommendation to maintain current Clearinghouse assignments for Standing Order Customers, with one caveat. The Clearinghouse on Elementary and Early Childhood Education will serve Illinois SOCs. Central ERIC is currently considering other options relating to SOCs which may involve ACCESS ERIC and the Regional Educational Laboratories.

88-8  
NATIONAL DIFFUSION NETWORK ASSIGNMENTS

RECOMMENDATION: Assign NDN state facilitators to ERIC Clearinghouses in the same way that Standing Order Customers are now assigned. There is currently no clear-cut procedure for ERIC/NDN communication.

CERIC ACTION: Disapproved.
Comment: We disapprove this recommendation to assign NDN state facilitators to ERIC clearinghouses in the same way that the SOCs are now assigned. There may be better ways for the ERIC system to work with NDN facilitators than to have the Clearinghouses serve them by geographical regions. We need to discuss strategies for ERIC and NDN collaboration with the NDN staff in more detail. A meeting between the two programs is scheduled for next fall.

88-9  
ERIC PARTNERS LIST

RECOMMENDATION: Circulate among the Clearinghouses and ERIC Facility a combined list of organizations designated as "ERIC Partners" in Clearinghouse proposals, with the Clearinghouses for each Partner identified. Such a list would be the first step in looking at Partners in a systematic way and would help ACCESS ERIC avoid duplication.
CERIC ACTION: Approved; referred to Dorothy Myers.
Comment: A list of all ERIC Partners by clearinghouse is attached for distribution to all clearinghouses and the Facility. It should be noted that an organization may be a Partner with more than one clearinghouse as long as it is clear what services are expected. In cases where these relationships exists, clearinghouses should contact one another to assure that duplication of services does not occur. See Item 88-10.

88-10 ERIC PARTNERS - ACQUISITIONS

RECOMMENDATION: Develop and distribute a statement that reinforces the necessity to maintain the current acquisitions arrangements as documented in the 1988 ERIC Acquisitions Arrangements List, and that precludes new ERIC Partners arrangements from disrupting long-standing arrangements with either Clearinghouses or the Facility.

CERIC ACTION: Approved; referred to Bob Stonehill
Comment: Central ERIC recognizes the need for a policy on how various ERIC components will interact with our new ERIC Partners. The task of developing a Partners Policy will be assigned to an CERIC staff member by the Director of ERIC.

88-11 LEVEL 3 DOCUMENTS

RECOMMENDATION: Include in the agenda for the September 1988 ERIC Directors meeting a discussion of Level 3 documents. ERIC as a system needs to determine where it stands, particularly on philosophical differences about adding federally-funded or other fugitive documents to the ERIC database at Level 3. The question is whether such additions are helpful or frustrating to users.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A well balanced discussion of level 3 coverage will be put on the agenda for the September Directors meeting.

88-12 ACQUISITIONS - LABS/CENTERS

RECOMMENDATION: Regarding lab/center documents, include as OERI policy that (1) the Clearinghouses will continue to maintain contact with the labs and centers by mailing fiche of their documents directly to the submitter, and (2) the OERI Acquisitions Officer for ERIC (currently Nancy Krekel) will acquire additional fiche from EDRS to send to the lab/center project officers at OERI. Incorporate these guidelines in the ERIC Processing Manual.

CERIC ACTION: Approved; referred to Nancy Krekel.
Comment: Once a policy is approved for OERI, the details as they relate to the Processing Manual will be prepared for inclusion into the Manual during the next revision.
88-13 ACQUISITIONS – NATIONAL DIFFUSION NETWORK

RECOMMENDATION: Incorporate into the responsibilities of the OERI Acquisition Officer for ERIC the assignment to acquire documents from NDN for inclusion in ERIC, including reports of demonstration projects and appropriate evaluation summaries.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: This will be taken into consideration in developing and implementing the policy on acquisitions. This topic should be discussed at the joint meeting of ERIC and NDN next fall.

88-14 ANNUAL NATIONAL TECHNICAL MEETING

RECOMMENDATION: Provide for 2 1/2 to 3-day annual tech meetings, in place of regional technical meetings. The rationale is that regional meetings do not allow for any decision-making as a system, and that the current geographic distribution of clearinghouses makes regional meetings very unbalanced (i.e., only 2 in the west). Annual national meetings could incorporate training and professional development skills, as well as tours of the Facility and EDRS, and general orientation for new staff.

CERIC ACTION: Approved.
Comment: We agree that regional technical meetings are no longer appropriate. All future technical meetings will be national for the duration of the current clearinghouse contracts. We will consider lengthening the 1989 meeting to permit time for professional training and contractor visits. All ERIC clearinghouses are funded to send two persons to technical meetings; sending other staff would be an allowable expenditure.

88-15 DIRECTORS/TECH MEETING SCHEDULING

RECOMMENDATION: Schedule the National Technical Meeting immediately prior to the ERIC Directors meeting, so that technical issues with policy implications can be brought to the attention of the directors at the joint session. When the tech meeting is last, there are questions and/or suggestions that are left unresolved.

CERIC ACTION: Disapproved.
Comment: This recommendation does not allow CERIC time for review and comment on issues raised at the technical meeting prior to further discussion at the Directors meeting. We feel this review is necessary and desirable. Throughout the year CERIC relies on the Technical Steering Committee to bring to its attention issues with policy implications.

88-16 TOPICAL TRAINING WORKSHOPS

RECOMMENDATION: Incorporate into the ERIC planning initiatives topic-specific training workshops for Clearinghouse staff. Each year could focus on a different issue (e.g., indexing, workshop presentations, acquisitions procedures, desktop
These 1-2 day workshops could address in depth problems that arise from national technical meetings, and they could result in more uniform systemwide procedures or more idea sharing than is possible in a 2-hour session at a tech meeting. Central ERIC could investigate the possibility of getting outside funding for the workshops or of funding them as Clearinghouse special projects.

CERIC ACTION: Deferred.
Comment: We agree that training for system improvement is beneficial. We encourage the Technical Steering Committee to develop well-thoughtout agendas for maximum impact. We will include this activity in future budget requests and will also consider charging a fee.

**OERI POLICY ON ERIC ATTRIBUTION**

RECOMMENDATION: Request that OERI (perhaps via Sharon Horn) develop and distribute a collaborative policy that all OERI publications would include ERIC ED numbers and names/address of ERIC components when appropriate. (Recent publications such as *What Works: Schools without Drugs* and *Becoming a Nation of Readers* have not included such information.)

CERIC ACTION: Disapproved.
Comment: This is a wonderful idea but often we do not have the lead time or the manpower to carryout this activity. CERIC will attempt to work with as many authors as possible. Note: All OERI publications will now have on the back cover a statement about ERIC. This was implemented in the second printing of *Becoming A Nation of Readers*. Some ED publications, eg., *Annual Evaluation Report*, have always had this policy.

**EDRS STARTER KIT**

RECOMMENDATION: Ask EDRS to include in its new “ERIC Starter Kit” a sample “content” microfiche as well as sample fiche of RIE. An example might be a fiche of a Clearinghouse monograph or digest. Potential customers would get a better idea of exactly what is contained in the ERIC microfiche collection that are being asked to purchase.

CERIC ACTION: Approved; referred to EDRS .
Comment: EDRS has agreed to do this. New kits will include a sample fiche for RIE, *What Works* and a Digest.

**DEFINITIONS OF MONTHLY STATISTICAL REPORT CATEGORIES**

RECOMMENDATION: Following up on Steering Committee recommendation 88-5, which was approved, the Steering Committee recommends that definitions for categories of statistics are still necessary. Although the new form has been revised, there are ambiguous categories that result in uneven accounting from Clearinghouse to Clearinghouse. For example, Clearinghouses appear to be counting “referred elsewhere” and “visitors” differently. The cross-reference chart referred to in the CERIC response to 88-5 will perhaps still be appropriate,
but in the meantime it may be useful to have a small group (2–3 people) spell out
definitions for statistical categories listed in the monthly report.

CERIC ACTION: Approved; referred to Nancy Krekeler for action
Comment: Definitions for all items in the monthly statistical report were distributed
to the clearinghouses in late January. Comments are welcome.

88-20

ANNUAL REPORT GUIDELINES

RECOMMENDATION: The Steering Committee raised the questions about the
Clearinghouses’ annual report guidelines in recommendation 88-6, and CERIC
has distributed a draft outline for the new annual report. This recommendation is
simply to request a clarification of what information is required that has not already
been presented in the monthly statistical and the quarterly narrative reports from
the Clearinghouses.

CERIC ACTION: Approved; referred to Dorothy Myers for action.
Comment: Dorothy has revised the Annual Report guidelines incorporating
comments from several clearinghouses. Every effort has been made to reduce
duplication; if however, clearinghouses choose to provide extensive narrative
information in the quarterly reports, some duplication may occur.

88-21

SOC LIST DISTRIBUTION

RECOMMENDATION: Prepare and distribute on a quarterly or semianual basis
a cumulative listing, by state, of all ERIC Standing Order Customers. This would
probably be most easily done by EDRS. There is currently no such updated list,
but one list could be used by the Clearinghouses to maintain communication with
contact people within SOC organizations.

CERIC ACTION: Approved; referred to Pat Coulter for action.
Comment: An up-to-date list (on paper) was distributed to clearinghouses on
October 6, 1988. In the future, EDRS will furnish this list on a semianual basis
in machine readable form. They are currently reprogramming their file to be able
to sort by state.

88-22

EDO FILE -- CLEARINGHOUSE REVIEW

RECOMMENDATION: Allow for Clearinghouses to review of any editorial changes
made by PS to their own input to the ERIC Digest Online file prior to uploading on
DIALOG. Also allow for Clearinghouses to review their own input for possible
purges from the EDO file before it is loaded on DIALOG.

CERIC ACTION: Approved; referred to ERIC Facility for action.
Comment: We agree with this recommendation. All Digests destined for Dialog
will be returned to clearinghouses for minor changes and reviews. Clearinghouse
will be responsible for purging out-of-date digests.
88-23  
DIGEST REVISIONS

RECOMMENDATION: Recommend that when revision of Digests is advisable, they be rewritten, re-numbered (EDO-CH-89-x), and retitled (even if by merely adding a subtitle like "Update 1989"), and not simply updated. Updating an old Digest is awkward in a literature-based database like ERIC that is not set up for revising records, and could be confusing to users who will not know that the item is new.

CERIC ACTION: Approved; referred to Kevin Arundel for action.
Comment: Agree. New policy will be reviewed in light of full text DIALOG File with the ERIC Facility and Steering Committee.

88-24  
ERIC PROCESSING MANUAL REVISION

RECOMMENDATION: Recommend that (1) the EPM be revised by the ERIC Facility and (2) the ERIC Technical Steering Committee be the principal reviewer. The last thorough revision was in 1980, and although revised pages have been added via the EAB, it is likely that there are few complete copies of the EPM available at all throughout the system.

CERIC ACTION: Approved; referred to Bob Stonehill for action.
Comment: We agree that an up-to-date EPM is necessary. This task is incorporated in the new ERIC Facility contract and will be done chapter-by-chapter.

88-25  
DESCRIPTOR VALIDATION SOFTWARE

RECOMMENDATION: Develop and disseminate to Clearinghouses a descriptor validation software program that could be loaded on PC's or word processors, perhaps incorporated into a spell-check dictionary already in use. The Facility has on disk a list of all valid Thesaurus descriptors and is willing to distribute that to the Clearinghouses, but a program to permit that list to be run against RIE/CIJE records at the Clearinghouse level is needed. This may perhaps be a special project for the OERI Computer Group, IR, or the Facility. This would improve overall processing quality for both RIE and CIJE.

CERIC ACTION: Approved; referred to Bob Stonehill for action.
Comment: We will ask OERI's Information Technology Branch to investigate this project and write the necessary programs compatible with the various software used across the system.
88-26 ERIC ADMINISTRATIVE MANUAL REVISION

RECOMMENDATION: Revise the ERIC Administrative Manual, which is almost hopelessly out of date. All current policies need to be documented in order to ensure efficient operations at the Clearinghouses. Recognizing the staff shortages at CERIC as well as the need for institutional memory to revise such a manual, the Steering Committee recommends that CERIC look into hiring a knowledgeable consultant (Betty Rose Rios comes to mind) to undertake the task.

CERIC ACTION: Deferred.
Comment: We have repeatedly asked the Director of Information Services for support for this kind of activity and will continue to seek such support.

88-27 SYSTEM PUBLICATIONS/REPORTS

RECOMMENDATION: Reinstate some publications traditionally done by the Facility but eliminated from its scope of work and not assigned elsewhere:

1. CH Number to ED Number Cross-Reference List – distribute systemwide monthly
2. Report Number Index and Contract/Grant Number Index – combine into one report and produce special runs (may be particularly useful for the OERI ERIC acquisitions officer to track projects)
3. List of Level 3 Accession Numbers (cumulative printed list), and monthly cards to go out with monthly microfiche shipments from EDRS
4. Bibliography of Publications About ERIC – produce and distribute every other year

CERIC ACTION: Approved; also deferred. Referred to Kevin Arundel for action.
Comment: The new ERIC Facility Contract includes the requirement to produce #4. We will consider the other three reports as possible additions (via a task order) pending the availability of funds.

88-28 ERIC PARTICIPATION IN NDN NATIONAL MEETING

RECOMMENDATION: Present ERIC workshops or other informational session at the February 1989 National Meeting of the National Diffusion Network. It was apparent at the ERIC-NDN joint session at the COED meeting in September 1988 that NDN facilitators could benefit from specific information about (1) putting documents into the ERIC system, and (2) knowing the best way to retrieve information from the database. Initial conversations at the meeting indicated that NDN officials were receptive to ERIC input at the February meeting. The contact people include Suzanne Ulmer (NDN/OERI, 357-6097).
CERIC ACTION: Approved; referred to Dorothy Myers for action.
Comment: We will explore this idea with NDN staff. If feasible a workshop will be scheduled using local clearinghouse staff and resources.
Dear Colleague:

Thank you for your interest in our "Journals on Diskette" series. Enclosed you will find a database of more than 390 citations to articles appearing in the *Review of Educational Research*.

Each citation includes

- the author's name(s),
- title of the article,
- bibliographic reference,
- ERIC descriptors — key words from the *Thesaurus of ERIC Descriptors*.
- Identifiers — other key words that may help in locating articles.

On the back of this letter is a list of the most frequently used descriptors and identifiers in the database.

To help you search the database, we've also included software that is designed specifically for bibliographic references. This easy-to-use, menu-driven software allows you to search for any word or combination of words that appears in the citations. You can refine your search by using union, intersection, and negation. This is all explained in the software.

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I hope you find our database to be a useful tool.

Sincerely,

Lawrence M. Rudner, Ph.D.
Director

American Institutes for Research
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060
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[Signature]

Lawrence M. Rudner, Ph.D.
Director

American Institutes for Research
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060
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- bibliographic reference,
- ERIC descriptors -- key words from the *Thesaurus of ERIC Descriptors*.
- Identifiers -- other key words that may help in locating articles.

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Sincerely,

Lawrence M. Rudner, Ph.D.
Director

American Institutes for Research
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060
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Director

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3333 K Street, NW, Suite 200
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### Most Frequent Descriptors for AERJ.288

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<td>Concept Formation</td>
</tr>
<tr>
<td>9</td>
<td>Cooperating</td>
</tr>
<tr>
<td>25</td>
<td>Correlation</td>
</tr>
<tr>
<td>12</td>
<td>Course Evaluation</td>
</tr>
<tr>
<td>10</td>
<td>Cross Cultural Studies</td>
</tr>
<tr>
<td>9</td>
<td>Cues</td>
</tr>
<tr>
<td>10</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>10</td>
<td>Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Difficulty Level</td>
</tr>
<tr>
<td>11</td>
<td>Educational Environment</td>
</tr>
<tr>
<td>20</td>
<td>Educational Research</td>
</tr>
<tr>
<td>84</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>10</td>
<td>Elementary School Mathematics</td>
</tr>
<tr>
<td>40</td>
<td>Elementary School Students</td>
</tr>
<tr>
<td>26</td>
<td>Elementary School Teachers</td>
</tr>
<tr>
<td>47</td>
<td>Elementary Secondary Education</td>
</tr>
<tr>
<td>11</td>
<td>Ethnic Groups</td>
</tr>
<tr>
<td>17</td>
<td>Evaluation Criteria</td>
</tr>
<tr>
<td>18</td>
<td>Evaluation Methods</td>
</tr>
<tr>
<td>17</td>
<td>Expectation</td>
</tr>
<tr>
<td>28</td>
<td>Factor Analysis</td>
</tr>
<tr>
<td>19</td>
<td>Factor Structure</td>
</tr>
<tr>
<td>10</td>
<td>Family Characteristics</td>
</tr>
<tr>
<td>12</td>
<td>Feedback</td>
</tr>
<tr>
<td>10</td>
<td>Females</td>
</tr>
<tr>
<td>32</td>
<td>Foreign Countries</td>
</tr>
<tr>
<td>14</td>
<td>Grade 1</td>
</tr>
<tr>
<td>10</td>
<td>Grade 2</td>
</tr>
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<td>Grade 3</td>
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<td>Grade 7</td>
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<td>Grade 8</td>
</tr>
<tr>
<td>11</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>10</td>
<td>Grades (Scholastic)</td>
</tr>
<tr>
<td>10</td>
<td>Grouping (Instructional Purposes)</td>
</tr>
<tr>
<td>19</td>
<td>High School Students</td>
</tr>
<tr>
<td>31</td>
<td>High Schools</td>
</tr>
<tr>
<td>103</td>
<td>Higher Education</td>
</tr>
<tr>
<td>18</td>
<td>Hypothesis Testing</td>
</tr>
<tr>
<td>17</td>
<td>Individual Differences</td>
</tr>
<tr>
<td>16</td>
<td>Individualized Instruction</td>
</tr>
<tr>
<td>10</td>
<td>Intelligence Quotient</td>
</tr>
<tr>
<td>11</td>
<td>Interaction Process Analysis</td>
</tr>
<tr>
<td>49</td>
<td>Intermediate Grades</td>
</tr>
<tr>
<td>9</td>
<td>Interpersonal Relationship</td>
</tr>
<tr>
<td>9</td>
<td>Intervention</td>
</tr>
<tr>
<td>31</td>
<td>Junior High Schools</td>
</tr>
<tr>
<td>12</td>
<td>Learning</td>
</tr>
<tr>
<td>14</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>34</td>
<td>Learning Processes</td>
</tr>
<tr>
<td>14</td>
<td>Learning Strategies</td>
</tr>
<tr>
<td>12</td>
<td>Learning Theories</td>
</tr>
<tr>
<td>15</td>
<td>Locus of Control</td>
</tr>
<tr>
<td>25</td>
<td>Longitudinal Studies</td>
</tr>
<tr>
<td>11</td>
<td>Low Achievement</td>
</tr>
<tr>
<td>11</td>
<td>Majors (Students)</td>
</tr>
<tr>
<td>9</td>
<td>Males</td>
</tr>
<tr>
<td>42</td>
<td>Mathematical Models</td>
</tr>
<tr>
<td>30</td>
<td>Mathematics Achievement</td>
</tr>
<tr>
<td>14</td>
<td>Mathematics Instruction</td>
</tr>
<tr>
<td>9</td>
<td>Measurement Techniques</td>
</tr>
<tr>
<td>16</td>
<td>Motivational</td>
</tr>
<tr>
<td>13</td>
<td>Meta Analysis</td>
</tr>
<tr>
<td>41</td>
<td>Models</td>
</tr>
<tr>
<td>9</td>
<td>Motivation</td>
</tr>
<tr>
<td>31</td>
<td>Multiple Regression Analysis</td>
</tr>
<tr>
<td>10</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>10</td>
<td>Nonverbal Communication</td>
</tr>
<tr>
<td>9</td>
<td>Paired Associate Learning</td>
</tr>
<tr>
<td>14</td>
<td>Path Analysis</td>
</tr>
<tr>
<td>13</td>
<td>Peer Relationship</td>
</tr>
<tr>
<td>20</td>
<td>Performance Factors</td>
</tr>
<tr>
<td>9</td>
<td>Predictive Measurement</td>
</tr>
<tr>
<td>15</td>
<td>Predictive Validity</td>
</tr>
<tr>
<td>52</td>
<td>Predictor Variables</td>
</tr>
<tr>
<td>11</td>
<td>Preschool Children</td>
</tr>
<tr>
<td>10</td>
<td>Preschool Education</td>
</tr>
<tr>
<td>31</td>
<td>Primary Education</td>
</tr>
<tr>
<td>13</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>16</td>
<td>Program Effectiveness</td>
</tr>
<tr>
<td>12</td>
<td>Questioning Techniques</td>
</tr>
<tr>
<td>19</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>14</td>
<td>Racial Differences</td>
</tr>
<tr>
<td>19</td>
<td>Rating Scales</td>
</tr>
<tr>
<td>24</td>
<td>Reading Achievement</td>
</tr>
<tr>
<td>14</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>13</td>
<td>Reading Instruction</td>
</tr>
<tr>
<td>10</td>
<td>Reading Skills</td>
</tr>
<tr>
<td>25</td>
<td>Recall (Psychology)</td>
</tr>
<tr>
<td>12</td>
<td>Regression (Statistics)</td>
</tr>
<tr>
<td>14</td>
<td>Research Design</td>
</tr>
<tr>
<td>29</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>12</td>
<td>Research Problems</td>
</tr>
<tr>
<td>10</td>
<td>Responses</td>
</tr>
<tr>
<td>23</td>
<td>Retention (Psychology)</td>
</tr>
<tr>
<td>16</td>
<td>Scores</td>
</tr>
<tr>
<td>45</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>12</td>
<td>Secondary School Teachers</td>
</tr>
<tr>
<td>30</td>
<td>Self Concept</td>
</tr>
<tr>
<td>70</td>
<td>Sex Differences</td>
</tr>
<tr>
<td>10</td>
<td>Socioeconomic Influences</td>
</tr>
<tr>
<td>25</td>
<td>Socioeconomic Status</td>
</tr>
<tr>
<td>60</td>
<td>Statistical Analysis</td>
</tr>
<tr>
<td>11</td>
<td>Statistical Significance</td>
</tr>
<tr>
<td>65</td>
<td>Student Attitudes</td>
</tr>
<tr>
<td>39</td>
<td>Student Behavior</td>
</tr>
<tr>
<td>24</td>
<td>Student Characteristics</td>
</tr>
<tr>
<td>31</td>
<td>Student Evaluation</td>
</tr>
<tr>
<td>22</td>
<td>Student Evaluation of Teacher Performance</td>
</tr>
<tr>
<td>18</td>
<td>Student Motivation</td>
</tr>
<tr>
<td>43</td>
<td>Student Teacher Relationship</td>
</tr>
<tr>
<td>13</td>
<td>Success</td>
</tr>
<tr>
<td>33</td>
<td>Tables (Data)</td>
</tr>
<tr>
<td>14</td>
<td>Task Performance</td>
</tr>
<tr>
<td>52</td>
<td>Teacher Attitudes</td>
</tr>
<tr>
<td>39</td>
<td>Teacher Behavior</td>
</tr>
<tr>
<td>20</td>
<td>Teacher Characteristics</td>
</tr>
<tr>
<td>53</td>
<td>Teacher Effectiveness</td>
</tr>
<tr>
<td>25</td>
<td>Teacher Evaluation</td>
</tr>
<tr>
<td>13</td>
<td>Teacher Influence</td>
</tr>
<tr>
<td>38</td>
<td>Teaching Methods</td>
</tr>
<tr>
<td>19</td>
<td>Teaching Styles</td>
</tr>
<tr>
<td>25</td>
<td>Technical Reports</td>
</tr>
<tr>
<td>10</td>
<td>Test Reliability</td>
</tr>
<tr>
<td>18</td>
<td>Tests</td>
</tr>
<tr>
<td>22</td>
<td>Test Validity</td>
</tr>
<tr>
<td>13</td>
<td>Time Factors (Learning)</td>
</tr>
<tr>
<td>11</td>
<td>Time on Task</td>
</tr>
<tr>
<td>22</td>
<td>Transfer of Training</td>
</tr>
<tr>
<td>16</td>
<td>Undergraduate Students</td>
</tr>
<tr>
<td>18</td>
<td>Validity</td>
</tr>
<tr>
<td>10</td>
<td>Verbal Ability</td>
</tr>
<tr>
<td>11</td>
<td>Verbal Communication</td>
</tr>
<tr>
<td>11</td>
<td>Verbal Learning</td>
</tr>
<tr>
<td>14</td>
<td>White Students</td>
</tr>
</tbody>
</table>
Dear Newspaper Editor:

This is the second set of brief articles about schools and learning, written for a general audience, particularly parents of children in school. Thanks very much for using the articles you received in December.

With this second set we have included a postpaid response form to gather information about your use of the articles. Please take a few minutes to respond and drop the postcard in the mail. The information you give us will help us justify continuation of this program in the future.

Rural parents across the nation have called the clearinghouse after reading the articles, and we have prepared a collection of general information for those who call. We are also answering requests for specific information.

We want to meet the needs of your readers. If you have any suggestions or comments, please call us (800/624-9120). We appreciate your help.

Sincerely,

Craig B. Howley
Associate Director

CBH/jth(0145)
Enclosures
cc: Todd Strohmenger
What Does It Take to Do Well In School?

Parents can support their children's learning, even if they are not "advantaged." How? It has to do with effort: good students believe that their effort—not luck, an easy task, or a rigged game—is responsible for their success.

Any parent who cares can give children a good foundation that will support them all their lives. Parents reach their children at the ground-level, through their love and through what they want their children to become. School plays a role, too, and parents can help.

Remember that helping children do well in school does not necessarily mean helping them make all A's. It means expecting the best, whatever that may be. Make schoolwork and learning part of the family routine. Start slowly, be yourself, but make your interest consistent and steady. And don't be too hard on yourself; sometimes the daily routine gets pretty hectic. The trick is to add a little bit of organization to the daily frenzy.

Sure, money is important, but it cannot buy what children need most: the love, attention, and respect that go into a good upbringing. We're all in the same boat: what makes the most difference to our children is how we row the boat, not where we sit.

Sometimes people think that success comes only from good luck or natural ability, but it just isn't so. Effort counts a lot. Take the example of Japan. To the Japanese, effort is more important in school success than family background, ability, or luck. Many people are saying that's part of the reason why Japanese elementary and secondary schools seem to produce high levels of learning. In Japanese colleges and universities, however, students aren't asked to work as hard. The result? They learn less, and American students, who are asked to put out more effort in college, seem to catch up!

Parents can make sure children know they expect the best, and that best effort requires hard work. They can also show their children a number of routines to help them pay attention, remember facts and ideas better, take notes and study, and take tests better.

You can order copies of "How to Help Your Children Achieve in School" from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 233 814).

You can also find out more about rural education by calling the ERIC Clearinghouse on Rural Education and Small Schools (800/624-9120). ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The computer-based ERIC system is operated by the U.S. Department of Education. (Heidi Lehmann, a parent in Helvetia, West Virginia, helped a lot in developing this article. Thanks, Heidi!)
Keeping Track: Aren't Grades Enough?

When we send our children to school, we want them to learn. But what can we do to keep track of how much our children are learning? Isn't that what grades are for? As a matter of fact, grades are not always enough. For some children, parents need to take a closer look.

We can keep track of how much our children are learning in several ways. Some of them are ordinary things that anyone can do: talking to our children about what is going on in school each day, insisting that they show us their schoolwork, and reviewing their homework with them. Another ordinary thing to do is to stay in touch with the teachers. Teachers can give us their view of our children's classroom performance. That includes their grades.

For perhaps half of all children, doing these ordinary things is usually enough. But not always. Most parents know that low grades signal the need for a closer look; but very high grades also signal the need for a closer look, according to experts on talented children. Children who receive very high grades may not be adequately challenged, and consequently they may be learning the bad lesson that everything in life is easy.

Grades can alert you to a problem, but they don't really measure changes in a child's learning ("achievement"). Changes in learning are reflected in the difference in what a child knows as time passes. Certain kinds of achievement tests are made to reflect those changes accurately—more accurately than grades or close contact with a child or the child's teachers. These tests—called "individually-administered tests of achievement"—sample a broad range of knowledge and compare the learning of an individual child with the learning of many. They are given by one examiner to one child at a time.

Individual achievement tests are very different from the "group-administered tests of achievement" often given in schools. The group achievement tests can be used to measure the learning of a group, but they are not very sensitive to changes in individual students. Parents who are concerned about their children's learning can ask schools to help them get individual achievement testing.

A discussion of test scores appears in "Reading Tests: What Does That Score Mean?" available from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 275 750).

You can also find out more about rural education by calling the ERIC Clearinghouse on Rural Education and Small Schools (800/624-9120). ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The computer-based ERIC system is operated by the U.S. Department of Education.
Why Do Parents Like Some Teachers More Than Others?

All across America, if you ask, people will tell you who they think the good teachers in their schools are. Usually, they base their observations on their own experiences and those of their children. Often, it turns out that people name the same teachers. What do teachers do to get this response?

Probably the most important thing they do, of course, is help children so well that they develop a reputation for good teaching. Good teaching involves a host of things—knowing subject matter well; being able to explain it to students; setting high goals for students and helping them reach those goals; being well-organized and fair; asking good questions; and treating all students with respect.

Another thing good teachers do is build bridges with parents. Parents like to hear from their children's teachers; they are willing to do more to help their children learn than many teachers realize. At least this is what researcher Joyce Epstein has discovered.

Epstein, who works at Johns Hopkins University, studied the parents and teachers of almost 1300 students and found that

* parents liked teachers who gave them suggestions for working with children on learning tasks;
* good teachers gave such suggestions to all parents, not just to parents of successful students; and
* parents were willing to spend more time than they were typically asked on such activities.

Epstein discovered that, although newsletters are important for communication between home and school, they don't really improve parents' views of teachers.

Epstein found that parents most appreciated teachers who provided activities for parents and children to do together at home. What were these home learning activities? Reading aloud; signing homework; giving spelling or math drills; helping with homework; and asking about the school day. Good teachers apparently make such routines a regular part of their contacts with parents.

By the way, Epstein also found that parents liked their children's schools. But the parents believed that they could work more closely together with teachers.

A copy of "Effects on Parents of Teacher Practices of Parent Involvement" is available from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 237 500).

You can also find out more about rural education by calling the ERIC Clearinghouse on Rural Education and Small Schools (800/624-9120). ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The computer-based ERIC system is operated by the U.S. Department of Education.
Finding and Using Education Research

Would it be helpful to know more about successful discipline policies in other schools? Or how to deal with tenured teachers who are performing inadequately? Is class size an issue in your school? How about some good ideas on substance-abuse prevention in the elementary school? Or helpful tips on motivating teachers, evaluating or negotiating with them? Merit pay? Mentor teachers? Burnout? Computers in the classroom? The list is endless.

Where do you turn when you need information about an educational issue? Perhaps the question should have been phrased "to whom do you turn," because educators are more likely to turn to other educators for knowledge and information than they are to seek educational information from research reports or data bases. With the number of school systems and educators we have in our nation, others have probably faced similar issues and published information is probably available that will permit you to benefit from their experiences. The question becomes: how do you gain access to a wider spectrum of information on specific topics without spending an inordinate amount of time in the search?

Several data bases contain information relevant to the field of education. PsycINFO cites articles in which psychological data prevail, with a significant number of them relating to education. Similarly, Sociological Abstracts contains significant educational material. Congressional Information Service is an excellent source of information about government financing of educational programs. In libraries, Educational Index has a long history of serving educators.

However, the information source most likely to be of use to the broad interests represented in education is the ERIC System. ERIC, funded by the U.S. Department of Education, is the acronym for Educational Resources Information Center which has been in existence for more than 21 years.

Robert Chesley is an educational consultant in Ojai and a former director of the Educational Resources Information Center. 22 Thrust/February/March 1989
ERIC originally was intended both to be used manually and by computers to sort through those containing specific subject matter.

As most educators who have earned their degrees in the past 20 years probably know, ERIC consists of two different data bases. Current Index to Journals in Education (CIJE) lists educational articles from more than 750 publications and journals dealing with education. The other data base makes research reports, curriculum materials, conference papers and other forms of information that would not otherwise be widely available, accessible to educators. This component of ERIC is called Resources in Education (RIE) and, like CIJE, publishes a monthly journal of document descriptions with several types of indexes to help you find what you need. Although they are separate data bases, if you conduct a computer search you simultaneously cover the contents of both data bases for relevant material.

One of the real benefits of the ERIC system is that the information contained in Resources in Education is readily available and inexpensive to obtain. For example, a 450-page research report can be obtained on microfiche by calling 800-227-3742 and making a $1 charge to a credit card. Paper copy can also be obtained at the cost of a few cents per page. Or, a user can visit one of more than 700 libraries around the world which subscribe to microfiche of all documents announced in RIE. Journal articles listed in CIJE are generally copyrighted and must be located at a library, borrowed through interlibrary loan or obtained through University Microfilms International (800-732-0616) at a considerably greater cost than for documents listed in RIE.

The process of evaluating and acquiring educational documents for ERIC is contracted to 16 universities and professional associations across the country. The major responsibilities of these clearinghouses are indicated by their titles. The clearinghouses, and their addresses, are listed in Figure 1.

Although ERIC was initially begun as a data base for research reports, it quickly became apparent what a valuable vehicle it could be for sharing other types of educational information. In the 1970s, an effort was made to incorporate even more information valuable to the practitioner. Presently, 20 percent of the documents in RIE are curriculum materials, curriculum guides, or instructional materials. Another 20 percent are descriptions of educational programs, projects, tests, or summaries of information about educational issues. For the research oriented there are also research reports, about 20 percent of the documents.

Ironically, some researchers criticize ERIC because it contains curriculum material that is untested or unproven. But some teachers also complain that the research reports are unintelligible and of little use to them. We will not resolve those differences here. ERIC serves a broad constituency of users and is able to serve each effectively. For example, in a computer search which yields a large number of documents (e.g. on the subject of teaching exceptional children at the elementary school level) one can also make selections by document type (e.g. research report, curriculum materials, project description) and by the intended audience (e.g. teacher, administrator, researcher). This permits quite different document output for the same subject matter search, depending on the use intended.

Because the clearinghouses acquire and evaluate a large number of documents (only about a third of the documents which are submitted to ERIC are accepted for inclusion), they become very familiar with the issues, latest findings, and alternative solutions to many educational problems. Each year, the clearinghouses are funded to produce more than a hundred publications which summarize the state-of-the-art in different areas of education. These are mar-
ELAVELous resources for educators.

Although documents are announced in RIE and made available on microfiche, many of them are also available in inexpensive published form, as noted in the document description. Each month, new documents of this type, ERIC Clearinghouse Publications, are listed in the front pages of RIE. Examples from the Clearinghouse on Educational Management: "Recruiting and Selecting Teachers," "Teacher Evaluation," "Teacher Testing," "Teacher Tenure and Dismissal," "The Principal as Instructional Leader." There are many more such summaries available. A listing of these "Information Analysis Product" titles can be obtained from any of the clearinghouses.

Another type of clearinghouse publication is the Educational Digest. It will not be news to most readers that administrators are very busy people who rarely find time to pour through research reports or read massive conference proceedings. ERIC Digests attempt to summarize the status of current educational problems and topics, with a bibliography for those who wish to explore more deeply. For example, of the several hundred ERIC Digests which have been produced by the clearinghouses, titles which might interest a harried administrator include (also from the Clearinghouse on Educational Management) the following: "Collaborative Schools," "Communicable Diseases in the Schools," "Class Size," "Extending the School Year and Day," "Merit Pay for Teachers," "Motivating Teachers for Excellence," and "Student Discipline Policies."

With its ability to sort through large amounts of data, the computer provides ERIC with a powerful tool. When the system was created 21 years ago, it was designed to be searched by computer. Each document entered into ERIC is described by 10 to 15 "descriptors" from an educational thesaurus maintained by ERIC. Each document or article also has a resume by 10 to 15 "descriptors" from an educational thesaurus maintained by ERIC. Each document or article also has a resume prepared at the clearinghouse, up to 500 words in RIE and 50 words in CIJE. Searching through the titles, descriptors and abstracts, the computer can quickly find, from more than 600,000 documents and journal articles, a handful that simultaneously deal with multiple topics such as computer use, teaching mathematics, and the elementary school level.

Since ERIC contains information of interest to almost every educator, how can the system best be used? Although some educators do use data bases, they are not known for their extensive use of information sources such as ERIC. At the turn of the century the Agricultural Extension Service found that to disseminate agricultural information widely, it needed to use a person to act as a go-between, linking the knowledge base and the user. In the 1970s, the U.S. Office of Education funded several demonstration projects which used a similar approach. Although it was found to be a "success," the program was not adopted by the states and districts involved after federal funding ended. Much was learned, however, about how educational information is used and the barriers to its use.

Although educators today may not have
the luxury of "educational extension agents" to help them find and use information, there are several simple steps that can help provide information to teachers and administrators in vastly greater amounts than is typical. If a small proportion of this information is used in the classroom or for more effective management, schools and the students in them can benefit greatly.

For example, if the monthly copies of RIE are made available in the library and teachers' lounge, teachers can use them to acquire useful ideas and maintain professional currency. Fifty or 60 document titles in the section of RIE containing the input of a clearinghouse of interest (e.g. Clearinghouse for Science, Mathematics and Environmental Education) can be scanned. When a title looks relevant, the abstract can be read to see if the document does meet the user's needs. If it does, the school librarian can be asked to order the document, at a minimal cost for microfiche.

Another way to find pertinent information quickly is to use one of several indexes available. For example, one of the indexes in RIE is based on "publication type." For teachers, documents of interest tend to concentrate in documents classified as curriculum materials. Subject terms can be looked up in the Descriptor Index. For example, one can see the listings of documents dealing with "computer-assisted instruction," "school community relationships," "staff development," or any of the other 5,000 descriptors in the ERIC Thesaurus. This process of scanning through RIE can be accomplished in 20 or 30 minutes a month, more if many pertinent documents are being found.

Another approach to the problem of getting information into the hands of those who need and can use it requires several hours a month by the librarian, media specialist or instructional leader. The task involves knowing the interests and responsibilities of a faculty, for example in an elementary school. Titles of curriculum material documents in the Publication-Type Index and under specific descriptors in the Descriptor Index are scanned and a copy of the document abstract is forwarded to the relevant faculty member. If desired, the document is ordered. Following up such offers of information is a component of good instructional leadership.

There are several organizations, including the ERIC Clearinghouses, that will conduct a computer search of ERIC for a fee. If more frequent computer searching is desirable, all that is needed is a personal computer and a modem to connect to the telephone with the services that permit you to do your own searching. Connect time costs as little as $.50 a minute for this powerful service. An alternative is the new compact disk of the ERIC file that permits unlimited searching on a personal computer at a fixed costs. Although training is needed, and there are choices to be made in equipment and search services, the training is readily available, and consultants or others familiar with computers and information retrieval can help with the planning and installation. Figures 2 and 3 give addresses of search services and manufacturers of ERIC compact disks.

Some suggestions for action:

1. Order a subscription to RIE for the office or faculty lounge. This is useful, although the hard copies may not noticeably stimulate faculty and administrators and ultimately benefit students.

2. Try the strategies for using RIE described above. See if the use of the materials doesn't noticeably stimulate faculty and administrators and ultimately benefit students.

3. Next time there is an administrative or curricular issue where background information, research or the experience of others will prevent reinventing the wheel, consider a computer search of ERIC. If the service is not available locally through the district office or elsewhere, contact the appropriate clearinghouse for cost or referral information.

4. Contact the clearinghouses responsible for the subjects of your concerns. For example, the Clearinghouse for Educational Management. Ask to be put on the mailing list for newsletters or other mailings. Also, inquire about the availability of bibliographies, ERIC Digests, Information Analysis Products and other services.

5. If you are a principal, suggest that your teachers also contact "their" clearinghouse. Some teachers get quite excited about ERIC information when they discover and use it.

6. If these undertakings seem to be paying off, consider further actions such as subscribing to CIJE or installing your own ability to do computer searching.

The wealth of information available through ERIC can be helpful to educators who are dealing with a problem, beginning a project, looking for alternative courses of action, or just keeping current. ERIC Digests and bibliographies already exist for many topics. Manual and computer searching can quickly locate specific subject matter. Microfiche make documents available at a remarkably low cost. The information age is here, and it is time that educators began to take greater advantage of resources that are available.

Thrus/February/March 1989
### ERIC Price Codes

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Add $0.17 for each additional microfiche (1-96 pages)

**Add 2.00 for each additional 25 pages, or fraction thereof**
Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

**ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)**
Ohio State University
Center on Education and Training for Employment
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353; (800) 848-4815

An analysis of legislation and policy affecting education, training, and vocational education, including legislation, policy, and program development; administration; financing; personnel; and evaluation.

**ERIC Clearinghouse on Counseling and Personnel Services (CG)**
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1209
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in various settings, theoretical development of counseling and guidance, personnel procedures such as testing and interviewing, and the analysis and dissemination of the resultant information. Group work and case work nature of both student and adult characteristics; personnel workers and their relation to career planning, family consultation, and student orientation activities.

**ERIC Clearinghouse on Educational Management (EA)**
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5067
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration, personnel and related preparation of administrators, administrators and processes of administration; methods and organization of organization, and the social context of educational organizations.

**ERIC Clearinghouse on Information Resources (IR)**
Ohio State University
School of Library Science
1920 Association Drive
Rivest, Virginia 22091-1589
Telephone: (703) 203-3600

Focuses on all aspects of the education and development of the handicapped and gifted, including prevention, identification, and evaluation. Intervention and enrichment, both in special settings and within the mainstream.

**ERIC Clearinghouse on Higher Education (HE)**
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Focuses on all aspects of the education and development of the handicapped and gifted, including prevention, identification, and evaluation. Intervention and enrichment, both in special settings and within the mainstream.
ERIC Clearinghouse on Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 429-9551
Languages and language sciences, theoretical and applied linguistics; all areas of foreign language, second language, and linguistics in situation, pedagogy or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching, bilingualism and bilingual education, sociolinguistics, study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages, commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems

ERIC Clearinghouse on Reading and Communication Skills (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 335-5847
Reading, English, and communication skills (verbal and nonverbal, preschool through college; educational research and instruction development, reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics); mass communication, interpersonal and small group interaction, interpretation, rhetorical, and communication theory; speech sciences and theater. Preparation of instructional staff and related personnel in these areas.
All aspects of reading behavior with emphasis on psychology, physiological, sociological, and educational methodologies; psychometrics, curriculum, testing, measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remediation of reading difficulties; teacher training and qualifications specific to the teaching of reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems. Speech communication (including forensics); mass communication, interpersonal and small group interaction, interpretation, rhetorical, and communication theory; speech sciences and theater. Preparation of instructional staff and related personnel in these areas.

ERIC Clearinghouse on Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarry Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (304) 335-0400
Economic, cultural, social, or other factors related to educational programs and practices for rural residents. American Indian and Alaska Native, Mexican American, and migrant educational practices and programs in all small schools. Outdoor education

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Champaign Road, Room 310
Columbus, Ohio 43212
Telephone: (614) 292-6717
Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education, learning theory and outcomes, including the impact of parameters such as interest level, intelligence, values, and concept development, upon learning in these fields; educational programs and research and evaluation studies; media applications; computer applications.

ERIC Clearinghouse for Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 855-3838
All levels of social studies, and social science education. Content of the social science disciplines, applications of theory and research to social science education, contributions of social science disciplines (psychology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12), curriculum and instructional materials; related education within worker, student, and curriculum; aging, adoption, women's mobility, and sex education

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450
School personnel at all levels, teacher selection and training, preservice and in-service preparation, and retirement; the theory, philosophy, and practice of teaching; curriculum and general education not specifically covered by other clearinghouses, all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K Street, N.W.
Washington, D.C. 20007-3893
Telephone: (202) 342-5060
Tests and other measurement devices, methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the areas of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
1200 Chambers Road, Room 310
Washington, D.C. 20037
Telephone: (202) 293-2450
Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences in urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, D.C. 20208-1235
Telephone: (202) 357-6289

ERIC Processing & Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238
Telephone: (301) 590-1420

ERIC Document Reproduction Service (EDRS)
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Alexandria, Virginia 22304-5110
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2214 North Central Avenue at Encanto
Phoenix, Arizona 85014-1483
Telephone: (602) 254-6156; (800) 457-6799
DICTIONARIES have this way of expanding beyond the amount of time slated for their completion. The Dictionary of the Older Scottish Tongue was begun in 1929; more than a half century later, the compilers were only up to "pneumatics." The Deutsches Wörterbuch took 120 years to finish. Even the supplement to the Oxford English Dictionary, expected to take only seven years, eventually took up 27.

That's a formidable amount of slow growth. Nevertheless, Bryan Garner is confident he can lead the Oxford Law Dictionary—a joint project of Oxford University Press and the University of Texas School of Law—to completion in a mere eight. Launched earlier this month at a British Embassy fundraiser, the dictionary is billed as the first to chart the historical development of legal vocabulary in the English-speaking world.

The total cost of the project will be between $3 million and $4 million dollars, which is why University of Texas Law School Dean Mark Yudof told the gathering, he had contemplated a fee on bank accounts to raise the money. The dictionary, as planned, will have 30,000 entries, more than a million illustrative quotations, be at least two volumes thick and cost several hundred dollars per set.

Editor-in-chief Garner is only 30, but already has under his belt A Dictionary of Modern Legal Usage. In compiling that work, he remembers that "I immediately began recognizing all sorts of Elizabethan usages that had persisted into the 20th century—burthen instead of burden, witnesses or saith. Those are in 1989 affidavits all the time."

The fact that certain archaic terms have been fossilized in this way has given rise to the notion that the language of the law changes extremely slowly. But alongside the old usages are neologisms that have been invented by jurists but never recorded in dictionaries. Examples of these are availment (the noun corresponding to avail), enjoinable (able to be enjoined, in the sense of issuing an injunction), pretextual (the adjective corresponding to pretext).

Beyond helping to define the undefined, the dictionary will clarify the accepted meanings of words at certain times in history. "If a judge or a court is construing an opinion from the 1820s, and a certain word is crucial to the interpretation, then the court will have a guide to the contemporaneous meaning of the phrase."

Until recently, Garner was a practicing lawyer in Dallas. "I find the discoveries to be made here far more exciting than any other work I could contemplate doing," he says. "This is my passion." Luckily, it's a passion that has seen some advances since James Murray started the Oxford English Dictionary a century ago: "I'm glad," says Garner, "I don't have to work in the freezing cold in a barn the way Murray did."
Will The Post's New Style Raise Ahems?

By Thomas W. Lippman

IS SITCOMa word? How about fax? Rift Should this newspaper use gays as a synonym for homosexuals? What is the possessive of bus? What kinds of practitioners, if any, should be accorded the title Dr.? Are adherents of Islam to be called Moslems or Muslims? Should The Washington Post print full home addresses of victims and suspects in crime stories? Is first lady capitalized? Is the patch of greenery opposite the White House called Lafayette Park or Lafayette Square? When is this city Washington and when is it the District?

If you have quick and easy answers to these questions, perhaps you should have been the one to undertake the exhausting and sometimes divisive task we have just completed in The Washington Post newsroom: compilation of a new stylebook.

Every major newspaper has a stylebook. It sets out the newspaper's rules and preferences on usage, grammar, spelling, punctuation and abbreviation, but it is also a policy document, a document that specifies how the newspaper is going to communicate with the public on sensitive matters of taste, race, sexual preference, privacy, politics and religion.

Some words are labels. Some words convey approval or disapproval when the newspaper, in fact, does not wish to convey either. Ultra-orthodox, radical, pro-life, reform, elderly, Indian, girl—these are words that we may hear every day without taking offense, but they and hundreds of other words must be used cautiously in a newspaper read by people who have strong views about matters political, religious, racial and sexual—as well as grammatical.

At The Washington Post, we know that readers care deeply about the words we use because our files are thick with hurt letters, angry letters, funny letters, sarcastic letters—about every verbal topic from the punctuation of compound modifiers to the spelling of Viers Mill Road to the identification of juveniles in crime stories. "Dear Mr. Bradlee," a pained reader wrote to Executive Editor Benjamin C. Bradlee. "I do not mean this letter to sound petty, because all writers make mistakes in grammar and syntax from time to time. Writers for The Post, however, are making a LOT of
The Post's New Style

STYLE, From Cl

mistakes." His complaint? A columnist had observed that one course of action was more "appropriate for every article in a publication that reports about every subject, cosmic or trivial, tragic or humorous. Our writing style will change with the material.

But our technical style should not. We are a medium of mass communication. The need to communicate clearly and quickly with a vast and diverse audience imposes its own restrictions. We have little room for Joycean experimentation or 800-word punctuation-free Faulknerian paragraphs.

We strive for consistency of presentation and quality in any case our copy editors found the style-book's format, arranged by topic rather than alphabetically, hard to use. When I inherited the project a year ago from a senior editor who retired, I greatly underestimated the difficulty of compiling a book that everyone would accept. The editors of the various sections of this paper exercise considerable autonomy, and I knew that if the style-book laid down "rules" that editors found unworkable, they would ignore them.

For the sake of simplicity and consistency, I adopted the principle that we would deviate from the dictionary in spelling and capitalization only when there was some compelling reason to do so. But that raised new questions. The dictionary we use, Web-
The Post's New Style

ster's New World, disclaims any judgmental role and thus tolerates spelling and usage that we find unacceptable.

"It is not the business of a dictionary either to give direction or to uphold pure standards" but only to record the way people use the language, proclaims the preface to the third edition, published last year. That explains why linguistic atrocities such as straightjacket and impostor are "in the dictionary." But we don't want them in the newspaper. To resolve this difficulty, I adopted a rule developed by the Associated Press for its stylebook. Where more than one spelling is given, we will use the first or the one for which a full definition is given. That gives us doughnut, not donut, although the latter is "in the dictionary."

If only every decision had been so easy. It took several days and many exchanges of memos to agree on which reference work would be our primary source for place names. (We chose the National Geographic Atlas of the World.) Editors in the Food section lobbied for an exception from our overall style on weights and measures to accommodate their style on recipes. Opinion was divided on whether we should capitalize the word the in the names of publications other than The Washington Post. (Decision: no.) In the end, the most difficult decision turned out to be the one on using the title Dr.

The Washington Post calls most individuals by their names only: John Smith on first reference, Smith on subsequent references. Mary Brown on first reference, Brown thereafter. But the names of some people-members of the armed forces, holders of elective office, members of the clergy, professors—are preceded by the abbreviation of their title or an honorific: Adm. John Smith, Sen. Mary Brown, the Rev. James White and so on. Doctors are in this group. But who is a doctor?

Other titles are easy. The Navy tells us who is an admiral. A university tells us who is a professor. But who would tell us who gets the title Dr?

The old stylebook said, "Use the title Dr. for practitioners of the healing arts (including chiropractors and osteopaths) but not for holders of PhDs or honorary degrees." Not much help there. Does that include veterinarians? Podiatrists? Pharmacists? And what about clinical psychologists, who treat patients but often hold PhD degrees?

In the vigorous debate over this, traditionalists argued that when people think of a doctor, they think of someone who holds an MD degree. But dentists and osteopaths are doctors, too. And what about those research scientists who are on the cutting edge of progress in fighting illnesses such as AIDS and cancer? Many of them are PhDs, but they certainly are "practitioners of the healing arts" and their colleagues call them Dr.

In the end, we adopted a radical solution that will give equal treatment to everyone who wants to be known as doctor: We abolished the title. We will identify practitioners by their role, not their titles: John Smith, a cardiologist; Mary Brown, a biochemist; William Jones, a podiatrist. You, the readers, can decide which of these practitioners you want to call Dr. We will not make that decision for you. We will use the word doctor as the generic term for an MD, but we will not use the title.

The answers we gave for the other linguistic questions asked above will become clear as we implement the new stylebook this spring. I have no doubt that some readers will disagree with whatever we decide, but they should be assured in advance that these decisions weren't made lightly. I don't expect the flow of letters to decrease, but it's likely that we now will begin to hear from different people.
"COMPETENCE" (AND ITS VARIATIONS)
AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

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"COMPETENCE" AND ITS VARIATIONS
AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

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"COMPETENCE" (AND ITS VARIATIONS)

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (EJ FILE)

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March 28, 1989

Ted Randhorst
ERIC Facility
2440 Research Blvd.
Suite 550
Rockville, MD 20850

Dear Ted,

Thank you for bringing to our attention the strange occurrence of some data from the June 1983 CIJE Journal Announcement on the 1966-1979 archive ERIC cdrom disc. This surely does not belong on that disc! The division of the two discs was done by EJ and ED number ranges and clearly some incorrect EJ records were input on the archive dataset. The good news is that the June 1983 records were also correctly loaded on the Current (1980+) disc.

We have not yet been able to determine the source of this error which apparently happened in the loading of the original three disc product in 1986. We will, of course, continue to analyze the problem. Hopefully, we will have an answer and correct it when the archive disc is next re-mastered.

Please extend our thanks to the Clearinghouse folks who noted this error which up until now had gone unnoticed. We are very appreciative of this kind of assistance with the ERIC file from the people who know it best and apologize for any inconvenience that this error is causing anyone.

I am also making arrangements to have a complete ERIC OnDisc product sent to you gratis. We will also supply you with regular quarterly updates to the current disc at no cost.

Sincerely,

Dona W. Holloway
Product Manager
Education & Library Science
ORDER ERIC DOCUMENTS VIA ..ORDER

Save time! Order your ERIC documents online!

Now you can order documents identified in the ERIC database using the ..ORDER command. The ERIC Document Reproduction Service (EDR) is now available as the fourth ..ORDER vendor joining University Microfilms International (UMI), ABI/INFORM (ABI) and the Institute for Scientific Information (ISI). The ERIC documents available from EDR have the accession number prefixed by ED, indicating they are from the Resources in Education (RIE) section of the database.

When you enter ..order, you are given a menu of options. The first option is to modify your user profile:

BRS DOCUMENT ORDERING, Would you like to
1. Modify your user order profile
2. Review previously entered orders
3. Enter an order – Direct entry
4. Review vendor rates and terms
5. Order from a Search Statement
6. Exit the order process

Please Enter Your Numeric Choice (1-6): 1

If EDR is not listed as a vendor in your user profile, you must first enter it as an option in your user profile. If you plan to order mostly ERIC documents, you can change your primary vendor to EDR. Your other choice is to add EDR as another vendor in the v4 (vendor 4) slot of your profile. After choosing number 1, your user profile information displays with your name, address, credit card information, as well as the existing vendor names and account information. At the end of this display, you are prompted to type the field or vendor number you want to modify. See Search Sample 3.

Search Sample 3

1. BILLING ADDRESS: DONA MCDERMOTT
   1350 AVENUE OF THE AMERICAS
   NEW YORK, NY 10019

2. MAILING ADDRESS: DONA MCDERMOTT
   BRS INFORMATION TECHNOLOGIES
   1350 AVENUE OF THE AMERICAS
   NEW YORK, NY 10019

3. TELEPHONE NUMBER: 2122477770

4. CREDIT CARD NUMBER: XXXX XXXX XXXX XXXX
   EXPIRATION DATE: 8/912

5. ORDER MESSAGES LEVEL (DETAILED OR ABBREVIATED): DETAILED

6. PRIMARY VENDOR: UMI
   v1. VENDOR ID: UMI
   v1. VENDOR ACCOUNT NUMBER: NONE

At this point, type "6" (for field six) to change your primary vendor, or type "v4" to add another vendor. When prompted for the Vendor ID, type: edr. Continue typing information for this vendor as you are prompted. Make sure you save these changes at the end, so the change is permanent. Otherwise, EDR will be a vendor for this session only. See Search Sample 4.

Search Sample 4

v4

ENTER VENDOR ID, TYPE CLEAR TO CLEAR VENDOR ID OR PRESS RETURN:
   edr

ENTER ACCOUNT NUMBER OR PRESS RETURN:
   =COM

ENTER HOW TO SHIP (RUSH, FAX, OVERNIGHT, ETC.) OR PRESS RETURN:
   first class

ENTER MAXIMUM PER ORDER COST OR PRESS RETURN:
   vendor fee
v4. VENDOR ID: EDR

v4. VENDOR ACCOUNT NUMBER: NONE

v4. SHIP VIA: first class

v4. MAXIMUM PER ORDER COST: NONE

At this point, type "6" (for field six) to change your primary vendor, or type "v4" to add another vendor. When prompted for the Vendor ID, type: edr. Continue typing information for this vendor as you are prompted. Make sure you save these changes at the end, so the change is permanent. Otherwise, EDR will be a vendor for this session only. See Search Sample 4.

PROFILE HAS BEEN PERMANENTLY SAVED
Please Note: You MUST have either a vendor account number or a credit card number in your user profile to order documents. Call or write to EDRS to establish an account: EDRS, 3900 Wheeler Avenue, Alexandria, VA 22304-5110, 800-227-ERIC or 703-823-0500 (in Virginia).

To order documents from EDR, you can type "...order edr" at any search prompt. You can order documents from a search statement number (option 5) while in the ERIC database. Or you can order documents by direct entry (option 3), keying in all pertinent information from an ED citation while in ERIC or any other database. The following example shows ordering from a search statement number, (option 5 from the menu above).

Search Sample 5
ERIC RIE & CUE 1966-NOV 88
BRS SEARCH MODE—ENTER QUERY
1..._ gifted ad_ taiontwit.
RESULT
514 DOCUMENTS
2.._ 1 and minority.de.
RESULT
9 DOCUMENTS
3.._ 2 and ed.an.
RESULT
5 DOCUMENTS
4.._ .p 3 bibl/1

AN ED246604.
TI The 'Gifted' and 'Talented' Program Study. Division of Public Schools Analysis and Recommendations (and) Report of the 'Gifted* and 'Talented' Program Study.
IS RIEDEC84.
YR 84.
END OF REQUEST
4.._ ..order edr

PRIMARY VENDOR: EDR

As you see, you can order paper copy or microfiche. The Level of Availability (LV) field gives a level number to indicate in which form a document is available. Level I is available in paper copy and microfiche. Level II is available in microfiche only and Level III is not available from EDR.

If you are not ordering from a search statement number but are going to type in the order information yourself (direct order), you need to know the following: the accession number, author, title, inclusive number of pages, and EDR price codes. By including the BIBL, the PR and NT fields in your PRINT statement, you will have all this information. After choosing option 3 for direct entry, the system prompts you for this information.

When you have finished typing in your order information, you are again given the ORDER menu. It is a good idea to choose option 2 (Edit or review the items just entered) to review your order since you cannot cancel an order once it has been sent. Choose 4 to send the order. You receive a return message: Order has been queued. When you are finished ordering, type 6 to exit the order process. You can also choose 6 before you send your order, in which case your order will be automatically canceled. After exiting from ..ORDER, you are returned to search mode.

Price Information
Below is detailed cost information for the ERIC Document Reproduction Service for microfiche and paper copies of documents:

### PAPER COPY/HARD COPY**

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*Because only documents with the prefix ED are available from EDR, you may want to add "AND ed.an" as your final search statement when you expect to order documents.*

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** continued on page 18
**ORDER ERIC DOCUMENTS - from page 1**

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**MICROFICHE***

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*Add $1.00 per document ordered plus shipping charges.
**ADD $1.94 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION
***ADD $0.16 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES).

Remember EDR the next time you need ERIC documents!

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**HELP US HELP YOU!**

Help set the future direction of BRS by letting us know about your organization's plans for online searching. Fill out and return the enclosed questionnaire. If you choose to include your name and daytime phone number, we'll enter your name in a drawing to win three free hours of connect time on the database of your choice.
To: SilverPlatter Subscribers

Subject: Distribution of Release 1.5

With pleasure we are sending you a new version of the SilverPlatter Information Retrieval Software, Release 1.5, with supporting documentation. To use it follow the Setup Procedures in the revised Installation Guide. Note that you must install Release 1.5. Failure to do so will result in problems with database updates in the future.

We are sending one package to each shipping address. If you have multiple subscriptions and require additional copies of the software or documentation, we have included a form and envelope to request them.

Features of Release 1.5

The primary features of Release 1.5 are three: The software supports daisychained drives, facilitates networking, and supports compression of database text.

Daisychained Drives
Daisychaining is the linking of multiple drives to a single workstation, accomplished through a multiple adapter card installation (such as with Philips CD-ROM drives) or a daisychain installation (like Hitachi's). Please refer to the enclosed Daisychaining Hardware Sheet for more information.

Networking
Release 1.5 fully supports MultiPlatter™, SilverPlatter's stand-alone CD-ROM network, and enables SilverPlatter CD-ROMs to run in some Local Area Networks. If you have a network of your own, and intend to install SilverPlatter compact discs on it, Customer Support may be able to help you.

Text Compression
SilverPlatter has now compressed the text for several of its databases. With compression we can store the same amount of data on fewer discs, or, by adding more data to the current disc, avoid splitting files in two. Releases earlier than 1.5 do not work with a database that has been compressed.

Functionally, in a single drive system, Release 1.5 is similar to Release 1.4. In a multiple drive configuration, RESTART and XCHANGE move to a menu of databases rather than a title screen. Refer to the documentation for details on RESTART and XCHANGE. Instructions for updating your copy of Getting Started and the SilverPlatter Installation Guide with the new and replacement pages are enclosed. Information on daisychained systems can be found under the subheadings "Daisychained CD-ROM Drives."

Note to CHEM-BANK Subscribers
SilverPlatter recommends that you not use CHEM-BANK with the key accessory SuperKey® at a multiple drive workstation. SuperKey's specially assigned key combinations will call up SuperKey commands in all other databases. If you choose to search CHEM-BANK at a multiple drive workstation, we recommend that you reboot before and after searching the database.

Note to Floppy-Based System Users
If you are using Microsoft Extensions in a floppy-based system and your database includes a tutorial, your files may not fit on a floppy. Customer Support may be able to help you work out a solution. SilverPlatter continues to recommend a hard disk and 640K of memory for optimal performance.

The release has undergone intensive quality assurance testing at SilverPlatter as well as extensive field testing at several libraries. Should you have any problems during installation or while searching with Release 1.5, please do not hesitate to contact our Customer Support Staff at 1-800-343-0064 or (617) 239-0306.

Thank you.
Equipment requirements for using SilverPlatter Information Retrieval System with IBM PCs or compatibles:

- **A CD-ROM drive:**
  - Hitachi CDR-1502S, CDR-1503S, or CDR-2500 with IFI3, IFI4 or IFI4A controller.
  - Hitachi CDR-1503S with IFI5A controller (used only for IBM PS2 Models 50, 60, 70, 80). MS-DOS CD ROM Extensions is required for use of this drive and controller.
  - Sony CDU100 with CDB200 controller.
  - Philips drive with a CM153, CM154, or CM155 controller.
    (If you plan to exchange discs during your search process, SilverPlatter recommends that you not use the Philips CM121 drive.)
  - DEC RRD50 with CM155 controller or with CM153 controller.
  - Toshiba XM-2000A.
  - Other drives with the use of MS-DOS CD ROM Extensions.

  *Note 1:* Some CD-ROM drives are available from SilverPlatter. Consult the SilverPlatter Catalog for further information.
  *Note 2:* Daisy chaining, a feature in SilverPlatter’s software version 1.5, supports the linking of multiple CD-ROM drives to a single PC. If you plan to use this feature, refer to the multiple-drive systems flyer for details on hardware configurations.

- **An IBM PC, IBM XT, IBM AT, or compatible with**
  - a minimum of 512K in RAM. 640K is recommended for improved performance,
  - a monitor (either color or monochrome),
  - a standard keyboard.

See the table on the reverse side for those computers and CD-ROM drive combinations known to work with SilverPlatter CD-ROM databases and software.

- **MS-DOS CD ROM Extensions (MSCDEX):** Some CD-ROM drives require MSCDEX. SilverPlatter recommends the use of MSCDEX with all drives. Use of MSCDEX may necessitate a hard disk or dual floppy system.

- **A floppy or a hard disk drive:** SilverPlatter software can be loaded on a single 5-1/4” floppy disk or 3-1/2” cartridge, but for improved performance with the SilverPlatter Information Retrieval System, SilverPlatter recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.
  
  Please indicate on your Subscription and License Agreement if you are using the 3-1/2” cart. drive.

- **Any printer with a parallel interface:** a printer is recommended, but is optional.

- **PC DOS (Disk Operating System) or MS DOS Version 2.1 or higher.**

  *Note 1:* Some PC DOS versions work only on their specific hardware.
  *Note 2:* If you plan to use MSCDEX, 3.1 or a higher version of DOS is required. Consult the MSCDEX documentation for complete information.
The computers listed below have been reported to work with SilverPlatter CD-ROM databases and software with the CD-ROM drive(s) and controller cards indicated. There may be other computers that are compatible with SilverPlatter that have not yet been reported. A line (—) indicates that it is unknown whether the computer works with SilverPlatter and the specific CD-ROM drive.

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1 New controller card, not yet reported compatible with other computer models.
2 With MS-DOS CD ROM Extensions only
3 With IF15A controller card only and MS-DOS CD ROM Extensions
4 Calendar Clock must be turned off if an IF13 or IF14 controller is in use.
Requirements for Daisychained (Multiple) CD-ROM Drives
With the SilverPlatter Information System

Before purchasing hardware for a multiple drive (daisychained) CD-ROM workstation, determine the number of drives required and use the information below and on the reverse side to:

1. Determine if the drive type and model number support the number of drives desired.
2. Determine the number of controller cards needed to support your drives.
3. Determine the number of open expansion slots in your computer. One open expansion slot is required for every controller card.
4. Determine whether Microsoft MS-DOS CD-ROM Extensions is required for the drive model selected.

If you are unsure about what drives and controller cards to purchase, consult SilverPlatter Customer Support or your CD-ROM drive manufacturer. Computer, printer, and DOS requirements for the SilverPlatter system can be found on SilverPlatter's Hardware Information Sheet.

CD-ROM Drive Requirements
The following drives and controller cards can be used in a daisychained system. Many drives can operate with more than one controller card model. For ease of installation, SilverPlatter does not recommend mixing CD-ROM drive brands or models within a multiple drive system.

**Hitachi**
The following drives are compatible with the listed controller cards unless indicated. Each controller card supports a maximum of four drives:

**Drives:**
- CDR-1503S (stand-alone)
- CDR-2500 (full-height internal)
- CDR-3500 (half-height internal)

**Controller Cards:** IFI4
- IFI25A-2
- IFI4A
- IFI35A* (for Model CDR-3500)
- IFI5A (for the IBM PS/2 Model 50, 60, 70, and 80 only)

*The IFI35A may not support the maximum number of drives.

**Notes:**
1. Although multiple CDR-1502's can be cabled to a workstation, SilverPlatter does not recommend the CDR-1502 for daisychaining.
2. The IFI4 and IFI25A-2 do not allow an address change, which is necessary if more than one controller card is installed in a computer.
3. Some Hitachi drives and controller cards are available from SilverPlatter. Consult the SilverPlatter Catalog for further information.
4. Most Hitachi configurations can support up to 23 drives attached to a workstation with a hard disk.

**Philips**
The following drives are compatible with the listed controller cards:

**Drives:**
- CM100 (top loading, stand-alone)
- CM121 (stand-alone)
- CM201 (half-height)

**Controller Cards:** CM153 connects one drive
- CM154 connects two drives

**Notes:**
1. The CM155 card supports two drives, but is not recommended for daisychaining.
2. If you plan to physically switch discs during your search process, SilverPlatter recommends that you not use the CM121 or the CM201.
3. A Philips configuration can support up to six drives by installing the maximum number of CM154 cards or a combination of CM154 and CM153 cards.
Other Drive Types

Other drive manufacturers may support multiple drive systems with SilverPlatter search software. SilverPlatter will release hardware information on these drives as the systems are tested.

Hard (Fixed) Disk

For improved performance with the SilverPlatter Information Retrieval System, SilverPlatter strongly recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.

Microsoft Extensions (MSCDEX):

Microsoft MS-DOS CD-ROM Extensions is required for all daisychained systems, except for Philips drives or four or fewer Hitachi drives.

Power

Each drive usually requires a separate electrical outlet.

The recommended daisychaining hardware combinations may be affected by the configuration of your particular workstation and the presence of other non-standard devices such as network controller cards. IBM computers with conflicting controller cards or non-IBM compatibles may or may not support the maximums indicated. SilverPlatter continues to test equipment and will release new information as it becomes available. All information is subject to change.
March 29, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR89

Additions

CE  Adults Learning
PL  Journal of Applied Linguistics
IR  Journal of Research in Computing in Education
SO  Social Studies Texan

Deletions

CE  Adult Education (London)
EA  Educational Management and Administration
HE  College Store Journal
HE  Journal of Architectural Education
HE  Teaching at a Distance
IR  Audiovisual Instruction
IR  AV Communication Review
IR  Journal of Visual/Verbal Languaging
RC  Education
SO  Educational Studies: A Journal in the Foundations of Education
SO  Intercollegiate Review
SO  Journal of Applied Philosophy
SO  National Art Education Association News
SO  Network News Exchange
SO  Social Studies Teacher
SO  Southwestern Journal of Social Education

Name Changes

CE  Studies in Adult Education to Studies in the Education of Adults
HE  Journal of Medical Education to Academic Medicine
IR  Programmed Learning and Educational Technology to Educational and Training Technology International
IR  Educational Communication and Technology (ETCJ) to Educational Technology Research and Development
April 18, 1989

CIJE SOURCE JOURNAL INDEX UPDATE FOR JUN89

Additions

CE Ageing International
CE Studies in Continuing Education
IR Laserdisk Professional
PS Early Child Development and Care
SP Teaching Education
UD Education and Society
UD Psychology of Women Quarterly

Deletions

CE Personnel Journal
PS Day Care and Early Education

Name Changes

CE Journal of the American Association of Teacher Educators in Agriculture to Journal of Agricultural Education
CG Journal of College Placement to Journal of Career Planning and Employment
CG Journal of the National Association of Women Deans, Administrators and Counselors to Initiatives
CG Psychology: A Quarterly Journal of Human Behavior to Psychology: A Journal of Human Behavior
EC Exceptional Child to International Journal of Disability, Development and Education
### CIJE MONTHLY REPORT - APR89

**CLHS** | **TOTAL CLHS RESUMES** | **TOTAL CLHS JOURNALS** | **TOTAL CLHS ONE-SHOT RESUMES** | **ANNUAL CUMULATIVE TOTAL**
--- | --- | --- | --- | ---
CE | 94 | 16 | 22 | 391
CG | 136 | 13 | 20 | 456
CS | 212 | 24 | 0 | 650
EA | 169 | 6 | 1 | 308
EC | 69 | 18 | 31 | 518
FL | 59 | 10 | 4 | 210
HE | 138 | 19 | 0 | 388
IR | 138 | 28 | 1 | 431
JC | 36 | 5 | 0 | 99
PS | 90 | 5 | 0 | 215
RC | 49 | 6 | 0 | 164
SE | 248 | 22 | 39 | 652
SD | 77 | 13 | 1 | 335
SP | 71 | 10 | 0 | 248
TM | 71 | 8 | 7 | 291
UD | 76 | 16 | 0 | 223
**GRAND TOTALS** | 1773 | 221 | 146 | 5502

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### CIJE MONTHLY REPORT - MAY89

**CLHS** | **TOTAL CLHS RESUMES** | **TOTAL CLHS JOURNALS** | **TOTAL CLHS ONE-SHOT RESUMES** | **ANNUAL CUMULATIVE TOTAL**
--- | --- | --- | --- | ---
CE | 240 | 30 | 61 | 631
CG | 174 | 14 | 33 | 630
CS | 225 | 21 | 0 | 678
EA | 123 | 14 | 0 | 431
EC | 243 | 21 | 46 | 761
FL | 97 | 13 | 5 | 307
HE | 76 | 13 | 1 | 464
IR | 122 | 28 | 15 | 553
JC | 24 | 2 | 0 | 123
PS | 100 | 9 | 1 | 313
RC | 62 | 9 | 1 | 226
SE | 108 | 15 | 36 | 845
SD | 168 | 32 | 4 | 523
SP | 108 | 12 | 0 | 356
TM | 70 | 6 | 7 | 274
UD | 47 | 6 | 0 | 270
**GRAND TOTALS** | 2082 | 253 | 208 | 7584
# TABLE OF CONTENTS

## NETWORK NEWS

ACCESS ERIC Announcement

Education-Related Statistical Information---Availability From Within OERI

Westchester County (NY) Offers ERIC Locally Via MPALS System and Plans to Offer ERIC Via Nylinx Gateway Called "Info-Look"

Report From South America (Don Ely)

When We Say Dissemination...[Vertical File Index Announces CE Digests]

Accessing ERIC With Your Microcomputer: Update

Electronic Mail's Delivery Problems

## VENDOR NEWS

### A. ERIC Document Reproduction Service (EDRS)

*Ordering ERIC Documents Through the OCLC Interlibrary Loan (ILL) Subsystem*

*"ERIC After Hours"---Proposed Flyer*

*EDRS Letters to SOC's Announcing 1989 Price Increase and Level 3 List Change*

*800 Standing Order Customers---Longtime Milestone Goal Finally Achieved by EDRS*

*The Top 50 Titles Ordered in Paper Copy from EDRS During 1988*
B. DIALOG Information Services
   • DIALOG OnDISC ERIC: Two Years Old and Still Going Strong!
   8

C. ORBIT Search Service
   • ERIC Database Search Aids
   8

D. SilverPlatter Information Services
   • SilverPlatter Tutorials
   8
   • Changing Hardware Requirements for SilverPlatter CD-ROM Products
   9
   • Macintosh Search Software for SilverPlatter CD-ROM Products
   9
   • Daisychaining (Multiple Drive) Hardware Information
   9
   • Multiplatter Developments
   9

PERSONNEL
   Nancy Preston, New User Services Coordinator at ERIC/IR 9
   Staff Changes (Again) at ERIC/CE! 9
   Gita Bhatia Joins ERIC Facility 10

PUBLICATIONS
   ...We Mean Dissemination 10
ATTACHMENTS

1. ACCESS ERIC—Press Release Announcing Contract Award to Aspen Systems
2. OERI Reference Service for Education-Related Statistical Data—Letter From Sharon Horn to Libraries
3. Westchester County (NY)—ERIC via MPALS System
4. Accessing ERIC With Your Microcomputer: Update (IR Digest)
5. "Electronic Mail's Delivery Problems" (Washington Post Article)
6. A. "Ordering Documents Through the OCLC Interlibrary Loan (ILL) Subsystem" (EDRS Brochure)
   B. OCLC Press Release Announcing Service to Users
7. "ERIC After Hours" (EDRS Flyer)
8. EDRS Letters to Standing Order Customers
   A. Level 3 Card Cessation
   B. Price Increase for 1989
10. DIALOG OnDisc ERIC: Two Years Old and Still Going Strong! (DIALOG Chronolog Article)
11. ERIC Database Search Aids (ORBIT List)
12. SilverPlatter Announcements
   A. Tutorials
   B. Changing Hardware Requirements
   C. MacSPIRS
   D. DaisyChaining
   E. MultiPlatter
13. EDRS Customer Service Reports for May, April, March, February 1989, and December 1988
14. CIJE Source Journal Index Update for August 1989
15. CIJE Monthly Report for June, July, August 1989
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
ACCESS ERIC AWARD ANNOUNCEMENTS

The U.S. Department of Education announced the award of the ACCESS ERIC contract to Aspen Systems in a "Media Update" dated May 17, 1989. (See Attachment 1.)

...Pat Coulter
(CERIC)

EDUCATION-RELATED STATISTICAL INFORMATION AVAILABLE FROM WITHIN OERI

Sharon Horn, the Acting Director, Information Services, issued a letter on April 28, designed to provide libraries and librarians with an address and telephone number within OERI for a reference service specializing in education-related statistical information. A copy of the letter is provided as Attachment 2.

...Kevin Arundel
(CERIC)

WESTCHESTER COUNTY (NY) OFFERS ERIC LOCALLY VIA MPALS SYSTEM AND PLANS TO OFFER ERIC VIA NYNEX GATEWAY CALLED "INFO-LOOK"

Westchester County (NY) has been in the forefront of organizations offering ERIC via MARC-record-based library systems. In recent years, the Facility has generally referred users interested

in ERIC records in MARC format to the Westchester group. The Facility recently received a letter from Westchester which nicely summarized their MPALS development. This letter is shared with the Clearinghouses as Attachment 3.

...Pat Brown
(Facility)

REPORT FROM SOUTH AMERICA

It’s autumn in South America, and the school year is in its fourth month. During a month in Chile, Don Ely visited more than a dozen universities in the course of doing his research on the diffusion and implementation of educational technology in Latin America. All of the librarians he met said they were familiar with ERIC. His confidence in this statement increased when copies of R'E and CIJE were found on the shelves in half of the libraries visited. One library had an assorted collection of ERIC microfiche, and another had a sample ERIC CD-ROM disc from OCLC, but had no way to use it.

In a follow-up visit with the university librarian who invited Ted Brandhorst and Chuck Hoover to conduct a workshop in Chile in 1981, two important discoveries were made:

- there is now a national network of bibliographic information—a union catalog of ten libraries connected online; and
there is an information network on education for Latin America and the Caribbean called REDUC. It is this latter ERIC-like system that should evoke some interest among the professionals in the ERIC system.

REDUC is a bibliographic databank with 27 centers in 19 countries. Over the past 20 years, it has accumulated more than 16,000 documents (mostly in Spanish, but some in English). The 400 word abstracts (with descriptors) are published twice a year in an RIE-like index, and all documents are backed up by microfiche. The process of computerization is underway with more than 6,000 items in storage. The North American representative of REDUC is the Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto, Ontario, Canada M5S 1V6 (BITNET: reduc@utoroise; FAX (416) 926-4725). Contact: Dr. Joe Farrell or Dr. Linda Harasim.

The next progress report will come from Peru.

...Don Ely (IR)

WHEN WE SAY DISSEMINATION...

The February issue of Vertical File Index picked up a couple of CE's Digests; the March issue picked up a few more; the April issue listed 6 of them. Then the deluge! We stopped counting requests at 700. Most Monday mails bring between 75 and 100 requests. We are also getting "second generation" requests--those from the "No-Cost Resources" lists we return with each response packet. If you're looking for an announcement vehicle.... By the way, it's a marvelous way to reach school and public libraries. Probably 75 percent of the requests come from them.

...Judy Wagner (CE)

ACCESSING ERIC WITH YOUR MICROCOMPUTER: UPDATE

This popular IR Digest (EDO-IR-8909) has been revised to reflect the latest information. It is reproduced here for your convenience as Attachment 4.

...Jane Janis (IR)

ELECTRONIC MAIL'S DELIVERY PROBLEMS

The Washington Post recently contained a short article on the state of affairs in the E-Mail business. The article is of interest to those of you who use commercial E-mail systems. It might even make you feel better about ERIC's modest E-mail system. (See Attachment 5.)

...Pat Brown (Facility)
ORDERING ERIC DOCUMENTS THROUGH THE OCLC INTERLIBRARY LOAN (ILL) SUBSYSTEM

EDRS has made arrangements with OCLC so that OCLC users may order ERIC documents directly online through their use of the OCLC Interlibrary Loan (ILL) Subsystem.

The EDRS brochure describing this service is provided in Attachment 6-A. The OCLC Press Release announcing the service to its users is in Attachment 6-B.

...Vic Fortin
EDRS

"ERIC AFTER HOURS"---PROPOSED FLYER

EDRS has prepared a flyer that announces a new online ordering service called "ERIC After Hours." The service permits online ordering during the "off hours" after 5 p.m. and before 8:30 a.m. (Eastern standard time).

A copy of the flyer that contains all the details is provided in Attachment 7.

...Vic Fortin
EDRS

EDRS LETTERS TO SOC'S ANNOUNCING PRICE INCREASE AND LEVEL 3 LIST CHANGE

On March 2, 1989, EDRS sent a letter to all SOC's announcing the cessation of the 4" x 6" card that listed Level 3 accessions in each monthly issue and the availability of a cumulative microfiche containing this information.

On March 6, 1989, EDRS sent a letter to all SOC's announcing the 1989 price increase granted by the U.S. Department of Education.

Copies of both letters are reproduced here as Attachments 8-A and 8-B, respectively.

...Vic Fortin
(EDRS)

800 STANDING ORDER CUSTOMERS---LONGTIME MILESTONE GOAL FINALLY ACHIEVED BY EDRS

EDRS has reached a milestone. We have been striving for three years to reach the "800" number again.

The first "800" number was the ERIC 800 toll-free customer service number, 1-800-227-ERIC. The second "800" number was not as easy to obtain, but our goal for the past three years has been to have 800 ERIC Standing Order Customers (SOC's).

We have finally reached our goal. As of the end of May 1989, we now have 800 total ERIC standing order customers: 765 diazo customers and 38 silver customers.

...Vic Fortin
EDRS
THE TOP 50 TITLES ORDERED IN PAPER COPY FROM EDRS DURING 1988

The ERIC microfiche are very economical and are ordered in relatively large numbers. The reproduced paper copies, on the other hand, are relatively more expensive. Therefore, the titles that generate a large number of orders for paper copies are titles in which users undoubtedly have a high level of interest (i.e. they are "voting" with their wallets).

It is always interesting to study the EDRS "Best Seller" list and the list covering 1988 (Attachment 9) is no exception. e.g. A Parent’s Guide to Special Education ranks first; What Works ranks fifth; Fostering Sex Fairness ranks ninth.

...Vic Fortin
EDRS

VENDOR NEWS
B. DIALOG INFORMATION SERVICES

DIALOG OnDISC ERIC: TWO YEARS OLD AND STILL GOING STRONG!

DIALOG OnDISC NEWS (Vol. 1, Issue 1, Spring 1989, p.2) features an article on the DIALOG OnDISC ERIC product that reports on library staff experiences at the University of Cincinnati and Columbia University. See Attachment 10.)

...Joanna Eustace
Facility

VENDOR NEWS
C. ORBIT SEARCH SERVICE

ERIC DATABASE SEARCH AIDS

The Facility is frequently asked to help database vendors prepare lists of "ERIC Search Aids." The ORBIT version of this list appears as Attachment 11.

...Jim Houston
(Facility)

VENDOR NEWS
D. SILVERPLATTER INFORMATION SERVICES

SILVERPLATTER NEWS OF INTEREST TO ERIC

In recent press releases and flyers, SilverPlatter has announced a wide variety of information relevant to ERIC:

- SilverPlatter Tutorials

With the distribution (this fall) of Release 1.6 of the search software, SP will begin issuing improved tutorials on floppy diskette. The tutorials will be issued concurrent with the addition of the ERIC Thesaurus to the CD. (See Attachment 12.)
Changing Hardware Requirements for CD-ROM Products

Release 1.6 will require 640K of RAM, or a hard disk with 512K RAM. For your longer term planning, subsequent releases of the SP search software will require both 640K RAM and a hard disk. (See Attachment 13.)

Macintosh Search Software for SilverPlatter CD-ROM Products

SP has converted its search software for use on the Apple Macintosh, under the name "MacSpirs." All the databases currently offered by SP are available in this option. (See Attachment 14.)

Daisychaining (Multiple Drive) Hardware Information

Some users may wish to connect (daisychain) several CD-ROM drives to a single workstation. SP has put together detailed "Daisychaining (Multiple Drive) Hardware Information" explaining how to do this. (See Attachment 15.)

Multiplatter Developments

Multiplatter is SilverPlatter's complete stand-alone networking package that enables multiple users to access multiple CD-ROMs at the same time. (See ATTACHMENT 16.)

PERSONNEL

NANCY PRESTON, NEW USER SERVICES COORDINATOR AT ERIC/IR

The IR Clearinghouse is very pleased to announce the appointment of Nancy R. Preston as User Services Coordinator. A recent graduate of the MLS program, School of Information Studies at Syracuse, Nancy has extensive experience in using ERIC in print, online, and CD-ROM formats. Nancy is particularly interested in library management issues and the use of automated systems to increase library user effectiveness. She has experience in both public and community college libraries. Nancy is an avid amateur musician and enjoys the history and literature of Western music.

...Michael Eisenberg (IR)

STAFF CHANGES (AGAIN) AT ERIC/CE!

There have been several changes in staffing at ERIC/CE. Ida Halasz left the Center to become the Deputy Administrator for the National Academy of Corrections. Harry Drier, who has been at the Center for many years, has taken over as the Career Education specialist. While Mark Newton has relinquished his "Assistant Director" title, he remains the Vocational Education specialist.
Sandra Kerka has become the Assistant Director for Database Building and Judy Wagner is now the Assistant Director for Dissemination. They are both ten-year veterans of the Clearinghouse.

...Susan Imel CE

GITA BHATIA JOINS ERIC FACILITY

Gita Bhatia joined the editorial staff of the ERIC Facility in June 1989. We welcome her warmly to the ERIC family.

...Elizabeth Pugh Facility

PUBLICATIONS

...WE MEAN DISSEMINATION!

Apropos of our earlier article in this EAB, we have several new Digests to announce:

- Evaluation Strategies for Vocational Program Redesign (#84)
- Labor Market Information and Career Decision Making (#83)
- Teaching Adults: Is it Different? (#82)
- Communications Technologies in Adult, Career, and Vocational Education (#81)
- Implications of Research on Displaced Workers (#80)

In early June, we will be sending a packet of all of the materials that we have developed this year to each ERIC component. It will include Digests, Resource Lists, our Clearinghouse brochure, and Trends and Issues Alerts.

...Judy Wagner CE

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REMINDER

ERIC Processing Manual Section 3: "Selection" is being highlighted for review by network components during the months of June/July 1989. Please get your comments into the ERIC Facility at your earliest convenience.
ITEM: NEW FEATURE EXPANDS ERIC SYSTEM -- Under a new contract from the U.S. Department of Education, education research and information will become more accessible to parents, educators, scholars, policymakers, and others concerned with education. Nearly $400,000 has been awarded to Aspen Systems Corporation, Rockville, Md., to establish ACCESS ERIC, a new service to help the public become more aware of the ERIC system and other sources of education information.

ACCESS ERIC is the first new component to be added to the Educational Resources and Information System (ERIC) since its creation 22 years ago.

ERIC -- the world’s largest source of education research and information -- now contains more than 650,000 documents and articles on education research and practice. The database is available to the public at more than 3,000 locations worldwide, mostly in libraries at schools, colleges and educational organizations. ERIC also includes 16 clearinghouses that catalog the information by subject such as languages and linguistics, teacher education, urban education, and tests, measurement and evaluation.

Under the contract Aspen Systems will initiate various activities to promote the exchange of information from the ERIC system to the education community and the public. An “800” toll-free number will be established to provide reference and referral assistance to callers. Clients with their own computers will be able to gain direct access to new online information files about ERIC and other sources of education assistance. Publications highlighting new research findings and educational practices will be developed and widely circulated.

The award to Aspen Systems is for the first year of a three-year contract. The company currently operates several similar government information services, including the National Criminal Justice Reference Service and the National AIDS Information Clearinghouse.
Dear Colleague:

Since librarians, particularly reference librarians, are frequently asked to track down elusive items of information, I want to take this opportunity to acquaint you with an information source which you may find quite useful whenever you are asked a question concerning educational research or statistics.

Within the Department of Education, the Office of Educational Research and Improvement operates an Education Information Office whose principal function is to provide educational statistical information and research findings upon request.

The Education Information Office routinely obtains, catalogs and disseminates statistical information, research reports, tabulations, and bulletins produced by various components of the Office of Educational Research and Improvement. The Education Information Office is staffed by researchers and statisticians who keep abreast of important educational developments and have at hand the latest available statistical information, data tables, and reports. Information requests may be made by telephone or letter.

Telephone inquiries may be made by dialing toll free: 1-800-424-1616 for out-of-town callers, or 626-9854 for callers in the metropolitan Washington area.

For mail inquiries the address is:

Education Information Office
Information Services
U.S. Department of Education
555 New Jersey Avenue, N.W.
Suite 300
Washington, D.C. 20208-5641

If you frequently receive inquiries about education you will probably find several of our publications to be quite useful reference tools. I am enclosing three for your examination.
So that we can know your interest in receiving future editions of these annual reports, as well as reports on various other education topics, please complete the enclosed brief questionnaire and return it using the enclosed self-addressed envelope.

I encourage you to make use of our services.

Sincerely,

[Signature]

Sharon K. Horn
Acting Director
Information Services

Enclosure
Below is a list of major annual reports of the Department of Education, and also a list of major topical areas in which we publish reports from time to time. Please check the appropriate boxes to indicate which annual reports (or categories of publications) you would like to regularly receive, at no charge, to help you in serving your clientele.

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<th>Annual Reports</th>
<th>Periodic Reports in Specific Topical Areas</th>
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<td>[ ] Digest of Education Statistics</td>
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[ ] I already receive your publications.

Please enter your name and addresses in the spaces below and return this page in the stamped envelope provided. Thank you.

Name: 

Institution: 

Address: 

EAB 5/6, 1989

14 600
May 15, 1989

Mr. Pat Brown
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, Maryland 20850-3238

Dear Mr. Brown:

I am writing to follow-up on our conversation earlier this week. I would like to update you on what has been happening here in Westchester County with the ERIC database and our information services.

First of all, thank you for the information concerning our use of ERIC. I understand that ERIC is in the public domain with no restrictions on how it is available electronically. I also understand that there will be no problem in our use of the name ERIC in referring to the database.

Our interest in this area is based upon discussions we have been having with our regional telephone company, NYNEX. They are beginning a new information service called "INFO-LOOK". This service is public access gateway to various information providers and similar to new services being offered by other regional telephone companies as a result of recent court decisions. Westchester County is negotiating a contract with NYNEX that will allow us to become an information provider on the service. We would be making available a number of public information databases concerning the County as well as ERIC. One of the nice features of the service is that anyone with a pc can place a local phone call to reach INFO-LOOK and be billed for use of the service on their monthly telephone bill. We believe this service has great possibilities for helping us reach our constituents electronically.

As you know, we have been leasing ERIC for several years. Our interest in ERIC began from our work with Westchester Community College and the implementation of an automated library system called "PALS". Everyone was so impressed with the searching power of the system that we developed extensions to the software to permit us to load and search various types of information. We call our expanded system "MPALS". The availability of ERIC as part of our system was one of our first priorities. We now have the entire database available and make use of mainframe optical storage for all the pre-1984 records. You might be interested in the fact that since MPALS was first a library system, all the information, including ERIC, is stored in MARC record format.
Our MPALS system has been so successful at Westchester Community College that other institutions in the area asked the County if they could make use of the system. During the past year, we have built a consortium of educational institutions that use our system for a union catalog of their library holdings plus access to a number of databases, including ERIC. I have attached a list of those institutions. You will note that several regional school districts are also included. Currently, there are about a dozen local high schools with access. We are currently discussing expanded access with the regional secondary school communications network people and hope to be able to connect our networks in the near future so that any secondary school in our seven county region might have access to our system.

Earlier this year I had a brief discussion with Mr. Brandhorst about our system and our use of ERIC. I have enclosed some information about "MPALS" and a portfolio of some the databases that we currently have available. This includes both public databases as well as those in use internally within our County government. You will see from the portfolio that we consider MPALS to be a generic information retrieval system. Some samples of our ERIC displays are also included.

Our work and expansion of PALS to MPALS has attracted attention. The Unisys Corporation, which markets PALS, is currently negotiating with Westchester County so that they will be able to market MPALS as well. Included in the software package will be the tools to load any of the databases in use here, including ERIC. MPALS has already been transferred to several additional Unisys customers. I believe that you might have already been contacted by the Chicago Public Schools. They are now using MPALS and have indicated their desire to make ERIC available to all their schools. We hope Chicago will be just the beginning.

Thank you for your assistance. I will attempt to keep your office updated with information on the expanded availability of ERIC in our area. If you or Mr. Brandhorst are ever in the New York City vicinity, we would be delighted to have you stop in and see our system.

Sincerely,

Glenn Cordelli
MPALS at Westchester County

MPALS ("Multi-PALS") is the Westchester County generic information retrieval system based upon the PALS library system. The fact that MPALS originated in a library is important because of the combination of sciences - computer science and library science. Data processing professionals in the past have been used to dictating procedures and instructions to a specific group of users. Librarians, on the other hand, must deal with new users (patrons) daily and do not have the luxury of sending them to special training classes on how to use their automated system. It is clear that both professions should share their expertise since our users, our patrons, will be the beneficiaries. Both professions deal with the same product; information.

MPALS provides the basis for an effective and powerful search and retrieval capability. Based upon the use of a flexible, common record format (MARC records) and the ability to convert information to that format ("Marc-up"), it is possible to use the power of MPALS to retrieve varying kinds of information. This includes not only bibliographic or index materials but full text databases. MPALS also provides the basis for additional functionality such as security based upon terminal, user, or individual database records. This makes it possible to provide a complete information system with access to individual databases restricted to the appropriate people. It also provides the basis for enhanced information retrieval features beyond those typically found in traditional library catalog systems. These features include arithmetic functions, soundex name searching, and interfaces to word processing and other data processing applications.

MPALS, however, is not just a system; but a concept. It is the concept of providing a common man-machine interface, or command language, to information. It is also the need to provide a cost-efficient and powerful information retrieval capability from a single terminal regardless if it is on a desk in a corporation or a community college. MPALS represents the direction and dedication of Westchester County to providing this environment.

Prepared by County of Westchester Division of Data Processing
ERIC

Description:
ERIC is the U.S. Department of Education sponsored database consisting of Resources in Education (RIE) and Current Index to Journals in Education (CIJE). It contains research findings, reports, book and journal articles, speeches, and unpublished manuscripts in the education field.

This database is available on several online services such as BRS and DIALOG for various rates from over $25 per hour and up. The information would be available to anyone with a subscription to the service and the proper training. The searching is unlimited and the cost is unlimited. ERIC is also available on CD-ROM from several sources including DIALOG and Silverplatter. The Silverplatter disks containing the current and backfiles to 1966 cost $1200 for the first year ($650 the second year) with quarterly updates. Also required is the acquisition of a CD-ROM reader for between $800 and $1000. This provides unlimited access for a fixed fee but to only one person at a time.

ERIC is available on tape for an annual fee. Unlimited access to the data by any number of organizations is permitted.

Status:
On lease

Updates:
Total of approximately 1 million records for 1966-1983 are stored on optical disc and are accessible in MPALS. Records beginning with 1984 are stored on magnetic disc and updated monthly.

Access:
Public access

Prepared by County of Westchester Division of Data Processing
REMOTE SOURCE DATABASES
LOCALLY STORED

These databases are created remotely by organizations other than Westchester County. They are acquired by the County and loaded into MPALS in the County Data Center.

The databases described in this section are available from public and private organizations. In the past, these information publishers have made their databases available in printed and/or on-line information services. Recently, a number of publishers have begun to develop CD-ROM products to address the problems of the "ticking clock" of on-line services with the retrieval capabilities provided by electronic information retrieval. CD-ROM products, however, are still quite costly and limited to a single user at a time. More and more publishers are willing to lease or license their data to organizations who have the necessary computing resources. This method has the advantage of providing information at a fixed cost for unlimited access.

The databases listed in this section are available to organizations under varying leasing and licensing arrangements. Each database contains a description, the size, and costs for acquiring the data. The costs for most of these databases are presented for a single organization and for a consortium of organizations that might share the costs.
SAMPLE DISPLAYS

ID- ERIC (CLJE) EJ371083
ID- Clearinghouse SE542502
AUTHOR- Lehrer, Ariella
TITLE- A Network Primer: How They're Used...and How They Could Be Used.
JOURNAL- Classroom Computer Learning; v8 n7 p41-42,44-48 Apr 1988
PUBDATE- 88
NOTES- Examined are large curriculum software packages that currently
        dominate school networks. Indicates ways that networks could serve
        schools. Discusses different Integrated Learning Systems (ILS),
        evaluates their use and proposes future uses of these networks.
        (GW)
PUBTYPE- DOC:080 DOC:141 DOC:072
LANG- English
SUBJ- Communications ; *Computer Networks ; Computers ; *Computer Uses in
       Education ; Elementary Secondary Education ; *Information Networks
       ; *Networks ; *Optical Disks ; Science Education ; *Teaching
       Methods
SUBJ- *CD ROM
A Plan for Student Access to Instructional Computing.

A strategy to identify and address computing needs at a large state university is described that may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches, and electronic mail. The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations.

Screen 002 of 002

PSTYP- DOC:143 DOC:150
LANG- English
SUBJT- College Faculty ; *College Students ; *Computer Assisted Instruction ; Computer Graphics ; *Computers ; *Departments ; Higher Education ; Input Output Devices ; *Needs Assessment ; State Universities ; Student Needs ; *Use Studies

SUBJT- *Academic Computing
A Plan for Student Access to Instructional Computing.

An analysis of needs was generated using a strategy to identify and address computing needs at a large state university, which may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including: microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches, and electronic mail. The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations.

Screen 002 of 002

The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations. (SW)
This digest describes how to use your microcomputer as a terminal. It covers:
- Hardware and software requirements;
- Configuring the software; and
- Basic requirements for specific microcomputers

What is needed to make a microcomputer act as a terminal?

Any microcomputer can be used as a terminal when the following requirements are met:
- Software—communications or terminal emulator software
- Hardware
  - communications or serial interface
  - modem to connect with telephone lines
- Telephone lines

Print. This feature allows the screen display to be printed. Some software allows you to print simultaneously, while in other cases it is necessary to save to disk and load the disk's contents to the printer later.

Save. This feature lets you save the screen display on a disk.

Access to Command Mode. It is desirable to be able to turn the printer on and off, change duplex settings, and access other system commands without breaking the connection with the vendor.

Format Display. Material being displayed on the screen will be formatted so that complete words will appear instead of having half the word at the end of one line and the rest of the word at the beginning of the next line.

Default Setting. To access different vendors, it is necessary to configure the software for the vendor. It is very useful to be able to pre-designate the configuration and then refer to that default setting (see Configuring the Software).

Status Indicator. Each software package provides certain options, e.g., printer on or off, write to disk, etc. It is helpful to be able to go to a menu that indicates the status of these options at any stage.

Software—Communications or Terminal Emulator Software

A computer needs certain instructions to make it act as a terminal to communicate with another computer. It is possible to make your microcomputer act as a dumb terminal using only a modem and the communications interface in most situations, but for database searching other features are desirable. The need for these special features depends on individual requirements. For example, unless you have some way of storing a search to disk or to a printer, you won't be able to reference the search later. Software differs for every computer and operating system. It is important that you experiment with the software on a system like your own or have some kind of return policy before purchasing.

Some special features in communications software that should be considered are listed below. These features are desirable for using your microcomputer as a terminal to do database searching. If you have other uses for a terminal (e.g., accessing a large mainframe computer), other features will be needed as well.
Configuration settings vary for each vendor. Documentation from the vendors should include the necessary information, or they can be contacted directly.

- **DIALOG**: 1-800-3-DIALOG
- **BRS**: 1-800-345-4277
- **SDC**: 1-800-421-7229 or 1-800-352-6689 (CA)

Depending on the kind of microcomputer you use as a terminal, which vendor you access, and which telephone network you use—Tymnet, Telenet, or Uninet—certain commands need to be added to the protocol. For example, if you are using a printer during your search, certain commands are necessary to slow down transmission so that no data is lost. The vendors can give you this information.

**Hardware**

In order for data to be sent over a distance via the telephone lines, it is first necessary to convert from parallel transmission (i.e., sending 8 bits of data simultaneously) to serial transmission, which sends each bit one after the other or consecutively. This is accomplished by an EIA (Electronic Industries Association) RS-232C interface, the communications interface. Each computer manufacturer has a different way of referring to this interface (see the list below). It can be called a communications card, an interface module, an RS-232C interface or port, serial interface, or any combination of these. The RS-232C interface can also be combined with the other essential elements in using your computer as a terminal, the modem.

Modem is an acronym for MODulator/DEModulator. Because it would be very expensive and inefficient to run direct lines from individual terminals to the large vendors, telephone lines are used to transmit the signals. To do this, serial transmissions need to be converted (or modulated) from digital to audio signals. At the other end, the audio signals have to be demodulated back into digital serial mode.

The speed at which data is being sent and received has to be the same. This speed needs to be designated in the communications protocol. Most vendors support the range of possible modem speeds from 300 to 9600 baud. Because the user is being charged for the amount of time spent online with the vendor, it is advantageous to use as high a baud rate as possible (1200 up to 9600). Though it is true that the faster the baud rate the more expensive the modem, prices for the faster modems continue to decline.

Lines from the RS-232C interface are connected to the modem, which is then hooked into the telephone line. This is done with either a modular jack or an acoustic coupler. A modular jack is the plug used to connect a regular telephone. If the plugs are compatible, the regular phone can be unplugged and the modem connected. An acoustic coupler is a modem that uses the handset on a telephone to connect with the phone lines. The modem has two cups that hold the receiver (handset) to allow transmission of audio signals. Usually a cable with adapters is needed to make the connection between the RS-232C interface and the modem.

The communications interface and modem can also be combined on a single board that fits into a slot inside the micro and connects directly with the telephone. This is called an internal modem.

Some of the popular microcomputers and the components necessary to access the vendors are listed below.

### Microcomputers and Necessary Hardware / Software

<table>
<thead>
<tr>
<th>Microcomputer</th>
<th>Necessary Hardware/Software</th>
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</table>
| **APPLE II, II PLUS, IIE** | Telephone modem (Hayes Micromodem II suggested)  
Communications card (Serial or Superserial)  
Software available with Hayes modems |
| **APPLE IIe** | Apple Personal Modem or Hayes External Modem  
Built-in RS-232 port  
Apple Access |
| **MACINTOSH** | Apple Personal Modem or Hayes External Modem  
Built-in RS-232 port  
For Macintosh-MacTerminal software |
| **COMPAQ** | RS-232 interface  
Hayes or Hayes compatible modem  
Public domain software or software available with modem |
| **IBM PERSONAL COMPUTER** | Modem—Hayes Smartmodem, IBM Hayes compatible modem, or Racal Wade  
RS-232 interface (serial port built in on most models)  
Public domain software, e.g., PC TALK, ProComm  
Software available with modem |
| **LEADING EDGE** | Built-in RS-232 interface  
Hayes or Hayes compatible modem  
Public domain software or software available with modem |
| **TEXAS INSTRUMENTS 99/4, 99/4A** | Modem  
RS-232 interface  
Terminal EMULATOR II software cartridge |
| **TRS-80** | Modem  
RS-232 interface board  
RS Term software  
Most CP/M-based microcomputers  
Modem  
RS-232 port  
Communications software |

This digest was prepared by Jane Klausmeier Janis, Operations Manager of the ERIC Clearinghouse on Information Resources. December 1988.
Electronic Mail's Delivery Problems

Firms Give Stamp of Approval, But Seek Integrated Systems

By John Burgess
Washington Post Staff Writer

The Quaker Oats Co. isn't quite sure how many electronic mail systems it has. Perhaps as many as two dozen are scattered around the $5 billion company's offices and facilities, most of them small networks that allow people in one division to communicate electronically with each other, but not necessarily with fellow workers down the hall.

Electronic mail, also known as "E-mail," made its first appearance at the food and toy company in 1986 and has since proliferated fast. In general, that has not been due to any grand scheme devised by headquarters. Rather, the company prefers that local departments adopt it on their own as they see the need, and more and more do.

Quaker Oats' experience sums up pretty well what is happening in U.S. companies in general concerning electronic mail, which sends messages electronically from computer to computer. It is growing fast and becoming a standard business tool, especially in large institutions. But there is no master plan. Rather than one big network that everyone can use, it has developed as a lot of small, closed systems.

As happened with personal computers a decade ago, U.S. companies have spent heavily on this technology and now are frustrated that network "A" doesn't connect with network "B." A push for standards is on, and the electronic mail industry is responding, starting to tie incompatible networks together.

To use electronic mail, a person signs on to a computer and types in a message. Tagged with an electronic address, the message is then sent across wires to a "mailbox," a point in a computer's circuitry where it is stored to await the perusal of the person to whom the message was sent.

North America now has about 6 million mailboxes in operation, according to the Washington-based Electronic Mail Association. About 70 percent are on networks that tie together the offices of individual companies. The rest are on "public systems," such as Western Union's EasyLink, which allow people to communicate with anyone else with a mailbox in that system.

Revenues in the electronic mail marketplace rose about 28 percent in 1988 to $574 million, according to International Resource Development Inc., a New Canaan, Conn., research firm that follows the electronic mail industry.

The proliferation of electronic mail has moved many U.S. companies away from such traditional means of communications as mail, phone and telex. Increasingly, employees use electronic mail to trans-
Companies Try to Work Out Bugs in Electronic Mail Systems

MAIL, From F1

fer reports, sales information, graphics and charts, not to mention personal messages between workers.

Cost is a driving force: Electronic mail within a company's own computer network may cost next to nothing, and on international services its rates run half or less those of telex. The Shell Oil Co., for instance, uses about 23,000 boxes on two networks in the United States and figures that it is saving about $100 per month per box.

"Both of these systems are very good investments for Shell," said Norman Altstedter, a company spokesman.

More and more, electronic mail is being integrated into other forms of office information technology, like personal computers and facsimile machines. Many electronic mail systems now have software that allow messages to cross over to the facsimile medium. Banks have begun using E-mail to send letters of credit; auto dealers to order parts.

The goal, said Kenneth Murphy, messaging product manager at GE Information Services Co. of Rockville, is to revolutionize "the ability of business to get business done."

The growth in electronic mail means a boon for Washington area's information economy because many of the mail industry's major players have their headquarters here: Teletel Communications Corp., Dialcom Inc., MCI Communications Corp., GE Information Services, The Source, and Quantum Computer Services Inc.

The explosion of the fax market could put a drag on electronic mail's growth. But analysts generally expect further growth because more businesses are viewing it as a significant tool for competition. Prices are dropping and telephone companies have received permission to market E-mail to homes and small businesses.

By tradition, the companies that operate public electronic mail networks have used incompatible technical standards, making it impossible, for instance, for a user of MCI's network to talk to one on GE's. Today, corporate users, as they find electronic mail more and more important internally, are lobbying for change, so that they can connect to other firms.

Last December, the Aerospace Industries Association, whose member companies have come to use electronic mail heavily to coordinate contracts and research, met with electronic mail company representatives at GE Information Services' offices, to voice their interest in interconnection.

That gathering has led to important new work on an interconnection standard known as X.400, which the industry worldwide agreed on in basic form in 1984. This spring, electronic mail providers have been patching together test links between nine of the aerospace companies, using X.400. It is a tedious process—in an extreme case, getting a message from one aerospace company to another means traveling through the circuits of seven different national electronic mail networks.

The federal government, meanwhile, has provided another push toward adoption of the standard. Under its planned FTS-2000 telecommunications network, the systems of its electronic mail contractors—AT&T, Dialcom and Telenet—must be as one and the same, linking federal offices nationwide.

On April 1, another milestone was passed when Dialcom and AT&T became the first to connect their public networks using X.400. The standard is also being used to tie together incompatible systems within single companies and to link American electronic mail into networks abroad. No one expects integration to take place in the wink of an eye, however.

Outside the industry, analysts see electronic mail companies still wanting to hang onto their proprietary standards. Inside it, executives point out that closed systems have tended to develop in part because people want to communicate mainly with a select group of people.

John Morris, president of Dialcom, compares today's situation to hundreds of islands, on which people can talk together on the same island but are cut off from those across the water. "The question is how many of those islands really want to talk to each other at this stage," he said.
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<td>44</td>
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<td>138</td>
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<td>65</td>
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<td>63</td>
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<tr>
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<td>CE019607</td>
<td>31</td>
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<td>52</td>
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<td>CS007067</td>
<td>32</td>
<td>THE ROLE OF METACOGNITION IN READING TO LEARN: A DEVELOPMENTAL PERSPECTIVE.</td>
<td>41</td>
</tr>
<tr>
<td>195165</td>
<td>FL011989</td>
<td>58</td>
<td>TEACHING A SECOND LANGUAGE: A GUIDE FOR THE STUDENT TEACHER. LANGUAGE IN EDUCATION</td>
<td>41</td>
</tr>
<tr>
<td>226006</td>
<td>SP022181</td>
<td>72</td>
<td>A NATION AT RISK: THE IMPERATIVE FOR EDUCATIONAL REFORM. AN OPEN LETTER TO THE A</td>
<td>32</td>
</tr>
<tr>
<td>261394</td>
<td>CS209282</td>
<td>177</td>
<td>THE TEACHER-RESEARCHER: HOW TO STUDY WRITING IN THE CLASSROOM.</td>
<td>32</td>
</tr>
<tr>
<td>259211</td>
<td>CE041753</td>
<td>3</td>
<td>ADULT DEVELOPMENT: IMPLICATIONS FOR ADULT EDUCATION. OVERVIEW. ERIC DIGEST NO. 4</td>
<td>31</td>
</tr>
<tr>
<td>211536</td>
<td>SP019433</td>
<td>293</td>
<td>RUPS: RESEARCH UTILIZING PROBLEM SOLVING. CLASSROOM VERSION. LEADER'S MANUAL.</td>
<td>31</td>
</tr>
<tr>
<td>275402</td>
<td>PS016083</td>
<td>81</td>
<td>PROFESSIONALISM, CHILD DEVELOPMENT, AND DISSEMINATION: THREE PAPERS.</td>
<td>31</td>
</tr>
<tr>
<td>86517</td>
<td>SE017117</td>
<td>70</td>
<td>EVALUATION IN THE MATHEMATICS CLASSROOM: FROM WHAT AND WHY TO HOW AND WHERE.</td>
<td>28</td>
</tr>
<tr>
<td>211097</td>
<td>IR009925</td>
<td>64</td>
<td>SURVEY OF INSTRUCTIONAL DEVELOPMENT MODELS. WITH AN ANNOTATED ERIC BIBLIOGRAPHY</td>
<td>28</td>
</tr>
<tr>
<td>ED#</td>
<td>CH#</td>
<td>PAGES</td>
<td>TITLE</td>
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<tr>
<td>201263</td>
<td>HE013741</td>
<td>85</td>
<td>POLITICS OF HIGHER EDUCATION. AAHE-ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 7, 120032</td>
<td>27</td>
</tr>
<tr>
<td>120032</td>
<td>S0008818</td>
<td>69</td>
<td>UNDERSTANDING YOU AND THEM: TIPS FOR TEACHING ABOUT ETHNICITY. 253047</td>
<td>25</td>
</tr>
<tr>
<td>253047</td>
<td>FL014019</td>
<td>25</td>
<td>RONALD MCDONALD DIT: &quot;TOUT LE MONDE CONNAIT: 'DEUXSTEAKSHACHESASSAESPECIALESALAD 279056</td>
<td>25</td>
</tr>
<tr>
<td>279056</td>
<td>EA018918</td>
<td>64</td>
<td>HOW TO RECRUIT, SELECT, INDUCT, &amp; RETAIN THE VERY BEST TEACHERS: SCHOOL MANAGEMENT 12448</td>
<td>24</td>
</tr>
<tr>
<td>12448</td>
<td>AL000458</td>
<td>392</td>
<td>VIETNAMESE BASIC COURSE. VOLUME ONE, GUIDE TO PRONUNCIATION AND LESSONS 1-10. 271806</td>
<td>24</td>
</tr>
<tr>
<td>271806</td>
<td>EA018231</td>
<td>43</td>
<td>THE HIGH SCHOOL DEPARTMENT HEAD: POWERFUL OR POWERLESS IN GUIDING CHANGE? 129068</td>
<td>23</td>
</tr>
<tr>
<td>129068</td>
<td>FL007958</td>
<td>48</td>
<td>ENGLISH LESSONS FOR REFUGEE ADULTS - A GUIDE FOR VOLUNTEERS, TUTORS AND TEACHERS 215580</td>
<td>23</td>
</tr>
<tr>
<td>215580</td>
<td>FL012883</td>
<td>31</td>
<td>ESL IN THE WORKPLACE: ENGLISH FOR SPECIFIC PURPOSES IN THE WORK SETTING. ADULT E 274996</td>
<td>23</td>
</tr>
<tr>
<td>274996</td>
<td>CS210117</td>
<td>102</td>
<td>LANGUAGE DIVERSITY AND WRITING INSTRUCTION. 191382</td>
<td>22</td>
</tr>
<tr>
<td>191382</td>
<td>HE013053</td>
<td>67</td>
<td>ADULT DEVELOPMENT: IMPLICATIONS FOR HIGHER EDUCATION. AAHE-ERIC/HIGHER EDUCATION 246833</td>
<td>22</td>
</tr>
<tr>
<td>246833</td>
<td>HE017750</td>
<td>127</td>
<td>INVOLVEMENT IN LEARNING: REALIZING THE POTENTIAL OF AMERICAN HIGHER EDUCATION. F 125303</td>
<td>22</td>
</tr>
<tr>
<td>125303</td>
<td>FL007891</td>
<td>12</td>
<td>TEACHING ENGLISH TO ADULT REFUGEES. ADULT EDUCATION SERIES, NO. 1, INDOCHINESE R 209961</td>
<td>21</td>
</tr>
<tr>
<td>209961</td>
<td>FL012689</td>
<td>144</td>
<td>TEACHING WRITING IN THE FOREIGN LANGUAGE CURRICULUM. LANGUAGE IN EDUCATION; THEO 221222</td>
<td>20</td>
</tr>
<tr>
<td>221222</td>
<td>IR050000</td>
<td>54</td>
<td>THE AMERICAN PUBLIC LIBRARY. RESEARCH REPORT. 242182</td>
<td>19</td>
</tr>
<tr>
<td>242182</td>
<td>EC162153</td>
<td>155</td>
<td>AWARENESS AND INSERVICE MANUAL. AIM. 260303</td>
<td>18</td>
</tr>
<tr>
<td>260303</td>
<td>CE042377</td>
<td>55</td>
<td>ADULT LITERACY VOLUNTEERS: ISSUES AND IDEAS. INFORMATION SERIES NO. 301. 260321</td>
<td>18</td>
</tr>
<tr>
<td>260321</td>
<td>CD018414</td>
<td>72</td>
<td>DROPOUT PREVENTION. 208680</td>
<td>18</td>
</tr>
<tr>
<td>208680</td>
<td>FL012398</td>
<td>110</td>
<td>INDOCHINESE STUDENTS IN U.S. SCHOOLS: A GUIDE FOR ADMINISTRATORS. LANGUAGE IN ED 262206</td>
<td>18</td>
</tr>
<tr>
<td>262206</td>
<td>CE042604</td>
<td>24</td>
<td>LITERACY TASK ANALYSIS: DEFINING AND MEASURING OCCUPATIONAL LITERACY DEMANDS. 174335</td>
<td>18</td>
</tr>
<tr>
<td>174335</td>
<td>PS010741</td>
<td>80</td>
<td>DAY CARE PERSONNEL MANAGEMENT. 242185</td>
<td>18</td>
</tr>
<tr>
<td>242185</td>
<td>EC162156</td>
<td>112</td>
<td>PROJECT REACH ADMINISTRATOR'S MANUAL. PRAM. 244301</td>
<td>18</td>
</tr>
<tr>
<td>244301</td>
<td>CS208360</td>
<td>11</td>
<td>LITERATURE, STORYTELLING AND CREATIVE DRAMA.</td>
<td></td>
</tr>
<tr>
<td>ED#</td>
<td>CH#</td>
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</tr>
<tr>
<td>259392</td>
<td>CS209165</td>
<td>87</td>
<td>LITERATURE FOR CHILDREN.</td>
<td>17</td>
</tr>
<tr>
<td>13452</td>
<td>AL000674</td>
<td>647</td>
<td>SERBO-CROATIAN BASIC COURSE, VOLUME I, UNITS 1-25.</td>
<td>17</td>
</tr>
<tr>
<td>272884</td>
<td>CS209966</td>
<td>101</td>
<td>COMPOSITION IN THE ENGLISH LANGUAGE ARTS CURRICULUM K-12.</td>
<td>17</td>
</tr>
<tr>
<td>273517</td>
<td>SG017372</td>
<td>20</td>
<td>WRITING STRATEGIES FOR ADVANCED PLACEMENT EUROPEAN HISTORY.</td>
<td>17</td>
</tr>
<tr>
<td>228817</td>
<td>EC151675</td>
<td>21</td>
<td>EDUCATING THE GIFTED, TALENTED AND CREATIVE.</td>
<td>16</td>
</tr>
<tr>
<td>10492</td>
<td></td>
<td>422</td>
<td>HAUSA, BASIC COURSE.</td>
<td>16</td>
</tr>
<tr>
<td>187500</td>
<td>RC012055</td>
<td>50</td>
<td>LEGAL LIABILITY--ADVENTURE ACTIVITIES.</td>
<td>16</td>
</tr>
<tr>
<td>245181</td>
<td>CG017658</td>
<td>94</td>
<td>NEW PERSPECTIVES ON COUNSELING ADULT LEARNERS.</td>
<td>16</td>
</tr>
<tr>
<td>247032</td>
<td>PS014563</td>
<td>71</td>
<td>PARENT INVOLVEMENT: A REVIEW OF RESEARCH AND PRINCIPLES OF SUCCESSFUL PRACTICE.</td>
<td>16</td>
</tr>
<tr>
<td>224584</td>
<td>PS013253</td>
<td>16</td>
<td>MEASURING CREATIVITY IN PRESCHOOL CHILDREN.</td>
<td>16</td>
</tr>
</tbody>
</table>
DIALOG OnDisc™ ERIC: Two Years Old and Still Going Strong!

DIALOG OnDisc™ ERIC, introduced in February 1987, the first in the DIALOG CDROM family, continues to be a high-demand product, primarily used by academic libraries, school districts, and educational research organizations.

Enhancements made in early 1988 which included compression of the database onto two discs from the original three, an additional year of coverage on the current disc, and new menu and search options have contributed to DIALOG OnDisc ERIC’s continued popularity as an educational research tool.

Recently, some DIALOG OnDisc ERIC users were contacted to find out how they currently use DIALOG OnDisc ERIC and their opinions of the product. Summaries of their comments follow:

Randall Roberts, Online Services Coordinator, Walter C. Langsam Library, University of Cincinnati:

Ninety percent of the usage of the library’s copy of DIALOG OnDisc ERIC is end user, primarily students and faculty of the university’s school of education, and 10% library staff. End users mainly use the Easy Menu search mode. Before purchasing DIALOG OnDisc ERIC, the library staff evaluated it as well as the ERIC products produced by other vendors. The library staff particularly liked the DIALOG product because of its two search modes and the attractive, well-designed menu screens. This latter feature was especially important to Roberts as he has done some systems design work and appreciated the quality of the menu design in the DIALOG product.

Plans for future use of DIALOG OnDisc ERIC at Langsam Library? Local area networking in approximately two years.

Allen Forresta, Head, Reference Services Department, Milbank Memorial Library, Teachers College, Columbia University:

Milbank Library was a beta test site for DIALOG OnDisc ERIC in June 1986. The staff decided to “go with DIALOG,” after comparing it with another vendor’s version, following the beta test because of the “structure of the program” — design, help screens, Easy Menu — and the fact that Dialog made changes to the beta version for the release version based on beta testers’ feedback.

Currently at Milbank Memorial Library, DIALOG OnDisc ERIC is installed as a public access workstation to meet the research needs of the College’s approximately 4,000 graduate students. While most of the students are able to follow the Easy Menu screens to do their searching independently, the library staff does offer one hour weekly tutorials as a service.

DIALOG OnDisc ERIC is used nearly 100% of the time it is available during the 72 hours per week that the library is open. One hundred thirty four half-hours sessions are reserved for student use. The remaining time is used by the library staff for ready reference purposes.

"ERIC as a resource has been exploited to a great degree," according to Forresta. He sees the one-half hour per session time limit as a limiting factor and eventually would like to add one or two more workstations.
June 1, 1989

Mr. Ted Brandhorst  
ERIC Processing and Reference Facility  
2440 Research Blvd.  
Suite 550  
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for your recent contribution to ORBIT's Database Search Aids List. A complimentary copy is enclosed for your files. We believe this publication will result in greater awareness of the search aids available to ORBIT users, thereby increasing usage of ERIC on ORBIT.

If you have any corrections or additions for the next update, please fax or mail them to:

ORBIT Search Service  
Attention: Kim Briggs  
8000 Westpark Drive  
McLean, VA 22102  
Telephone: (703) 442-0900  
Fax: (703) 893-4632

Thank you again for your participation in developing ORBIT's newest user aid.

Sincerely,

Kim Briggs  
Manager  
Marketing Communications

Enclosure
ERIC Database Search Aids

The ERIC database, produced by the ERIC Processing and Reference Facility, is comprised of report and journal literature in educationally relevant areas. Topic highlights include: career education; adult, vocational and technical education; counseling and personnel services; reading and communication skills; education management; handicapped and gifted children; and information resources. The following is a list of the search aids available with price and distribution information.

Accessing ERIC with Your Microcomputer - ERIC Digest by Jane A. Klausmeier. April 1986. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244. Free. Describes software, hardware, and telephone line components necessary to access online vendors. (Also available as ED-270 100 from the ERIC Document Reproduction Service.)

Current Index to Journals in Education (CIJE). Monthly; semiannual cumulations. The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. Monthly subscription: $207.00 (North America), $250.00 (elsewhere). Semiannual cumulations: $198.00 (North America), $225.00 (elsewhere). Monthly subscription with semiannual cumulations: $386.00 (North America), $465.00 (elsewhere). (Oryx Press offers several other ERIC products and tools; call for details.)

Directory of ERIC Information Service Providers. June 1986. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. Includes organizations that provide computerized searches of the ERIC database, that have sizable collections of ERIC microfiche, and that subscribe to and collect the various ERIC publications. Many of these organizations are open to the general public.

ERIC Identifier Authority List. June 1987. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Alphabetical Display ($30.00, U.S./$40.00, non-U.S.)-alphabetical list of the approximately 41,000 preferred identifier forms and the postings of each term. Category Display ($25.00, U.S./$35.00, non-U.S.)-companion volume to the main display, listing identifiers alphabetically within 20 broad categories.

ERIC Processing Manual. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. The ERIC Processing Manual is a guide to the ERIC system; it provides instructions on using the ERIC system and a sample RIE record. It also contains information on the ERIC system's network components and the audiences covered and that subscribe to and collect the various ERIC publications. Many of these organizations are open to the general public.

ERIC Ready References (Numbers 1-12). ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. Ready references sheets to be posted near computer terminals used for searching ERIC. No. 1 provides a year-by-year list of ERIC accession numbers for Resources in Education (RIE) and the Current Index to Journals in Education (CIJE). No. 2 provides a complete display of ERIC Publication Types and their codes. No. 3 displays a sample RIE record. No. 4 gives instructions on using the Thesaurus of ERIC Descriptors. No. 5 lists ERIC price codes. No. 6 gives a listing of ERIC Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover. No. 7 is the "ERIC Fact Sheet," which lists some basic statistics pertaining to the ERIC system. No. 8 highlights ERIC's Target Audience data element, listing the audiences covered and describing how to access them online. No. 9 describes how to access and search the full-text ERIC Digests Online (EDO) database (not presently available). No. 10A is a complete list of all ERIC Digests to date arranged by ERIC Clearinghouse. No. 10B is the same list arranged alphabetically by title. No. 11 provides useful statistics and access information for the ERIC Microfiche Collection. No. 12 is the ERIC Telephone Directory, which lists telephone numbers of network components and database vendors under the function(s) (producer service) they provide.

ERIC/RIE Title Index. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. 1966-76 cumulation: out-of-print. 1977-83 cumulation: $50.00 (U.S.) and $50.00 (non-U.S.); limited quantity available. 1984-88 cumulation: $60.00 (U.S.) and $70.00 (non-U.S.). 1969 quarterly supplements: $30.00 (U.S.) and $40.00 (non-U.S.). 1984-88 cumulation with 1989 quarterly supplements: $76.00 (U.S.) and $91.00 (non-U.S.)


Institutional Source Directory. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Alphabetical list of organizational and institutional names by which
document citations in ERIC have been indexed in the Institution and Sponsoring Agency fields, together with the corresponding alphanumeric source codes that accompany the names. Complete Edition: March 1987 (latest), $30.00 (U.S.) and $40.00 (non-U.S.); a cumulative archival edition containing all names/codes established from 1966 to March 1987. Truncated Edition: current, annual, $25.00 (U.S.) and $35.00 (non-U.S.); covers names/codes established or used for indexing during the immediately preceding 5-year period.


RIE Annual Cumulations. The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. $287.00 (North America) and $327.00 (elsewhere). Hardback. Each in three volumes, two of cumulated main entries (abstracts) and one of cumulated indexes.

Submitting Documents to ERIC. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. Brochure describing the ERIC system, the advantages of having documents in the ERIC database, the selection criteria employed by ERIC, and the addresses of the ERIC components to whom documents may be submitted.

Thesaurus of ERIC Descriptors. 11th edition, 1987. The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. $65.00 (North America) and $78.00 (elsewhere). Hardback. A list of 9,459 vocabulary terms, of which 5,296 are main-entry Descriptors and 4,163 are non-indexable Use references and "dead" terms. New terms not appearing in previous editions include 224 Descriptors and 190 Use references. (Oryx Press offers several other ERIC products and tools; call for details).
June 1989

Dear SilverPlatter Subscriber:

SilverPlatter has redesigned its CD-ROM based tutorials to accommodate new software features and the changing needs of our subscribers. With the distribution of Release 1.6 this fall, SilverPlatter will begin distributing tutorials on floppy diskette.

The decision to place the tutorials on floppy diskette is based on subscriber feedback about the heavy use of SilverPlatter workstations. Floppy-based tutorials can be used at any available PC workstation, thereby freeing time at SilverPlatter workstations. With the SilverPlatter tutorials on floppy diskettes, new users can sit down at any personal computer to get acquainted with SilverPlatter's databases and software. Subscribers can copy the tutorials so they can be used at more than one PC.

The new tutorials are essentially the same as the current CD-ROM based tutorials. They simulate interaction with the compact disc and show software screen displays, prompts, and messages. With the new format, we can take advantage of visual tools and layouts that are currently not part of the SilverPlatter Information Retrieval System repertoire, which will enable us to produce improved tutorials in the future.

If you prefer, you can use the tutorials at the SilverPlatter workstation. However, users will not be able to access tutorials from within the SilverPlatter software. To help with the transition to the new medium, the current CD-ROM based tutorials will be maintained, but not updated, until Winter 1990.

If you are a subscriber to Medline on SilverPlatter, ERIC, PsycLIT, sociofile, or POPLINE, you can expect to receive your new tutorial concurrent with the addition of a thesaurus to the compact disc. Due to the popularity of the tutorials, we will continue to add them to new and existing databases. We look forward to making the transition to floppy-based tutorials as smooth as possible for all our subscribers. If you have any questions, please do not hesitate to call our customer support lines at 1-800-343-0064 (United States), 617-239-0306 (Massachusetts), 0-800-282-133 (United Kingdom), or 01-995-8242 (Europe).

Very Sincerely,

SilverPlatter Product Development

SilverPlatter Information, Inc.
Important Notice to SilverPlatter Subscribers about Changing Hardware Requirements for SilverPlatter CD-ROM Products

Three Years Ago

As one of the first companies to introduce CD-ROM products to the library market, in 1986 SilverPlatter responded to the existing hardware environment found in many, if not most, organizations. In 1986 the typical personal computer configuration consisted of:

- 256K memory
- 1 or 2 floppy disk drives
- almost no color monitors
- very few hard drives

To enable libraries and others to take advantage of CD-ROM with their existing computer hardware, SilverPlatter designed its original search and retrieval software to function within the constraints of 256K memory, and did not require a hard disk. SilverPlatter is one of the few CD-ROM vendors which has never required a hard disk.

Today

In the three years since 1986 SilverPlatter has increased the memory requirement from 256K to 512K. This increase provided performance improvements and enabled our subscribers to take advantage of software enhancements.

With every software release we have challenged our Technical Development staff to keep the system requirements within these limits of minimal hardware configuration.

Since 1986 the cost of computer hardware has dropped and the typical personal computer now comes with 640K memory and a hard disk.

Tomorrow

Neither software nor hardware remains static for long. With DOS upgrades, MS-DOS CD ROM Extensions, and continued enhancements to SPIRS, the SilverPlatter Information Retrieval System, we must be able to take advantage of the more powerful PC environment of today.

For some time now we have been strongly recommending 640K memory for improved performance.

As of Fall 1989, when we ship *Release 1.6, our software will require 640K RAM, or a hard disk with 512K RAM.

For those subscribers to whom this means a hardware upgrade, we are informing you now so you have enough time to acquire it. We apologize for any difficulties this poses, but at the same time, we would appreciate your understanding that we have worked within the original constraints as long as practical.

For longer term planning: In order to continue to provide software enhancements and new products, we anticipate that SPIRS will require both 640K RAM and a hard disk for our next release.

*Upcoming Release 1.6

During the May and June conferences SilverPlatter will be demonstrating a prototype of our implementation of the MeSH thesaurus. After quality assurance and field testing subscribers will receive this release in the fall. During the subsequent months we will add thesauri to the following SilverPlatter titles: PsycLIT, ERIC, NURSING & ALLIED HEALTH (CINAHL)-CD sociofile, SPORT Discus, POPLINE, and others.

SilverPlatter Information, Inc.
Macintosh® Search Software for SilverPlatter® CD-ROM Databases

Macintosh users now have access to a wealth of information on compact disc from one of the world's leading CD-ROM publishers. MacSPIRS, SilverPlatter's search and retrieval software for the Apple Macintosh, combines the friendly, easy-to-use Macintosh interface with SilverPlatter's rapid and powerful CD-ROM search software. With MacSPIRS, your library, university, office, or school can access more than two dozen reference and general CD-ROM databases in the SilverPlatter family.

If you are already a SilverPlatter subscriber, MacSPIRS opens your database collection to a new audience. MacSPIRS employs the familiar Macintosh interface, which has gained a worldwide reputation for friendliness and ease of use. With MacSPIRS' search features such as full database indexing, Boolean operator searching, truncation, and lateral searching, searchers of any level of expertise can easily retrieve relevant data.

SilverPlatter Databases
SilverPlatter databases cover many areas of interest and research, including Medicine, Health & Safety, Education, Social Sciences, Agriculture, and Business & Technology. Each compact disc can contain the equivalent of about 250,000 pages of bibliographic, abstracted, or full text information, and many databases comprise several discs.

CD-ROM for the Macintosh World
MacSPIRS will appeal to libraries that depend on CD-ROM to decrease online searching costs and shelf space requirements, as well as to traditional Macintosh markets:

- Doctors' offices and medical organizations (Medline, Cancer-CD databases)
- High school libraries, where students are choosing colleges and embarking upon research projects (Peterson's College Database, ERIC, PsycLIT, A-V Online)
- Academic departments and offices, where scholars will welcome convenient access to prestigious databases (Cross-Cultural CD, MathSci Disc®)
- The growing body of institutional and corporate organizations that are committed to the Macintosh family and need rapid, in-house information access.
About the Software
With MacSPIRS, you can:

- view a list of every search term within the database Index
- select a word or phrase from within the Index or retrieved record and have the system automatically carry out a search for that word or phrase
- combine concepts using Boolean operators (AND, OR, NOT)
- relate search terms using proximity operators (NEAR, WITH)
- broaden searches using truncation to obtain all words sharing a common root
- perform precise field-specific searches and conduct range searching within limit fields
- selectively display the retrieved records, using the Show Records command
- selectively Print and download to hard disk or diskette retrieved records
- easily exchange one disc for another without leaving MacSPIRS
- **Future features:** Thesaurus with MeSH explosions, Macintosh network support, CD-ROM drive daisychaining capability

Context-Sensitive Online Help
Using MacSPIRS’ online Help system, even the novice user can conduct an effective search without training or instruction from library or office staff. On-screen buttons prompt the user to the next search step. Pull-down menu Help, with a comprehensive range of topics, is supplemented by context sensitive Help windows that provide quick access to information about the search process. In addition, online Guides offer information about the database being searched, as well as field descriptions and terminology.

Hardware Requirements and Options
MacSPIRS works with the Macintosh Plus, the Macintosh SE series, and the Macintosh II series, and requires two 800K floppy drives, one megabyte of memory, and Macintosh System 6.0.2 or higher. A hard disk and two megabytes of memory are recommended for increased performance. SilverPlatter recommends the AppleCD SC CD-ROM drive and the ImageWriter and LaserWriter series of printers, and may recommend other CD-ROM drives as testing continues. MacSPIRS has color capability for color monitors, and can be integrated into your database, word processing, and spreadsheet packages under Apple’s multi-tasking program MultiFinder.

The MacSPIRS package includes comprehensive written documentation and customer telephone support. If you are a current subscriber to any SilverPlatter database, you can receive MacSPIRS by calling SilverPlatter**.

For more information about MacSPIRS and a complete list of SilverPlatter databases, contact:
SilverPlatter Information, Inc. SilverPlatter Information, Ltd.
37 Walnut Street 10 Barley Mow Passage
Wellesley Hills, MA 02181 Chiswick, London W4 4PH England
Phone: (617) 239-0306 Phone: 01-995-8242
FAX: (617) 235-1715 FAX: 01-995-5159

*SilverPlatter’s MathSci Disc has TeX software capabilities for typesetting of mathematics.
**PEST-BANK and CHEM-BANK databases are not currently available for MacSPIRS.
Requirements for Daisy chained (Multiple) CD-ROM Drives
With the Silver Platter Information System

Before purchasing hardware for a multiple drive (daisy chained) CD-ROM workstation, determine the number of drives
required and use the information below and on the reverse side to:

1. Determine if the drive type and model number support the number of drives desired.
2. Determine the number of controller cards needed to support your drives.
3. Determine the number of open expansion slots in your computer. One open expansion slot is required for every
controller card.
4. Determine whether Microsoft MS-DOS CD-ROM Extensions is required for the drive model selected.

If you are unsure about what drives and controller cards to purchase, consult Silver Platter Customer Support or your
CD-ROM drive manufacturer. Computer, printer, and DOS requirements for the Silver Platter system can be found on
Silver Platter’s Hardware Information Sheet.

CD-ROM Drive Requirements
The following drives and controller cards can be used in a daisy chained system. Many drives can operate with more than
one controller card model. For ease of installation, Silver Platter does not recommend mixing CD-ROM drive brands or
models within a multiple drive system.

**Hitachi**
The following drives are compatible with the listed controller cards unless indicated. Each controller card
supports a maximum of four drives:

- **Drives:**
  - CDR-1503S (stand-alone)
  - CDR-2500 (full-height internal)
  - CDR-3500 (half-height internal)

- **Controller Cards:**
  - IF14
  - IF125A-2
  - IF14A
  - IF135A* (for Model CDR-3500)
  - IF15A (for the IBM PS/2 Model 50, 60, 70, and 80 only)

* The IF135A may not support the maximum number of drives.

**Note 1:** Although multiple CDR-1502’s can be cabled to a workstation, Silver Platter does not recommend the CDR-1502 for daisy chaining.
**Note 2:** The IF14 and IF125A-2 do not allow an address change, which is necessary if more than one controller card is installed in a computer.
**Note 3:** Some Hitachi drives and controller cards are available from Silver Platter. Consult the Silver Platter Catalog for further information.
**Note 4:** Most Hitachi configurations can support up to 23 drives attached to a workstation with a hard disk.

**Philips**
The following drives are compatible with the listed controller cards:

- **Drives:**
  - CM100 (top loading, stand-alone)
  - CM121 (stand-alone)
  - CM201 (half-height)

- **Controller Cards:**
  - CM153 connects one drive
  - CM154 connects two drives

**Note 1:** The CM155 controller card supports two drives, but is not recommended for daisy chaining.
**Note 2:** If you plan to physically switch discs during your search process, Silver Platter recommends that you not use the CM121 or the CM201.
**Note 3:** A Philips configuration can support up to six drives by installing the maximum number of CM154 cards or a combination of CM154 and CM153 cards.

Silver Platter Information, Inc.
Other Drive Types
Other drive manufacturers may support multiple drive systems with SilverPlatter search software. SilverPlatter will release hardware information on these drives as the systems are tested.

Hard (Fixed) Disk
For improved performance with the SilverPlatter Information Retrieval System, SilverPlatter strongly recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.

Microsoft Extensions (MSCDEX):
Microsoft MS-DOS CD-ROM Extensions is required for all daisychained systems, except for Philips drives or four or newer Hitachi drives. Version 1.02 or higher is recommended.

Power
Each drive usually requires a separate electrical outlet.

The recommended daisychaining hardware combinations may be affected by the configuration of your particular workstation and the presence of other non-standard devices such as network controller cards. IBM computers with conflicting controller cards or non-IBM compatibles may or may not support the maximums indicated. SilverPlatter continues to test equipment and will release new information as it becomes available. All information is subject to change.
SilverPlatter's Network Package Gaining Popularity

Over the past several months, SilverPlatter Information, Inc. has installed MultiPlatter™, its stand-alone CD-ROM network package, at several sites. Among these sites are: O'Neill Library, Boston College, Boston, MA; Vanderbilt University Medical Center, Nashville, TN; Brandeis University, Waltham, MA; and University of Colorado, Denver, CO. Installation at these sites is under a controlled release program which allows SilverPlatter to monitor MultiPlatter in various hardware and software configurations.

MultiPlatter, SilverPlatter's solution for providing multiple access to multiple CD-ROM discs, is a complete hardware and software package. It includes CD-ROM drives, networking software, interface cards, MS-DOS CD ROM Extensions, MultiPlatter management software, documentation, maintenance, and toll-free telephone support for all components. MultiPlatter is designed for organizations that lack the technical expertise to assemble, install, and maintain a local area network.

MultiPlatter will continue in the controlled release program for several months with the next installation scheduled at the Mugar Library at Boston University, Boston, MA. While selection of sites for installation of MultiPlatter under the controlled release program is limited, there are still a few openings remaining for sites to participate in this program. General release of MultiPlatter is expected this summer. For further information about MultiPlatter, contact Chris Pooley at SilverPlatter.

Candidates Queue Up for MacSPIRS™ Field Testing

SilverPlatter is beginning a controlled release program for its Macintosh search software, MacSPIRS. Since SilverPlatter's announcement last year to develop this software, it has received numerous requests from libraries, schools and other institutions asking to be among the first installations.

MacSPIRS combines the user friendliness of the Macintosh with the powerful searching capabilities of SilverPlatter's search software for the PC. SilverPlatter's extended line of CD-ROM databases in the fields of Health Sciences, Safety and Health, Social Sciences, Business, Technology, Education, and more can be used with MacSPIRS.

General release is scheduled for fall.

For further information, contact:
SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181
Tel: 617-239-0306 / Fax: 617-235-1715
More Networking News from SilverPlatter

This past January, SilverPlatter Information Inc., a leader in the field of publishing databases on CD-ROM, installed MultiPlatter™ at Brandeis University, Waltham, MA. MultiPlatter is SilverPlatter’s complete stand-alone networking package that enables multiple users to access multiple CD-ROMs at the same time. A growing collection of CD-ROMs coupled with an increasing demand for the dissemination of information persuaded Brandeis to investigate SilverPlatter’s network solution.

According to Joan Carey, Coordinator of Computer Services, Brandeis elected to participate in MultiPlatter’s controlled release program due to the school’s success with SilverPlatter’s PsycLIT product and the company’s close proximity to the campus. Furthermore, Brandeis' confidence in SilverPlatter was strengthened by the focused MultiPlatter network product. As the first publisher of information on CD-ROMs to address the issues surrounding networking, SilverPlatter has concentrated on offering its network as a complete package. The basic MultiPlatter package comes with the components needed for a four workstation, five CD-ROM drive network, but users can expand this with additional components. SilverPlatter handles all problems, thus saving the subscriber from the inconvenience of contacting the vendor of each component.

Brandeis’ MultiPlatter configuration includes five workstations and five CD-ROM drives. This configuration is running with a collection of different personal computers and is the first to support non-SilverPlatter products, including CD-ROMs from Wilson, UMI, and PAIS, in addition to GPO and PsycLIT from SilverPlatter.

Students and faculty alike are excited by MultiPlatter and future networking possibilities. When asked how the network has changed her library, Carey responds, “Everyone loves MultiPlatter. I can’t get them off it and can’t get them to look at a print index.” At the same time, though, she maintains that the new technology has increased the demand for reference department staff time. Staff members must be acclimated to the workings of the network, atop a busier reference desk. Yet, Carey emphasizes that MultiPlatter has been well worth the increase in demand on existing resources.

SilverPlatter appreciates the concerns of the Brandeis University library staff. Currently, on-site installations of MultiPlatter are provided by SilverPlatter staff. Also, SilverPlatter is addressing the need for additional customer support staff in its office. It is anticipated that this support service will grow alongside the product, which is now scheduled for general release later this year. Meanwhile, Brandeis expects to add more databases to its existing collection, as well as workstations and drives to the network.

For more information, contact SilverPlatter Information, Inc.; 37 Walnut Street; Wellesley Hills, MA 02181; TEL: 617-239-0306/FAX: 617-235-1715.

SilverPlatter Information, Inc.
MultiPlatter configurations start with a four workstation/five drive network. Although the components for this basic system are priced individually, you purchase the system as a unit. You can build on this basic MultiPlatter system unit by purchasing additional components individually. These additional components can be purchased with the basic system or at a later time.

The basic MultiPlatter system server unit

- A Network Server with five CD-ROM drives $7,950
- Four Ethernet Network Interface Cards $1,600
- Novell Network Communications Software $2,600
- Four MS-DOS CD ROM Extensions $200
- MultiPlatter Network Manager Software $3,500
- System testing and shipping $800

Additional components for the basic unit

- An Expansion Unit with six CD-ROM drives $7,950
  - As part of the original order $7,950
  - If ordered after the installation of the basic System $8,200
- MultiPlatter Network Manager Software
  - For drives 6-11 $1,800
  - For drives 12-16 $2,500
  - For drives 17-22 $2,950
- MultiPlatter Usage Statistics Software Module $2,000
- Adding a non-SilverPlatter title to the MultiPlatter System $300
- Support package for each additional workstation
  - Includes Ethernet Network Interface Card, MS-DOS CD ROM Extensions, and MultiPlatter Network Manager Software License for one additional workstation $600
- Onsite installation by SilverPlatter
  - Includes all travel expenses for one day onsite installation by SilverPlatter staff $2,000

Please note:

- Workstations to access CD-ROM discs are not included in MultiPlatter pricing. All terminals must be IBM® Personal Computers or 100% compatible, with 640 KB of memory, a minimum of 10MB fixed storage, standard monitor and keyboard.
- Prices do not include cables or connectors, which must conform to SilverPlatter specifications and be installed by the purchaser.
- Prices include a six month warranty on software and hardware supplied by SilverPlatter. An extended warranty is available for 15% of the configuration cost per year. The warranty covers all MultiPlatter software updates and telephone support.
- All orders must be accompanied by a 50% down payment, with balance due on delivery of system.
- All prices subject to change without notice.
- For special configurations, contact SilverPlatter.

SilverPlatter Information, Inc.

SilverPlatter®

MultiPlatter™
PRICE SHEET
March 1989
The Stand-Alone CD-ROM Networking Solution for Libraries

As one of the pioneers in CD-ROM database publishing, SilverPlatter has paid close attention to the needs of CD-ROM users. One of the most frequently requested features was the capability to network CD-ROM products and to provide access to the same CD-ROM disc for more than one user.

With recent advances in both the standards efforts and in CD-ROM technology, networking CD-ROM discs is a reality. Although the necessary networking software and hardware components can be purchased individually, most CD-ROM subscribers lack the technical expertise required to install and maintain a local area network.

With MultiPlatter, SilverPlatter provides a complete solution to CD-ROM subscribers' networking needs.

Q. What is MultiPlatter?
   A.
   MultiPlatter is a modular stand-alone CD-ROM network which links multiple workstations (personal computers) to multiple CD-ROM discs. With MultiPlatter, each workstation can access any of the CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

Q. What are the advantages of MultiPlatter?
   A.
   - SECURITY: MultiPlatter offers a secure environment for CD-ROM access. The discs, software, and network servers can be stored away from the end user.
   - MULTIPLE USERS: With MultiPlatter more than one user can access the same CD-ROM disc at the same time, eliminating queues.
   - ACCESS TO MULTIPLE CD-ROM DISCS WITHOUT CHANGING DISCS: With MultiPlatter, you can mount all of your CD-ROM discs so that they can be accessed by any workstation in the MultiPlatter network.

Q. What is included with the purchase of MultiPlatter?
   A.
   MultiPlatter base configurations include 5 or 11 CD-ROM drives, networking software and 4 interface cards, MS-DOS Extensions, MultiPlatter software, documentation, and toll-free customer telephone support in the U.S. for all hardware and software components. You must provide the personal computer workstations used to access the CD-ROM discs in the network. Additional CD-ROM drives can be added to these base configurations.

Q. Can I use our existing personal computers and CD-ROM drives with MultiPlatter?
   A.
   You can use your existing personal computers as workstations with MultiPlatter. These personal computers must be IBM or 100% compatible with 640KB of memory, monochrome or color monitor, keyboard, and a minimum of 10MB fixed disk storage. For CD applications which require more than 10MB of fixed disk storage, additional fixed disk storage is required.

CD-ROM disc drives which are currently being used cannot be added to MultiPlatter. These drives, however, can be attached locally to a workstation that is also connected to MultiPlatter. Although these drives will not be part of the network, they will be accessible, along with the drives in the network, by the workstation to which they are connected. The drives can be used for CD-ROM products which cannot be used in a network, or for non-SilverPlatter CD-ROM products which conform to the High Sierra/ISO standard and support MS-DOS CD ROM Extensions.
Q. How many workstations can MultiPlatter support?
   A. MultiPlatter can support 10 workstations in an environment of heavy use. If use at each workstation is not intense, MultiPlatter can support additional terminals.

Q. How much space do I need for MultiPlatter?
   A. MultiPlatter with a server and 5 CD-ROM drives has the same footprint as a personal computer. The space required for each workstation is slightly less than that of a stand-alone CD-ROM workstation since there is no CD-ROM drive attached.

Q. How is MultiPlatter installed?
   A. MultiPlatter has been designed to be easily installed by your staff. SilverPlatter provides installation instructions for setting up the network and for installing the software. Toll-free customer telephone support is available in the U.S. for assistance during and after installation. Also, onsite installation by SilverPlatter staff can be purchased.

Q. Will our staff need training to use MultiPlatter?
   A. Anyone who has experience with DOS and general computer operations can run the daily start up procedures and other functions. Each MultiPlatter site should have a designated System Administrator who will be responsible for installing new software releases, adding new products, and the overall management of MultiPlatter.

Q. Can I use all of SilverPlatter’s databases with MultiPlatter?
   A. Some Information Providers stipulate a single user per CD for their databases. Currently, public domain databases from SilverPlatter carry no stipulation. However, certain private databases prohibit multiple users for a single CD. SilverPlatter is negotiating multiple use arrangements with the Information Providers of these databases. If a licensing policy prohibits multiple use arrangements, the database can be accessed at a stand-alone workstation. See the SilverPlatter Catalog of CD-ROM Products or contact SilverPlatter’s Sales Department for information about network licensing for specific SilverPlatter databases.

Q. How will multiple users affect the response time for my CD-ROM searches?
   A. The performance characteristics of MultiPlatter depend upon the amount of usage and the number of different CD-ROM titles in the collection. With more titles to select from, there is less chance that each user will select the same title. Response times will degrade as more users access the same CD-ROM disc.

   Future enhancements to MultiPlatter will provide an option of restricting access to any CD-ROM disc in MultiPlatter to a specific number of users, minimizing contention for the same CD-ROM disc and ensuring satisfactory response times.

Q. Can I integrate MultiPlatter into my existing local area network?
   A. Due to the unique characteristics of most local area networks, SilverPlatter cannot support MultiPlatter in a “custom” environment. If, using your own expertise, you integrate MultiPlatter into a local area network, the maintenance contract with SilverPlatter will become void.

   Future enhancements to MultiPlatter may provide an interface to other networking products.

Q. Can I use other CD-ROM products with MultiPlatter?
   A. YES, you can mount other CD-ROM products on MultiPlatter provided they conform to ISO standards and support Microsoft MS-DOS Extensions, and their licensing agreements permit multi-access use. However, SilverPlatter does not provide support for these products.
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Additions

FL Babel: Journal of the Australian Modern Language Teachers' Association
FL Babel: International Journal of Translation
FL Italica
FL Language Sciences
HE Journal of Professional Nursing
HE Research Management Review

Deletions

HE Higher Education in Europe

Name Changes

CS Southern Speech Communication Journal to Southern Communication Journal
CS Writing Program Administration Journal to WPA: Writing Program Administration
EA CEFP Journal to Educational Facility Planner
EC Education of the Visually Handicapped to RE:view
EC Journal of the Division for Early Childhood to Journal of Early Intervention
IR EDUCOM Bulletin to EDUCOM Review
### June Monthly Report

#### Total CJHE RESUMES

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### July Monthly Report

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TABLE OF CONTENTS

ACTION ITEMS

Reference Inquiry Referral Guide (Draft for Comment)  5

SURVEY ROUND-UP

ERIC User Services Survey (Conducted by CE)  5
Survey of Journal Editors Concerning the Acceptability of Papers Previously Announced in ERIC (Letter Suggested by Facility)  5
Directory of Education-Related Clearinghouses (By Sue Klein)  5

BROCHURE ROUND-UP

ACCESS ERIC Initial Brochure  6
Submitting Documents to ERIC (1989 Edition)  6

NETWORK NEWS

Oversight Hearing on OERI  7
ACCESS ERIC Announced in Education Week (June 7, 1989)  7
ERIC in Latin America (Part 2: Peru)  7
ERIC in South Africa  7
VENDOR NEWS

InfoTrac™ Links to MultiPlatter™

PUBLICATIONS

ERIC Clearinghouse Publications, 1988

PERSONNEL NEWS

Erlick Replaces Eustace as Acquisitions Librarian at the ERIC Facility

Staff Changes at FL
LIST OF ATTACHMENTS

1. Reference Inquiry Referral Guide (Draft for Comment)
2. ERIC User Services Survey Form (Conducted by CE)
3. Survey of Journal Editors Concerning the Acceptability of Papers Previously Announced in ERIC (Letter Suggested by Facility)
4. Directory of Education-Related Clearinghouses (Preliminary Print-Form Directory, by Sue Klein)
5. ACCESS ERIC Brochure (Initial Brochure)
10. ACCESS ERIC Announced in Education Week (June 7, 1989)
11. InfoTrac™ Links to MultiPlatter™
12. EDRS Standing Order Customers Report (New, Renewed, Cancelled)
---June 1989
---July 1989
13. CIJE Source Journal Index Update
---CIJE September 1989
---CIJE October 1989
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.
ACTION ITEMS

REFERENCE INQUIRY REFERRAL GUIDE (DRAFT FOR COMMENTS)

With the renewed emphasis on user services and dissemination and with the advent of the new outreach unit of the ERIC system, ACCESS ERIC, it becomes even more important that reference inquiries directed at ERIC be handled in a consistent way across the system.

To that end, the ERIC Facility has drafted a brief "Reference Inquiry Referral Guide" that is designed to provide reference staff with guidance on how to best handle different kinds of inquiries and where to refer requests when that is appropriate. This draft guide appears as Attachment 1 and is provided here for comment and suggestions. We believe that it lists all of the most commonly received inquiries that units of the system receive.

Let's make this a really useful tool for our day-to-day use. Please send your comments to the Reference Librarian, ERIC Facility.

...Ted Brandhorst
(ERIC Facility)

SURVEY ROUND-UP

END USER SERVICES SURVEY
(CONDUCTED BY CE)

Recently a survey of user services coordinators (USC's) at the ERIC Clearinghouses was conducted by Judy Wagner of the CE Clearinghouse. The purpose of the survey was to determine what services each Clearinghouse was offering so that referrals would be on target and not into blind alleys. The completed survey forms were due back by August 1, 1989 and the results, when tabulated, will be provided in the EAB. They may also be appropriate for inclusion in a possible future "Reference and User Services Manual."

The letter of transmittal and the blank survey form appear as Attachment 2.

...Judy Wagner (CE)

SURVEY OF JOURNAL EDITORS CONCERNING THE ACCEPTABILITY OF PAPERS PREVIOUSLY ANNOUNCED IN ERIC (LETTER SUGGESTED BY FACILITY)

The subject of such a survey came up at the last ERIC National Technical Meeting. In the Facility's view, the wording of any letter sent to editors would be critical for the success of such a survey.

We would like to put forward Attachment 3 as a draft model letter for this survey. It provides the necessary background to the question and also asks the question in the most positive way.

...Ted Brandhorst
(Facility)

DIRECTORY OF EDUCATION-RELATED CLEARINGHOUSES

Central ERIC has prepared a preliminary list of non-ERIC education-related Clearinghouses. These are sources of specialized information to which users might occasionally be referred when ERIC
cannot itself provide the requested information or documents. This Directory will serve as the initial basis for the ACCESS ERIC referral database on the same topic. The preliminary list of 100 sources appear as Attachment 4. Your comments and/or additions are welcome.

...Sue Klein (CERIC)

**BROCHURE ROUND-UP**

**ACCESS ERIC INITIAL BROCHURE**

ACCESS ERIC will be developing numerous brochures and handouts in the performance of its functions. These will be noted regularly in the EAB as they appear. The first preliminary brochure is shown as Attachment 5. Please feel free to use it and to disseminate it in response to inquiries about ACCESS ERIC or at other appropriate times.

...Sam Fustukjian
(ACCESS ERIC)

**A GUIDE TO ERIC MICROFICHE INDEXES, 1966-1988**

Each year EDRS comes out with a new cumulation of its inexpensive microfiche indexes to EIE and must therefore also come out with a brochure that prices and advertises the product. The new brochure covering the 23 year period 1966 through 1988 is produced as Attachment 6. Copies are available from EDRS.

...Vic Fortin
(EDRS)

**POCKET GUIDE TO ERIC (1989 EDITION)**

The Pocket Guide to ERIC has been revised by the ERIC Facility and is being sent to GPO for printing. It should be available in quantity during September 1989. The revision encompasses all new addresses and phone numbers, ACCESS ERIC, and the addition of the CD-ROM vendors.

Subsequent to this 1989 edition, the Pocket Guide will become the responsibility of ACCESS ERIC. It will be revised (probably shortened) and will be printed sometime in 1990, timed as appropriate to replace the then dwindling stock of the 1989 edition.

A copy of the 1989 edition is reproduced here as Attachment 7.

...Ted Brandhorst
(ERIC Facility)

**SUBMITTING DOCUMENTS TO ERIC (1989 EDITION)**

"Submitting Documents to ERIC" has been revised by the Facility and is being sent to GPO for printing. It should be available sometime this fall. The revision encompasses all new addresses and telephone numbers. Attachment 8 is a copy of the new text. When stock arrives, ample copies will be sent immediately to all ERIC components.

...Louise Erlick
(ERIC Facility)
OVERSIGHT HEARING ON OERI

The Oversight Hearing on OERI (by the Subcommittee on Select Education) that took place on March 9, 1989, makes for interesting reading. In his opening remarks, Subcommittee Chair, Major R. Owens, states that the OERI infrastructure consists of, among other things, "...an educational bibliographic retrieval system (ERIC) that is the envy of the world..." (p. 3). The Hearings (see Attachment 9) are on their way into the ERIC database via the IR Clearinghouse.

...Bob Stonehill (CERIC)

ACCESS ERIC ANNOUNCED IN EDUCATION WEEK (JUNE 7, 1989)

A brief announcement of ACCESS ERIC appeared on page 16 of the June 7, 1989 issue of Education Week, under the heading "New Database Will Refer Users to Documents at ERIC Centers." While the heading leaves something to be desired and is indicative of how the press gets things a little off sometimes (probably because they move so fast), we are glad to have the publicity.

...Pat Coulter (CERIC)

ERIC IN LATIN AMERICA
(PART 2: PERU)

Peru is a country in development, and like most countries that are in this process, there are severe economic problems. However, one has to admire the "Access to Information for Research in Universities." The Director of ERIC/IR gave the keynote presentation, "Systems of Information Access for Research" and another presentation on "Developing Personal Databases." The conference included directors of libraries, computer centers, and research from about a dozen Peruvian universities.

The center of ERIC activity is INIDE, the National Institute for Research and Development in Education. A complete ERIC microfiche collection from 1968 to 1975 is available at INIDE, but there is nothing after that date. (A contract with USAID ended in 1975.) In a presentation for the entire staff of the Institute on "How to Use ERIC," Don Ely lamented the state of the collection. One experienced ERIC user observed that the collection is not up-to-date, but the methodologies and procedures reported in the existing documents offered models for their own work. Resourceful! Fortunately, the Institute is the Peruvian center for REDUC, the Latin American network of educational information that has been operating since 1978. ERIC should explore ways in which it could interface with REDUC.

If anyone knows of old RIE and CIJE sets that are relatively complete, or microfiche collections after 1975 that are looking for a home, please let Don Ely know.

...Don Ely (IR)

ERIC IN SOUTH AFRICA

During the month of July, Don Ely, Director, ERIC/IR, was a visiting Professor at the Soweto...
College of Education in South Africa, sponsored by the Academic Specialist Program of the U.S. Information Agency. He taught a course in "Systematic Instructional Design" for teachers and principals from Soweto schools and offered a seminar on "Improvement of Teaching and Learning for the College Lecturers."

He also gave two plenary session papers at the First South African Conference on Educational Technology held in Pretoria: "Cross-Cultural Media Transfer" and "Trends and Issues in Educational Technology."

Wearing his ERIC hat, Don discovered complete ERIC resources, including CD-ROM, at the Human Sciences Research Centre in Pretoria and annual RIE cumulations in the library of The Funda Center (teacher center) in Soweto and in several other colleges of education.

...Don Ely (IR)

**PUBLICATIONS**

ERIC CLEARINGHOUSE PUBLICATIONS, 1988

The annual ERIC Clearinghouse Publications bibliography, covering documents appearing in RIE during 1988, has been completed and printed and was distributed on August 17 to all ERIC system components. The initial print run is small and some thought has been given to perhaps printing additional copies. Please let Central ERIC know if you could use additional copies of this product.

...Carolyn Weller (Facility)

**PERSONNEL NEWS**

LOUISE ERLICK REPLACES JOANNA EUSTACE AS ACQUISITIONS LIBRARIAN AT ERIC FACILITY

Joanna Eustace is returning to Texas with her family, as her husband has been reassigned to El Paso. Joanna has been the Facility's Acquisitions Librarian for 4 1/2 years and has done an excellent job. We will miss her greatly.

Replacing Joanna is Louise Erlick, an M.L.S. (Pittsburgh) with some ten years of experience. Louise last worked for the Cambridge Information Group where she was the editor of the New York State Directory. Louise is currently...

**VENDOR NEWS**

INFOTRAC™ LINKS TO MULTIPLATTER™

SilverPlatter has announced (and demonstrated at the recent ALA Conference) that its MultiPlatter system can now be linked with InfoTrac workstations that many libraries already have installed. This piggybacking will facilitate the use of the various SilverPlatter databases, including ERIC, at libraries that already have InfoTrac Reference Center computer workstations.

...Pat Brown (Facility)
reading the EPM, EAB, EAA, etc., but you will be hearing from her as soon as she gets oriented in her new job.

...Ted Brandhorst
(Facility)

STAFF CHANGES AT FL

Once again, FL staff are leaving the Clearinghouse with the flimsiest of excuses---a Fulbright to study in Czechoslovakia (Darla Domke, editor for RIE, CIJE, and ERIC Digests); a full fellowship for doctoral studies in linguistics at Georgetown University (Christina Kakawa, Acquisitions Assistant). Our new Acquisitions Assistant is Cindy Mahrer, an M.A. candidate in applied anthropology at American University. Vicki Lewelling, formerly our Administrative Assistant, has moved into the position vacated by Darla; and our new Administrative Assistant is Amy Pickens, a recent linguistics graduate from the University of Maryland.

...Jeannie Rennie (FL)

The ERIC Processing Manual Section 4, "Handling and Shipping" is being highlighted during the months of August/September 1989.

Please get your comments into the ERIC Facility at your earliest convenience.
**Reference Inquiry Referral Guide**

**Where Best Answered (i.e., Refer To)**

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<th>WHERE BEST ANSWERED (i.e., REFER TO)</th>
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<td>9. ERIC Review</td>
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<td>2. Other</td>
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<td><strong>F. Wants specific ERIC promotional/reference literature</strong></td>
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<td>2. Directory of ERIC Information Service Providers</td>
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<td>3. Submitting Documents to ERIC</td>
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<td>4. ERIC Ready References</td>
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<td>Vendors</td>
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<td>4. EDRS</td>
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<td>8. GPO</td>
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<td>1. How to apply for government funding/grant, etc.</td>
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<td>2. Student Financial Aid</td>
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<td>C. ACCESS ERIC Referral Databases (Non-Bibliographic)</td>
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<td>1. Education-Related Conferences</td>
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<td>3. ERIC Partners</td>
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<td>4. Education-Related Information Centers</td>
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<td>5. ERIC Information Service Providers</td>
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<td>6. Electronic Bulletin Board</td>
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<td>2. Other</td>
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<td>E. Following-Up on Document Submitted Earlier to ERIC, but not yet in Database</td>
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<td>TYPE OF INQUIRY</td>
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<td>F. Copyright-Related Questions, e.g.</td>
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<tr>
<td>1. Wants to reproduce ERIC data</td>
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</tr>
<tr>
<td>2. Wants to reproduce documents announced in RIE</td>
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</tr>
<tr>
<td>G. How to Obtain Level 3 documents no longer available from source</td>
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<td>H. Equipment-Related Inquiries:</td>
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<td>1. Microfiche storage cabinets</td>
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</tr>
<tr>
<td>2. Microfiche readers/viewers</td>
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</tr>
<tr>
<td>3. Microfiche reader/printers</td>
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</tr>
<tr>
<td>4. CD-ROM disc drives</td>
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<tr>
<td>I. Wants an Answer to a Specific Subject Inquiry</td>
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<tr>
<td>1. Education-related</td>
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</tr>
<tr>
<td>2. Not education-related</td>
<td></td>
</tr>
<tr>
<td>*Refer to other appropriate information sources.</td>
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III. Services-Related Inquiries

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<td>A. Wants a computer search on a specific topic.</td>
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<td>B. Wants to open an account with an online vendor for online access service to the ERIC database</td>
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<td>C. Wants to open a deposit account with EDRS.</td>
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<td>D. Wants to obtain access to the GTE education network.</td>
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<td>E. Wants to obtain access to the ACCESS ERIC referral databases.</td>
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<td>F. Wants to get a new term into the ERIC Thesaurus.</td>
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MEMORANDUM

TO: ERIC User Services Coordinators
FROM: Judy Wagner
RE: ERIC User Services Services Survey
DATE: July 6, 1989

The attached survey is being conducted solely for the benefit of ERIC user services coordinators. The results will enable USCs to refer clients to other ERIC components with the relative certainty that their query will be answered. Please be completely honest about the services that you will and won't perform so that users are not sent to you unwittingly.

My sincere thanks to those who reviewed the survey and made wonderful suggestions. I particularly want to thank Gail Londergan, Dorothy Stewart, Norma Howard, Jan Burt, and Virginia Levitas, as well as the Bloomington meeting participants. Their input was invaluable.

There has been some confusion about the purpose of this survey, i.e., that it will also be used for the user services manual. Because I do not know the status of the manual, I have designed this survey strictly for use in referring clients to other ERIC components. If there is to be a manual, the survey will have to be much more extensive than this one. I apologize for the confusion! Please call me if you have any questions.

Each clearinghouse user services coordinator will receive a copy of the results. If you do not have room on the form to respond, just use the back or another sheet of paper. Also, to facilitate tabulation, please make your answers as short as possible!

Thank you for taking the time.

Please return the survey to me by August 1, 1989. Thanks.

Judy Wagner
ERIC/ACVE
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815
User Services Services Survey
Page 2

NEWSLETTERS
-Do you have a newsletter? YES___NO___
-To whom is it sent?
-Is there a charge? YES___NO___
   -How much?

OTHER CH PRODUCTS
-Do you charge for Digests, bibs, etc.? YES___NO___
   -How much?

-For major pubs? YES___NO___
   -How much?

-Is everyone charged the same? YES___NO___
-If not, what's the difference?

-Do you have a publications list? YES___NO___
-How does one get it?

QUERY RESPONSE
-How far do you go in responding to requests? (i.e., how much time and effort do you put into finding materials/answers?)

-To what extent do you give technical assistance?
MICROFICHE

- Do you have an on-site collection?  YES____ NO____

- What years are available on-site?

- Is it open to the public?  YES____ NO____

- Are appointments necessary to use the collection?  YES____ NO____

- Do you have duplication services?
  - mf to paper?  YES____ NO____
  - mf to mf?  YES____ NO____

- Do you charge for the service?  YES____ NO____

  How much?

PARTNERS

- What special things do you do for Partners?

- Do these special services extend to other CH's Partners?  YES____ NO____

MISCELLANEOUS

- What E-Mail systems are you on? Please include ID#?

- Have you discovered any grand referral sources that some of the rest of us might use?

Name__________________________________________

ERIC Component________________________________

Address________________________________________

________________________________________

City___________________________State____ Zip_______
User Services Services Survey
Page 1

SEARCHING

ONLINE
-Do you have an online search service? YES__NO__
-Do you charge for searches you conduct for others? YES__NO__
  -How much?
-Do you do out-of-scope searches? YES__NO__
-Will you search databases other than ERIC? YES__NO__

MANUAL
-Do you do manual searches for clients? YES__NO__
-Do you look up ED#s and prices if given an author or title? YES__NO__

CD-ROM
-Do you perform CD-ROM searches for clients? YES__NO__
-Is there a charge? YES__NO__
  -How much?
-Do you allow on-site use of your CD-ROM? YES__NO__
  -For whom?

PRODUCTS

MAILING LIST
-Do you have one? YES__NO__
-What do those on the list receive?
-Is there a charge? YES__NO__
  -How much?
-How does one get on the list?
Subject: Survey of Journal Editors Concerning the Acceptability of Papers Previously Announced in ERIC

Dear (Journal Editor):

The Educational Resources Information Center (ERIC) is the U.S. National information system covering the literature of education. ERIC is sponsored by the U.S. Department of Education and is comprised of a series of sixteen distinct ERIC Clearinghouses, each devoted to a major segment of the field of education. These clearinghouses collect education-related literature in the form of technical reports, contractor reports, conference papers, speeches, classroom materials, dissertations, bibliographies, government documents, and many other preliminary, ephemeral, and fugitive forms of publication. Attached you will find a list of the major types of documents that ERIC collects and processes for its bibliographic database (see Attachment A).

Many of the documents that ERIC collects, e.g. conference presentations, later appear (in modified form) as articles in various professional journals and serials. It appears that one of the natural evolutionary courses for a written product to take is from technical or preliminary report, to conference presentation, to journal article, to chapter or section of book, etc.

When ERIC collects a preliminary document, it catalogs, indexes, and abstracts it and announces the existence of the document by printing this bibliographic resume (as we call it) (see Attachment B) in ERIC's monthly abstract journal Resources in Education (RIE). ERIC speaks of "announcing" documents, not of "publishing" them. The author or source institution has prepared and published the document; ERIC has only recorded and announced its existence (and archived it on microfiche).

Nevertheless, ERIC sometimes hears that the editors of journals are reluctant to consider accepting into their journal papers that have previously been announced by ERIC.

The purpose of this letter is: (1) to describe accurately for you exactly what ERIC does with the literature it collects; (2) to inquire as to your present position or policy on accepting for publication papers that may have been previously announced by ERIC; and (3) to attempt to persuade you that simple announcement by ERIC should not inhibit your selection of a given paper.

ERIC is interested in facilitating the flow of research and other information to the educational community. It does not want to interfere with this process in any way and would appreciate hearing from you at your convenience on the three topics noted in the paragraph directly above.

Sincerely,

(Clearinghouse Director)
DIRECTORY OF EDUCATION-RELATED CLEARINGHOUSES

By

Susan S. Klein

Central EP.I.C, Information Services
Office of Educational Research and Improvement
U.S. Department of Education
Washington, DC 20208-5720
Tel. 202-357-6289

June 1989

In early 1990 ACCESS ERIC will replace this directory, which is based on a survey of 100 education-related clearinghouses, with an expanded "user-friendly" directory. The new directory will be available in both paper and computer versions from ACCESS ERIC, 1600 Research Boulevard, Rockville, Maryland 20850.
Directory of Education-Related Clearinghouses

The Educational Resources Information Center (ERIC), administered by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), collects, indexes and disseminates educational materials. While ERIC's 16 Clearinghouses attempt to cover all of education, many other public and private organizations also provide similar services.

To better coordinate the work of ERIC with that of other information service providers, we recently conducted a survey which identified and described the clients and services of 100 education-related clearinghouses. For more information about survey results and methodology, see "How Can the Federal Government Help Education-Related Clearinghouses Provide More Cost-Effective Services?" (Klein, 1989).

This directory provides basic descriptive information about each of the 100 clearinghouses in our survey. For this directory, education-related clearinghouses are defined as follows:

- A place where organized databases are maintained and continuously updated.
- A place which maintains an extensive set of resources in a specific education-relevant area.
- A place where information from the database(s) is available to the general public, possibly with minimal database search or document cost-recovery charges.
- A place where staff actively share information with their constituents, e.g., through newsletters, fact sheets, bibliographies, research syntheses, or directories.
- A place which describes itself as a clearinghouse, resource center, information center or information service.

Excluded from this clearinghouse definition are:

- Associations which do not clearly indicate that they operate a comprehensive public information service, clearinghouse, or databank.
- Information centers which limit their databases to materials produced by specific organizations.
- Specialized information services which deal mostly with non-education information.
Large national libraries or distribution services such as the Library of Congress, the National Library of Medicine, or the National Technical Information Service.

The Clearinghouse directory forms are arranged according to their record number as shown in the "Table of Contents." This is followed by a "List of Education-Related Clearinghouses in Alphabetical Order." For additional convenience in locating clearinghouses according to their content foci, a "Content Index" organized by "Special Populations," "Types of Education," and "Education-Related Areas" precedes the actual directory forms.

We realize that this directory could be improved with additional editing, but hope that you find it useful. Since it is in the public domain feel free to use the material as you wish.

A new ERIC system contractor, ACCESS ERIC, will be developing a "user-friendly" computer-based file and a printed directory of education-related information centers and clearinghouses. These should be available to the public by the end of 1989. Since ACCESS ERIC plans to include more than the 100 clearinghouses in the file, the coordinator of this ACCESS ERIC activity would appreciate your suggestions on additional clearinghouses. Please contact ACCESS ERIC at 1600 Research Boulevard, Rockville, MD 20850, telephone 301-251-5786 or 1-800 USE-ERIC.

Information Services staff Joyce Benton, Alberta Jett, Nancy Krekeler, and Joyce Lowery helped transform and update this database. Robert Stonehill suggested this interesting assignment and supported the work. Other staff from ERIC, and the clearinghouses in the survey, reviewed the accuracy of the information and provided insights and advice on the entire project.

Susan S. Klein, Ed.D.
ERIC Program
Office of Educational Research & Improvement
U.S. Department of Education
555 New Jersey Ave, N.W.
Washington, DC 20208-5720
Tel. 202-357-6089
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<td>ACCESS Clearinghouse</td>
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<td>35</td>
<td>Adolescent Pregnancy Prevention Clearinghouse</td>
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<tr>
<td>12</td>
<td>Adult Basic Education Resource Center</td>
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<td>9</td>
<td>American Association for Counseling and Development Professional Information Service</td>
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<td>50</td>
<td>American Association for Higher Education Assessment Forum</td>
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<td>10</td>
<td>American Society for Training and Development Resource Center</td>
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<td>30</td>
<td>Association for Children and Adults with Learning Disabilities</td>
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<td>11</td>
<td>Association for Community Based Education Clearinghouse</td>
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<td>75</td>
<td>Center for Human Resources Clearinghouse</td>
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<td>Center for Special Education Technology</td>
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<td>Chapter 1 Technical Assistance Center Clearinghouse</td>
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<td>Clearinghouse for Development and Communication</td>
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<td>Clearinghouse on Adult Education</td>
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<td>51</td>
<td>Clearinghouse on Child Abuse and Neglect Information</td>
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<td>Clearinghouse on Disability Information</td>
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<td>Clearinghouse on Infant Feeding and Maternal Nutrition</td>
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<td>Collaborative Learning Project Resource Center</td>
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<td>Community Information Exchange</td>
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<td>Contact Center, Inc.</td>
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<td>ERIC Clearinghouse for Junior Colleges</td>
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<td>ERIC Clearinghouse for Science, Mathematics &amp; Environmental Education</td>
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<td>ERIC Clearinghouse on Elementary &amp; Early Childhood Education</td>
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<td>ERIC Clearinghouse on Languages and Linguistics</td>
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<td>ERIC Clearinghouse on Reading and Communication Skills</td>
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<td>ERIC Clearinghouse on Rural Education and Small Schools</td>
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<td>ERIC Clearinghouse on Teacher Education</td>
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<td>ERIC Clearinghouse on Tests, Measurement, and Evaluation</td>
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<td>ERIC Clearinghouse on Urban Education</td>
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<td>Education Information Branch, Information Services</td>
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<td>Educational Products Information Exchange</td>
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<tr>
<td>Page 5 of 15</td>
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<td>79 Emerging Technology Consultants INC Center</td>
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<td>82 Environmental Protection Agency Public Information Center and Library</td>
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<td>63 Environmental Quality Instructional Resources Center</td>
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<td>55 Family Information Center, National Agricultural Library</td>
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<td>72 Family Life Information Exchange</td>
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<td>76 Family Resource Database</td>
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<td>54 Food and Nutrition Information Center, National Agricultural Library</td>
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<td>25 HEATH, Higher Education &amp; Adult Training for People with Handicaps</td>
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<td>14 INET, International Networks in Education and Development</td>
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<td>47 Immigration Reform and Control Act Clearinghouse</td>
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<td>46 Information Center for Special Education Media and Materials</td>
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<td>62 International Clearinghouse for the Advancement of Science Teaching</td>
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<td>21 JAN, Job Accomodations Network</td>
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<td>52 Juvenile Justice Clearinghouse</td>
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<td>67 Media/Materials Center of Population Communication Services</td>
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<td>58 Military Family Information Clearinghouse &amp; Resource Center</td>
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<td>41 NAIC, National AIDS Information Clearinghouse</td>
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<td>20 NARIC, National Rehabilitation Information Center</td>
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<td>1 NARIS, Native American Research Information Service</td>
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<td>26 NICHCY, National Information Center for Handicapped Children and Youth</td>
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<td>3 National Clearinghouse for Bilingual Education</td>
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<td>48 National Clearinghouse on Community-Referenced Technology</td>
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<td>43 National Council for Research on Women Information Services</td>
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<td>28 National Info Center on Deafness, NICD</td>
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<td>32 National Information Center on Deaf-Blindness</td>
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<td>6 National Institute of Corrections Information Center</td>
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<td>61 National Science Resources Center</td>
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<td>31 National Society for Internships and Experiential Education</td>
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National Vocational Education Clearinghouse
National Clearinghouse for Professions in Special Education
National Clearinghouse of Rehabilitation Training Materials
National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
National Maternal & Child Health Clearinghouse & Center for Education for Maternal & Child Health
Population Information Program
Project Home Safe National Resource Center
Public Service Satellite Consortium
Research Clearinghouse on Women of Color & Southern Women
RICE, Resources in Computer Education
Rural Clearinghouse for Education and Development
SIECUS, Sex Information and Education Council
Share Resource Center on Teen Pregnancy Prevention
Sociological Abstracts
Southern Regional Educational Board Career Ladder Clearinghouse
TASPP, Technical Assistance for Special Populations Program
Test Center
The Equity Clearinghouse
U.S. Agency for International Development Information Services
Women in Development Resource Center, USAID
Women's Bureau Work and Family Clearinghouse
Youth Development Information Center, National Agricultural Development Library
## CONTENT INDEX

### Special Populations

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<tbody>
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<td>National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse</td>
</tr>
<tr>
<td>39</td>
<td>The Equity Clearinghouse</td>
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<td>National Clearinghouse on Community-Referenced Technology</td>
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<td>American Assoc. for Higher Education Assessment Forum</td>
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<td>National Criminal Justice Reference Service</td>
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<td>Chapter I Technical Assistance Center Clearinghouse</td>
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<td>58</td>
<td>Military Family Information Clearinghouse &amp; Resource Center</td>
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<td>TASPP, Technical Assistance for Special Populations Program</td>
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<td>60</td>
<td>Clearinghouse on Infant Feeding and Maternal Nutrition</td>
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<tr>
<td>62</td>
<td>International Clearinghouse for the Advancement of Science Teaching</td>
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<tr>
<td>64</td>
<td>Clearinghouse for Development and Communication</td>
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<td>65</td>
<td>Clearinghouse on Disability Information</td>
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<tr>
<td>66</td>
<td>National Assessment Resource Center</td>
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<tr>
<td>67</td>
<td>Media/Materials Center of Population Communication Services</td>
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<td>68</td>
<td>Youth Development Information Center</td>
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<td>69</td>
<td>Test Center</td>
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<td>73</td>
<td>Population Information Program</td>
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<td>74</td>
<td>Educational Products Information Exchange</td>
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<tr>
<td>81</td>
<td>Collaborative Learning Project Resource Center</td>
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<tr>
<td>82</td>
<td>Environmental Protection Agency Public Information Center and Library</td>
</tr>
<tr>
<td>86</td>
<td>ERIC Clearinghouse on Educational Management</td>
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</tbody>
</table>

*These code letters are used to designate content covered in each clearinghouse form. Many clearinghouses are listed multiple times because they focus on a variety of content areas.
ATTACHMENT 4
PAGE 8 OF 13

88 ERIC Clearinghouse on Handicapped & Gifted Children
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
96 ERIC Clearinghouse for Social Studies/Social Science Educ.
97 ERIC Clearinghouse on Teacher Education
98 ERIC Clearinghouse on Tests, Measurement, and Evaluation
99 ERIC Clearinghouse on Urban Education
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Family (f)
6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
67 Media/Materials Center of Population Communication Services
73 Population Information Program
75 Center for Human Resources Clearinghouse
76 Family Resource Database
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Indian (i)
1 NARIS Native American Research Information Service
2 National Indian Education Clearinghouse
14 INET, International Networks in Ed and Development
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
31 National Society for Internships and Experiential Education
37 U.S. Agency for International Development, Information Center
38 Women in Development Resource Center, USAID
60 Clearinghouse on Infant Feeding and Maternal Nutrition
62 International Clearinghouse 4 Advancement of Science Teaching
64 Clearinghouse for Development and Communication
67 Media/Materials Center of Population Communication Services
73 Population Information Program
76 Family Resource Database
82 Environmental Protection Agency Public Info Center and Library
83 Sociological Abstracts
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
96 ERIC Clearinghouse for Social Studies/Social Science Educ.

Migrant/Immigrant (m)
47 Immigration Reform and Control Act Clearinghouse
57 Chapter 1 Technical Assistance Center Clearinghouse
76 Family Resource Database
82 Environmental Protection Agency Public Info Center and Library
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
99 ERIC Clearinghouse on Urban Education

Parents (pa)
17 ACCESS Clearinghouse
18 Project Home Safe National Resource Center
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
49 National Center for Children in Poverty
55 Family Info. Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
67 Media/Materials Center of Population Communication Services
87 ERIC Clearinghouse on Elementary & Early Childhood Education

Sociological Abstracts
Postsecondary (ps)
31 National Society for Internships and Experiential Education
50 American Assoc. for Higher Education Assessment Forum
66 National Assessment Resource Center
81 Collaborative Learning Project Resource Center
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges

Rural (r)
5 Rural Clearinghouse for Education and Development
20 NARIC, National Rehabilitation Information Center
21 JAN, Job Accomodations Network
22 ABLEDATA
23 National Clearinghouse of Rehabilitation Training Materials
39 The Equity Clearinghouse
54 Food and Nutrition Information Center, Nati Agricultural Library
65 Clearinghouse on Disability Information
67 Media/Materials Center of Population Communication Services
82 Environmental Protection Agency Public Info Center and Library
88 ERIC Clearinghouse on Handicapped & Gifted Children
94 ERIC Clearinghouse on Rural Education and Small Schools

Students (s)
15 SIECUS, Sex Information and Education Council
17 ACCESS Clearinghouse
21 JAN, Job Accomodations Network
24 National Clearinghouse for Professions in Special Education
25 HEATH, Higher Ed & Adult Training for people with Handicaps
26 NICHCY, National Info. Center for Handicapped Children and Youth
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
28 National Info Center on Deafness, NICD
29 Center for Special Education Technology
30 Assoc for Children and adults with Learning Disabilities
31 National Society for Internships and Experiential Education
32 National Information Center on Deaf-BIll-dness
35 Adolescent Pregnancy Prevention Cearinghouse
44 National Center for Youth with Disabilities Resource Center
46 Information Center for Special Ed Media and Materials
48 National Clearinghouse on Community-Referenced Technology
50 American Assoc. for Higher Education Assessment Forum
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Info. Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
61 National Science Resources Center
62 International Clearinghouse for the Advancement of Science Teaching
63 Environmental Quality Instructional Resources Center
65 Clearinghouse on Disability Information
66 National Assessment Resource Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
78 National Dropout Prevention Center Clearinghouse
81 Collaborative Learning Project Resource Center
82 Environmental Protection Agency Public Info Center and Library
83 Sociological Abstracts
85 ERIC Clearinghouse on Counseling and Personnel Services
88 ERIC Clearinghouse on Handicapped & Gifted Children
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges
95 ERIC Clearinghouse for Science, Mathematics & Environmental
Women

19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
33 Nall Maternal & Child Health Clearinghouse & Center for Maternal & Child Health
34 Women's Bureau Work and Family Clearinghouse
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
38 Women in Development Resource Center, USAID
39 The Equity Clearinghouse
40 Research Clearinghouse on Women of Color & Southern Women
43 National Council for Research on Women Information Services
49 National Center for Children in Poverty
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
67 Media/Materials Center of Population Communication Services
72 Family Life Information Exchange
73 Population Information Program
84 National Gerontology Resource Center
86 ERIC Clearinghouse on Educational Management
99 ERIC Clearinghouse on Urban Education
Types of Education

Record# Clearinghouse

All Content Areas Covered (a)

6 National Institute of Corrections Information Center
8 Clearinghouse on Adult Education
11 Association for Community Based Education Clearinghouse
12 Adult Basic Education Resource Center
16 KIDSNET
17 ACCESS Clearinghouse
18 Project Home Safe National Resource Center
19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Info. CH
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
47 Immigration Reform and Control Act Clearinghouse
49 National Center for Children in Poverty
53 National Criminal Justice Reference Service
55 Family Information Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
67 Media/Materials Center of Population Communication Services
70 Resources in Computer Education, RICE
74 Educational Products Information Exchange
76 Family Resource Database
79 Emerging Technology Consultants INC Center
82 Environmental Protection Agency Public Info Cent and Library
84 National Gerontology Resource Center
87 ERIC Clearinghouse on Elementary & Early Childhood Education
92 ERIC Clearinghouse on Adult, Career and Vocational Education

Counseling (c)

6 National Institute of Corrections Information Center
9 American Association for Counseling and Development Professional Information Service
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
34 Women's Bureau Work and Family Clearinghouse
49 National Center for Children in Poverty
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Information Center, National Agricultural Library
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
61 National Science Resources Center
63 Environmental Quality Instructional Resources Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
82 Environmental Protection Agency Public Info Cent and Library
83 Sociological Abstracts
87 ERIC Clearinghouse on Counseling and Personnel Services
92 ERIC Clearinghouse on Elementary & Early Childhood Education
95 ERIC Clearinghouse for Science, Mathematics & Environmental
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Child Care (cc)

27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
34 Women's Bureau Work and Family Clearinghouse
49 National Center for Children in Poverty
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Information Center, National Agricultural Library
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
87 ERIC Clearinghouse on Elementary & Early Childhood Education
Equity (eq)
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
39 The Equity Clearinghouse
88 ERIC Clearinghouse on Handicapped & Gifted Children
96 ERIC Clearinghouse for Social Studies/Social Science Educ.
99 ERIC Clearinghouse on Urban Education

Experiential Education (ex)
31 National Society for Internships and Experiential Education
68 Youth Development Information Center
100 ERIC Clearinghouse on Adult, Career and Vocational Education

International Education (ie)
14 INET, International Networks in Education and Development
31 National Society for Internships and Experiential Education
37 U.S. Agency for International Development Information Center
50 Clearinghouse on Infant Feeding and Maternal Nutrition
62 International Clearinghouse 4 Advancement of Science Teaching
64 Clearinghouse for Development and Communication
67 Media/Materials Center of Population Communication Services
73 Population Information Program
92 ERIC Clearinghouse on Languages and Linguistics
96 ERIC Clearinghouse for Social Studies/Social Science Educ.

LITERACY
Adult Literacy (al)
11 Association for Community Based Education Clearinghouse
12 Adult Basic Education Resource Center
82 Environmental Protection Agency Public Info Cent and Library
92 ERIC Clearinghouse on Languages and Linguistics
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Literacy, general (I)
6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
11 Assoc for Community Based Education Clearinghouse
12 Adult Basic Education Resource Center
13 Contact Center, Inc
19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
59 YASPP, Technical Assistance for Special Populations Program
73 Center for Human Resources Clearinghouse
76 Family Resource Database
82 Environmental Protection Agency Public Info Cent and Library
83 Sociological Abstracts
96 ERIC Clearinghouse on Educational Management
92 ERIC Clearinghouse on Languages and Linguistics
93 ERIC Clearinghouse on Reading and Communication Skills
99 ERIC Clearinghouse on Urban Education
100 ERIC Clearinghouse on Adult, Career and Vocational Education

SPECIAL EDUCATION AND REHABILITATION SERVICES
Rehabilitation (rh)
20 NARIC, National Rehabilitation Information Center
21 JAN, Job Accommodations Network
22 ABLEDATA
23 Natl Clearinghouse of Rehab Training Materials
65 Clearinghouse on Disability Information
88 ERIC Clearinghouse on Handicapped & Gifted Children

Special Education
21 JAN, Job Accommodations Network
24 National Clearinghouse for Professions in Special Educ
25 HEATH Higher Ed & Adult Training for people with Handicaps
26 NICHCY, National Info. Center for Handicapped Children and Youth
27 National Early Childhood Technical Assistance System (NECTAS) Info. Clearinghouse
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<td>Assoc for Children and Adults with Learning Disabilities</td>
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<td>National Information Center on Deaf-Blindness</td>
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<td>National Center for Youth with Disabilities Resource Center</td>
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<td>Information Center for Special Education Media and Materials</td>
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<td>58</td>
<td>National Clearinghouse on Community-Referenced Technology</td>
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<tr>
<td>59</td>
<td>TASPP, Technical Assistance for Special Populations Program</td>
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<tr>
<td>62</td>
<td>International Clearinghouse for Advancement of Science Teaching</td>
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<tr>
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<td>ERIC Clearinghouse on Handicapped &amp; Gifted Children</td>
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**Science (s)**

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<td>Environmental Protection Agency Public Information Center and Library</td>
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<td>ERIC Clearinghouse for Science, Mathematics &amp; Environmental Education</td>
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**Sex Education (se)**

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<td>Media/Materials Center of Population Communication Services</td>
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Education-Related Areas

Record# Clearinghouse

WORK & EMPLOYMENT FOCUSED CLEARINGHOUSES

Career Education (ce)

6 National Institute of Corrections Information Center
68 Youth Development Information Center
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Job/employment (j)

6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
10 American Society for Training and Development Resource Center
21 JAN, Job Accomodations Network
31 National Society for Internships and Experiential Education
34 Women's Bureau Work and Family Clearinghouse
35 Adolescent Pregnancy Prevention Clearinghouse
42 Southern Regional Educational Board Career Ladder Clearinghouse
52 Juvenile Justice Clearinghouse
53 National Criminal Justice Reference Service
59 TASPP, Technical Assistance for Special Populations Program
75 Center for Human Resources Clearinghouse
77 National Alliance of Business Clearinghouse
78 National Dropout Prevention Center Clearinghouse
80 Community Information Exchange
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Labor force (lf)

6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
75 Center for Human Resources Clearinghouse
100 ERIC Clearinghouse on Adult, Career and Vocational Education
6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
75 Center for Human Resources Clearinghouse
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Vocational education (v)

6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
21 JAN, Job Accomodations Network
23 Nall Clearinghouse of Rehab Training Materials
27 Nall Early Childhood Tech Ass't Syst (NECTAS) Info. CH
31 National Society for Internships and Experiential Education
50 American Assoc. for Higher Education Assessment Forum
53 National Criminal Justice Reference Service
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
66 National Assessment Resource Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
69 Test Center
74 Educational Products Information Exchange
82 Environmental Protection Agency Public Info Cent and Library
98 ERIC Clearinghouse on Tests, Measurement, and Evaluation
100 ERIC Clearinghouse on Adult, Career and Vocational Education

685
OTHER EDUCATION-RELATED AREAS

Evaluation (ev)
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
50 American Assoc. for Higher Education Assessment Forum
58 Military Family Information Clearinghouse & Resource Center
66 National Assessment Resource Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
69 Test Center
74 Educational Products Information Exchange
98 ERIC Clearinghouse on Tests, Measurement, and Evaluation

Family (f)
6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
67 Media/Materials Center of Population Communication Services
73 Population Information Program
75 Center for Human Resources Clearinghouse
76 Family Resource Database
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Health (h)
20 NARIC, National Rehabilitation Information Center
21 JAN, Job Accommodations Network
22 ABLEDATA
23 National Clearinghouse of Rehabilitation Training Materials
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
28 National Info Center on Deafness, NICD
32 National Information Center on Deaf-Blindness
33 Natl Maternal & Child Health Clearinghouse & Center for Maternal & Child Health
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
41 National AIDS Information Clearinghouse, NAIC
44 National Center for Youth with Disabilities Resource Center
49 National Center for Children in Poverty
51 Clearinghouse on Child Abuse and Neglect Information
54 Food and Nutrition Information Center, National Agricultural Library
55 Family Info. Center, National Agricultural Library
56 National Clearinghouse for Alcohol & Drug Information
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
65 Clearinghouse on Disability Information
67 Media/Materials Center of Population Communication Services
72 Family Life Information Exchange
73 Population Information Program
80 Community Information Exchange
88 ERIC Clearinghouse on Handicapped & Gifted Children

Justice (ju)
6 National Institute of Corrections Information Center
52 Juvenile Justice Clearinghouse
53 National Criminal Justice Reference Service

Law (lw)
19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
86 ERIC Clearinghouse on Educational Management
99 ERIC Clearinghouse on Urban Education

Population (po)
67 Media/Materials Center of Population Communication Services
73 Population Information Program
ACCESS ERIC is the newest feature of ERIC—the Educational Resources Information Center. ERIC's database, the world's largest source of education information, contains citations of more than 665,000 documents and journal articles on educational research and practice available to the public at more than 3,000 locations worldwide.

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- Languages and Linguistics
- Teacher Education
- Urban Education
- Test, Measurement, and Evaluation
- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Educational Management
- Elementary and Early Childhood Education
- Handicapped and Gifted Children
- Higher Education
- Information Resources
- Junior Colleges
- Reading and Communication Skills
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education

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Central ERIC is a division within the Office of Educational Research and Improvement of the U.S. Department of Education. This office supports ERIC, which—along with its 16 clearinghouses—answers more than 115,000 inquiries annually.

For further information on ACCESS ERIC, call 1-800-USE-ERIC or write to—

ACCESS ERIC
1600 Research Boulevard, Mail Stop 3C
Rockville, MD 20850
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**RIE Author Index (Cumulative).**
The RIE Cumulative Author Index provides access by author name. Each entry includes author, title, level of availability, ED number, number of pages, number of microfiche.

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Each term is followed by the ED accession number to which it applies. Major usages are indicated by an asterisk.

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**ERIC Microfiche Indexes Order Form 1966-1988**

3900 Wheeler Ave., Alexandria, VA 22304-6409

- CHARGE TO A VISA OR MASTERCARD ACCOUNT
- Account Number: ____________________________
- Expiration Date: __________________________
- Signature: ____________________________

- OR ENCLOSE CHECK OR MONEY ORDER
  Payable to EDRS or Computer Microfilm Corporation (U.S. funds payable through U.S. bank)

- OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER

- COMPLETE AND SIGN

- SHIPPING INCLUDED ON U.S. ORDERS.
  FOREIGN POSTAGE EXTRA

"SHIP TO" ADDRESS: ____________________________________________________________

SIGNATURE: ____________________________________________________________________

<table>
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<th>Microfiche Indexes</th>
<th>No. of MF</th>
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<th>Unit Price</th>
<th>Total</th>
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</table>

TOTAL: 57.21

VA. RESIDENTS ADD 4.5%

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In the continental U.S. (except Virginia)
Call 1-800-227-ERIC (3742)
In Virginia Call (703) 823-0500
No Foreign Phone Orders Accepted
ERIC - A General Description

ERIC stands for the Educational Resources Information Center, an information system in existence since 1966 and currently sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

ERIC is designed to provide users with ready access to the English-language literature dealing with education. It does this through a variety of products and services, many of which are described in this brochure e.g., databases, abstract journals, microfiche, computer searches, online access, document reproductions, analyses and syntheses, etc.

Organizationally ERIC consists of a central Government office (establishing policy, funding, and monitoring the entire system); sixteen subject-specialized "Clearinghouses" (collecting and analyzing the literature and producing information products); a central editorial and computer facility (maintaining the database and preparing the abstract journal Resources in Education (RIE) and other products); a central "ERIC Document Reproduction Service" (preparing microfiche and document reproductions); a commercial publisher (publishing Current Index to Journals in Education (CIJE), the ERIC Thesaurus, and other ERIC publications); and an outreach and referral arm called ACCESS ERIC. Full names and addresses for all the components of ERIC appear elsewhere in this brochure.

This brochure provides users with an introduction to what ERIC is and what it offers, and also serves as a quick reference source answering a wide variety of everyday questions about ERIC that users commonly have. A wealth of information is packed into a relatively small space and we hope that it is information that will prove useful to you.

Contents
1 ERIC - A General Description
2 The Organizations That Make Up ERIC
3 Major ERIC Products
4 Document Delivery
5 Microfiche Collections
6 Computerized Searching and Retrieval
7 Search Services
8 Question-Answering Services
9 Clearinghouse Publications
10 How To Submit Documents to ERIC

The Organizations That Make Up ERIC

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)
Washington, DC 20208-5720
Telephone: (202) 335-6288

Clearinghouses

Adult, Career, and Vocational
Education (CE)
Ohio State University
1920 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353
(800) 848-6815

Coordinating and Personnel
Services (CP)
University of California, Berkeley
(510) 642-3012

Elementary and Early
Childhood Education (PS)
University of California, Berkeley
(510) 642-3012

Handicapped and Gifted
Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 262-3500

Higher Education (HE)
George Washington University
One Dupont Circle, N.W., Suite 620
Washington, D.C. 20036-1563
Telephone: (202) 996-0250

Information Resources (IR)
Syracuse University
Huntington Hall, Room 030
Syracuse, New York 13210-2400
Telephone: (315) 443-3640

Jrnl/Sciences (JS)
University of California (UCAL)
Math Sciences Bldg, Room 8118
4411 Hilgard Avenue
Los Angeles, California
90024-1564
Telephone: (213) 825-3931

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Reading and Communication
Skills (CS)
Indiana University
Smich Research Center, Suite 150
2605 East 10th Street
Bloomington, Indiana 47409-2373
Telephone: (812) 855-5847

Rural Education and Small
Schools (RC)
Appalachia Educational Laboratory
1031 Quarry Street
P.O. Box 1346
Charleston, West Virginia
25325-1348
Telephone: (304) 247-0040
(800) 624-9120

Science, Mathematics, and
Environmental Education (SE)
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43210-1792
Telephone: (614) 292-0717

Social Studies/Social Science
Education (SS)
Indiana University
Social Studies Development Center
2605 East 10th Street
Bloomington, Indiana 47409-2373
Telephone: (812) 855-3830

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 510
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

Tests, Measurement, and
Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
3533 K Street, N.W.
Washington, D.C. 20007-3803
Telephone: (202) 342-5060

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Ed.
1200 Chambers Road, Third Floor
New York, New York 10027-6998
Telephone: (212) 978-3343

Support Organizations

ERIC Document Reproduction
Service (EDRS)
3900 Wheeling Avenue
Alexandria, Virginia 22304-4909
Telephone: (703) 227-ERIC (3742)
(800) 848-6815

ERIC Processing and
Reference Facility
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238
Telephone: (301) 297-1424

Oryx Press
2214 North Central Ave., Suite 107
Phoenix, Arizona 85016
Telephone: (602) 254-6156
(800) 457-0799

ACCESS ERIC
1600 Research Boulevard
Rockville, Maryland 20850-3166
Telephone: (301) 547-5466
(800) USE-ERIC
Major ERIC Products

The Information available from ERIC is disseminated in a variety of products. This panel lists the various products and indicates where each can be obtained. Detailed addresses of the sources can be found in this brochure under the heading "The Organizations That Make Up ERIC."

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Journal Issue (CJJE) (Announcing Journal Articles)</td>
<td>Online Document Reproduction Service (EDRS) Annual subscriptions: approx $1,100 (approx 16,200 fiche) Titles: $50.00 (1-48 fiche) ERIC Facility (Write for price list)</td>
</tr>
<tr>
<td>Microfiche</td>
<td>ERIC Document Reproduction Service (EDRS) Available on subscription or on demand. Specific ERIC Clearinghouses</td>
</tr>
<tr>
<td>Magneto Tapes (ERIC-TAPES)</td>
<td>EDRS (Write for price list)</td>
</tr>
<tr>
<td>Computer Searches</td>
<td>Please consult Directory of ERIC Information Service Providers (approximately 300 locations, geographically arranged), available from ERIC Faculty.</td>
</tr>
<tr>
<td>ERICTOOLS</td>
<td>Online vendors: DRS, Dialog, OCLC. See Online Retrieval panel for addresses</td>
</tr>
<tr>
<td>Various printed indexes and other tools produced for the benefit of those working closely with the ERIC files e.g.: Title Index, Identifier Authority List.</td>
<td>CD-ROM vendors: Dialog, OCLC. SilverPlatter. See Search Services panel for addresses.</td>
</tr>
<tr>
<td>Thesaurus of ERIC Descriptors</td>
<td>ERIC Facility (Write for price list)</td>
</tr>
<tr>
<td>The master list of approved descriptors (index terms) used by the ERIC system, with a complete cross-reference structure and related hierarchical displays.</td>
<td>Oryx Press (Price varies with edition. 11th edition, 1987, $65).</td>
</tr>
<tr>
<td>Computer-Output-Microform (COM)</td>
<td>EDRS (Write for price list)</td>
</tr>
<tr>
<td>Cumulative title, subject, institution, and author indexes for RIE.</td>
<td></td>
</tr>
<tr>
<td>Descriptor and Identifier Usage Reports for RIE.</td>
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<tr>
<td>RIE resume cumulations from 1965 to present.</td>
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<tr>
<td>Document Reproductions</td>
<td>ERIC Document Reproduction Service (EDRS) ($2.00 for each 1-25 page increment) University Microfilms International, Genuine Article Service, 3501 Market Street, Philadelphia, Pennsylvania 19104. (Several journal article copy services exist of which the above are major examples).</td>
</tr>
<tr>
<td>Paper copy reproductions of documents announced in RIE.</td>
<td></td>
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<tr>
<td>Paper copy reproductions of journal articles announced in CJJE.</td>
<td></td>
</tr>
</tbody>
</table>

Document Delivery

ERIC is notable among information systems in providing for reproductions of the documents and journal articles announced in its abstract journals RIE and CJJE.

Documents:

ERIC obtains permission from authors and producers to reproduce approximately 96% of the documents currently announced in RIE. This means that in a monthly issue announcing 1,000 documents, some 980 documents are microfilmed and made available to users in either microfiche or paper copy reproductions. Alternative availability instructions are always cited for the small number of items ERIC cannot make available.

The document delivery arm of ERIC is the ERIC Document Reproduction Service (EDRS). EDRS sells subscriptions to the total set of ERIC microfiche at a rate of 9.10 per fiche card. EDRS also sells microfiche copies of documents announced in RIE because of copyright restrictions on the original journals. However, several organizations provide reprint services and have made arrangements to reimburse the original publishers appropriately. Among these are: (1) University Microfilms International (Article Clearinghouse), 300 North Zeeb Road, Ann Arbor, Michigan 48106, Tel.: (800) 732-0616; (2) Institute for Scientific Information, Genuine Article Service, 3501 Market Street, Philadelphia, Pennsylvania 19104, Tel.: (800) 523-1850.

For those journals that do not permit reprints, it may be necessary to consult an original issue of the journal in your local university or public library. Some service organizations maintain relatively complete collections of the journals indexed by CJJE.
Microfiche Collections

Microfiche (MF) of the documents announced in Resources in Education may be obtained on a monthly subscription basis from the ERIC Document Reproduction Service (EDRS). When purchased in this way, the price is a very economical 9.1 cents per microfiche card. The table below displays for each calendar year the accession number range, total titles, total microfiche cards, and current price (based on 8.5 cents per card for prior years).

<table>
<thead>
<tr>
<th>Year</th>
<th>Accession Range</th>
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<th>Total MF Cards</th>
<th>Price</th>
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<td>1966-1967</td>
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<td>2,347</td>
<td>4,426</td>
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<td>1968</td>
<td>ED-024 348-ED-021 151</td>
<td>6,846</td>
<td>13,879</td>
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<td>1969</td>
<td>ED-021 152-ED-031 604</td>
<td>8,331</td>
<td>15,899</td>
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<td>1970</td>
<td>ED-031 605-ED-042 060</td>
<td>6,448</td>
<td>16,188</td>
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<td>1971</td>
<td>ED-042 061-ED-054 390</td>
<td>9,728</td>
<td>18,893</td>
<td>1,605.91</td>
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<tr>
<td>1972</td>
<td>ED-054 391-ED-066 620</td>
<td>10,079</td>
<td>19,655</td>
<td>1,652.10</td>
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<tr>
<td>1973</td>
<td>ED-066 621-ED-080 767</td>
<td>11,623</td>
<td>17,031</td>
<td>1,447.64</td>
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<tr>
<td>1974</td>
<td>ED-080 789-ED-099 253</td>
<td>12,175</td>
<td>17,800</td>
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<tr>
<td>1975</td>
<td>ED-095 254-ED-110 594</td>
<td>13,320</td>
<td>19,694</td>
<td>1,684.73</td>
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<td>1976</td>
<td>ED-110 595-ED-127 413</td>
<td>14,660</td>
<td>20,891</td>
<td>1,775.74</td>
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<td>1977</td>
<td>ED-127 414-ED-142 664</td>
<td>13,642</td>
<td>19,911</td>
<td>1,692.44</td>
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<td>1978</td>
<td>ED-142 685-ED-157 987</td>
<td>14,196</td>
<td>20,659</td>
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<td>1979</td>
<td>ED-157 988-ED-174 743</td>
<td>15,816</td>
<td>22,376</td>
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<td>1980</td>
<td>ED-174 744-ED-190 736</td>
<td>15,437</td>
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<td>1981</td>
<td>ED-190 739-ED-205 670</td>
<td>14,549</td>
<td>21,233</td>
<td>1,804.81</td>
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<td>1982</td>
<td>ED-205 671-ED-219 495</td>
<td>12,213</td>
<td>19,213</td>
<td>1,633.11</td>
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<td>1983</td>
<td>ED-219 496-ED-233 122</td>
<td>13,099</td>
<td>18,772</td>
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<td>1984</td>
<td>ED-233 123-ED-247 369</td>
<td>13,971</td>
<td>19,651</td>
<td>1,670.34</td>
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<td>1985</td>
<td>ED-247 370-ED-260 172</td>
<td>12,609</td>
<td>17,036</td>
<td>1,498.06</td>
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<td>1986</td>
<td>ED-260 173-ED-272 646</td>
<td>12,220</td>
<td>16,630</td>
<td>1,413.55</td>
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<td>1987</td>
<td>ED-272 647-ED-284 955</td>
<td>12,069</td>
<td>16,264</td>
<td>1,382.44</td>
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<td>1988</td>
<td>ED-284 956-ED-297 084</td>
<td>12,129</td>
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<td>398,844</td>
<td>$33,629.74</td>
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Approximately 800 organizations currently subscribe to complete ERIC microfiche collections. In addition, several organizations, while not currently subscribing, have substantial ERIC microfiche collections in their possession. All such organizations are listed in the Directory of ERIC Information Service Providers. This reference tool is arranged geographically in order to facilitate referral of users to the closest possible microfiche service point. Each entry in the Directory provides the address, telephone number, contact person, collection status, and services provided. (See the "Search Services" panel for a sample entry).

The Directory of ERIC Information Service Providers can be obtained free of charge from any ERIC component.

Computerized Searching and Retrieval

The ERIC database (both RIE and CIJE components) can be searched by computer via all three of the major vendors of online retrieval services (BRS, DIALOG, and ORBIT) and all three of the major vendors of CD-ROM retrieval services (DIALOG, OCLC, and SilverPlatter). ERIC was one of the very first bibliographic databases to take advantage of these advanced technologies.

Individuals and organizations wishing to search ERIC online need only the following:

- a computer terminal (that can link by phone with the online vendor's computer),
- an open purchase order with one or more vendors (you pay only for what you use).

Searching ERIC by CD-ROM requires only:

- a CD-ROM disk drive and a microcomputer, connected to each other (hardware specifications vary by vendor),
- a subscription to the ERIC database on CD-ROM disks (usually updated quarterly)

Computer searching is a superior way to perform retrieval for the following reasons:

- You get responses back in real time, while you wait.
- You can search both subject matter and non-subject matter fields, e.g., authors, institutions.
- You can make complex logical demands that your output must meet; requirements more complex than you can apply manually.
- You get to interact with the computer and can adjust your requirements as you see what the computer selects.
- You can search both controlled input fields (e.g., index terms selected from a thesaurus) and free text fields (e.g., words in the abstract). Free text fields are not normally searchable manually.

In order to establish your own computer searching capability, contact one or more of the vendors listed alphabetically below. Each vendor offers different retrieval software, command structure, and training and user support facilities. You should choose the one best fitted for your particular needs.
Search Services

The ERIC database (consisting of both RIE and CIJE data) is one of the most widely searched and heavily used bibliographic databases in the world today. Approximately 50 organizations all over the world (including all the major online and CD-ROM vendors; purchase the ERIC tapes and provide computerized access to them. Via these primary sources, several hundred service centers that provide computer searches of ERIC to various classes of users can be identified. The Directory of ERIC Information Service Providers attempts to identify these sources and to provide complete entries describing the address, telephone number, contact person, clientele served, ERIC collection status, equipment available, and services provided (including search system used). The 1986 Directory lists approximately 900 service points. It is estimated that over 450,000 computer searches are made of the ERIC file each year by these service centers and other users combined.

Displayed below is a typical entry from the Directory of ERIC Information Service Providers.

San Mateo Educational Resources Center (SMERC)
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

Communications: (415) 363-5470
Contact: Mary Moray, Coordinator, Reference Services
Clientele: San Mateo County public school employees
Collection: RIE (1966); CIJE (1969); Thesaurus (11th. 1987);
ERICTOOLS: Microfiche 1966;
Clearinghouse publications
Equipment: MF Reader, MF Reader/Printer;
MF Duplicator, Office copier, Microcomputer,
Computer terminal
Services: PC reproduction; MF duplication;
Search services (online; DIALOG)

If you would like to be listed in the next edition of the Directory, please request a questionnaire from the ERIC Facility. If you would like a free copy of the Directory, write or call the ERIC Facility. Multiple copies are available for use with conferences, seminars, classes, etc.

Question-Answering Services

Within the ERIC system, subject expertise resides primarily within the various specialized ERIC Clearinghouses. Questions that involve answers to substantive matters are therefore best directed to the particular Clearinghouse whose scope includes the area covered by the question. From this brochure, Clearinghouse scopes can be determined only from their names; however, there is a single-page flyer available from the ERIC Processing and Reference Facility that contains detailed scope notes for each Clearinghouse.

In the course of a year, all the ERIC components combined answer more than 100,000 written and telephoned inquiries from users. Many of these inquiries are requests involving identification of specific documents and can be answered fairly rapidly and simply. (This type of request is best directed to the ERIC Facility.) Many other requests, however, involve some level of subject expertise in the development of a customized response. ERIC Clearinghouses will accept such questions in their subject areas. For inquiries involving computer searches, cost recovery is normally sought. Referrals to other organizations where computer searches or other information services may be purchased are also made, as appropriate. In summary:

• Specific Documents
  Requests to identify (and determine availability and price for) specific documents (including OERI publications) that are needed should normally be directed to the ERIC Processing and Reference Facility.

• Subject-Oriented Questions
  Requests to answer subject-oriented questions should be directed to the particular ERIC Clearinghouse most closely associated with the subject matter involved.

• Computer Searches
  Requests known in advance to require a computer search should be directed to the most appropriate service point, as determined from the Directory of ERIC Information Service Providers (listing approximately 900 service points nationwide).

• ERIC Clearinghouse Publications
  Requests for specific publications of the ERIC Clearinghouses should be directed to the Clearinghouse that prepared the document. (Clearinghouses often have stocks of printed copies that are either available free or that cost less than reproduced copies from the ERIC Document Reproduction Service.)

• Questions About ERIC
  Questions about the ERIC system or ERIC products should be directed to ACCESS ERIC (Tel.: (800) USE-ERIC).
Clearinghouse Publications

What are ERIC Clearinghouse Publications?
In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, knowledge syntheses, state-of-the-art studies, digests, interpretive studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the needs of ERIC users. These products constitute new contributions to the literature.

How are ERIC Clearinghouse Publications Available?
ERIC Clearinghouse publications are issued by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, ERIC Clearinghouse publications are announced in RIE, if appropriate. When announced in RIE, they are contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Full ordering details and current prices are to be found in RIE.

Bibliographies and Indexes of ERIC Clearinghouse Publications
Periodically, ERIC prepares bibliographies of its Clearinghouse publications. All items in the series to date are listed below.

<table>
<thead>
<tr>
<th>Accession Number of Bibliography</th>
<th>Size</th>
<th>Period Covered</th>
<th>Number of Items</th>
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<tr>
<td>ED - 029 161</td>
<td>24 p.</td>
<td>1968</td>
<td>149</td>
</tr>
<tr>
<td>ED - 034 069</td>
<td>34 p.</td>
<td>1969</td>
<td>240</td>
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<td>ED - 041 588</td>
<td>47 p.</td>
<td>1970</td>
<td>366</td>
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<tr>
<td>ED - 054 627</td>
<td>54 p.</td>
<td>1971</td>
<td>416</td>
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<tr>
<td>ED - 077 512</td>
<td>55 p.</td>
<td>1972</td>
<td>415</td>
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<tr>
<td>ED - 087 411</td>
<td>74 p.</td>
<td>1973</td>
<td>396</td>
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<tr>
<td>ED - 126 856</td>
<td>144 p.</td>
<td>1974-1975</td>
<td>534</td>
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<td>ED - 168 608</td>
<td>168 p.</td>
<td>1975-1977</td>
<td>600</td>
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<tr>
<td>ED - 180 459</td>
<td>74 p.</td>
<td>1978</td>
<td>211</td>
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<tr>
<td>ED - 191 502</td>
<td>58 p.</td>
<td>1979</td>
<td>159</td>
</tr>
<tr>
<td>ED - 208 882</td>
<td>64 p.</td>
<td>1980</td>
<td>176</td>
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<tr>
<td>ED - 224 505</td>
<td>72 p.</td>
<td>1981</td>
<td>173</td>
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<td>ED - 237 088</td>
<td>77 p.</td>
<td>1982</td>
<td>181</td>
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<td>ED - 246 919</td>
<td>52 p.</td>
<td>1983</td>
<td>117</td>
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<td>ED - 261 711</td>
<td>61 p.</td>
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<td>142</td>
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<td>ED - 271 125</td>
<td>72 p.</td>
<td>1985</td>
<td>176</td>
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<td>ED - 283 535</td>
<td>69 p.</td>
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<td>66 p.</td>
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Total ERIC Clearinghouse Publications (1968-1988) 5203

How to Submit Documents to ERIC

Where to Send Documents
Documents usually enter the ERIC system through one of two ways:

- They may be sent to the Clearinghouse most closely related to their subject matter. (A list of the Clearinghouses and their addresses appears in this brochure.) Material is expedited if it is directed to the attention of "Acquisitions."

- If it is uncertain which Clearinghouse is appropriate, materials may be sent to the following address:

  **ERIC Processing and Reference Facility**
  Acquisitions Department
  2440 Research Boulevard, Suite 550
  Rockville, Maryland 20850-3238

The ERIC Facility will forward all submissions to the appropriate ERIC Clearinghouse.

What Kinds of Documents to Send
ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. The ERIC audience is so broad (encompassing teachers, administrators, school board members, librarians, researchers, media specialists, students and their parents, counselors, and every other type of educator or educational practitioner) that it must collect a wide variety of documentation in order to satisfy its users. Examples of types of materials collected are the following:

- Research Reports/Technical Reports
- Program/Project Descriptions
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- Evaluation Studies
- Feasibility Studies
- State-of-the-Art Studies
- Instructional Materials
- Classroom Materials
- Sylabi
- Teaching Guides
- Resource Guides
- Manuals
- Handbooks
- Curriculum Materials
- Conference Papers
- Proceedings
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations
# List of ERIC Network Components

## CLEARINGHOUSES

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<td>1900 Kenny Road</td>
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<td>Education (CE)</td>
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<td>Counseling and Personnel Services (CO)</td>
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<td>Elementary and Early</td>
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<td>Handicapped and Gifted Children (EC)</td>
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<td>1920 Association Drive Reston, Virginia 20191-1599</td>
<td>(703) 620-3660</td>
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<td>Information Resources (IR)</td>
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<td>Huntington Hall, Room 300 150 Marshall Street Syracuse, New York 13244-2340</td>
<td>(315) 443-3640</td>
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<td>Rural Education and Small Schools (RS)</td>
<td>Appalachia Educational Laboratory</td>
<td>1031 Quarrier Street Charleston, West Virginia 25325-1348</td>
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<td>Science, Mathematics, and</td>
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## Submitting Documents to EDUCATIONAL RESOURCES INFORMATION CENTER

- **Office of Educational Research and Improvement**
  - U.S. Department of Education

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**Address**: 1600 Research Boulevard, Suite 550 Rockville, MD 20850-3238
**Telephone**: (301) 590-1420
**Access**: (800) USE-ERIC
Introduction

This brochure describes how to submit documents to the Educational Resources Information Center (ERIC) and is intended to solicit such submissions from individuals and organizations.

Provided, in sequence, are: (1) a brief description of the ERIC system, (2) a list of the many advantages of having a document accepted by ERIC, (3) information on the kinds of documents ERIC is seeking, (4) an outline of the selection criteria that are applied to incoming documents, and (5) where to send the documents so that they will receive proper consideration.

The ERIC system and its abstract journal Resources in Education (RIE) are dependent on the flow of education-related documents from authors and institutions to its Clearinghouses and other facilities. Only through the cooperation of document generators and producers can ERIC achieve its goal of comprehensive bibliographic coverage of the literature of education in the United States.

ERIC: a Brief Description

The Educational Resources Information Center (ERIC) is a decentralized nationwide network, sponsored by the U.S. Department of Education, and designed to collect educational documents and to make them available to teachers, administrators, researchers, students, and other interested persons. ERIC publishes a monthly abstract journal, Resources in Education (RIE), which announces all documents that are acquired by ERIC and that pass its selection criteria. ERIC attempts comprehensive coverage of recently completed significant documents dealing with education.

Documents announced in RIE (except for some copyrighted materials) can be purchased in microfiche or reproduced paper copy from the ERIC Document Reproduction Service (EDRS). EDRS sends complete sets of ERIC documents on microfiche to over 800 standing order customers in this country and abroad. All documents announced in RIE must be available to the public, either through EDRS or through a clearly specifiable alternative source.

In addition to the manual access provided by RIE, the ERIC database is also accessible at many locations via computer searches of ERIC magnetic tapes. The major vendors of online and compact disk retrieval services all provide access to the ERIC database and help to make it one of the most popular and lowest cost databases offered.

ERIC accomplishes its objectives primarily through its sixteen subject-oriented Clearinghouses (located at non-profit institutions) and four commercial organizations. The addresses of these ERIC components appear at the end of this brochure.

Advantages of Having a Document in ERIC

Contributors of documents to ERIC can benefit in the following ways:

- **Announcement**—Documents accepted by ERIC are announced to some 2,000 organizations receiving the abstract journal Resources in Education (RIE).
- **Publicity**—Organizations that wish to sell their own documents in original copies can have this availability (together with address and price information) announced to users in RIE, thus serving to publicize their product. After the document is sold out at the original source, it is then still available through EDRS, if permission to reproduce has been granted to ERIC. (Original copy prices, while the supply lasts, are generally less, and are therefore more attractive to users, than EDRS on-demand duplication prices).
- **Dissemination**—Documents accepted by ERIC are reproduced on microfiche and distributed (at no cost to the contributor) to the more than 800 current subscribers to the ERIC microfiche collection.
- **Retrievability**—The bibliographic descriptions developed by ERIC are retrievable by the thousands of subscribers to the online database retrieval services (offered by commercial vendors such as BRS, DIALOG, and ORBIT). In addition to the above outlets, there are thousands of locations offering computer searches of ERIC based on either compact disk (CD-ROM) systems (offered by DIALOG, OCLC, and SilverPlatter) or other local systems.
- **Always "In Print"**—The presence of a master microfiche at EDRS, from which copies can be made on an on-demand basis, means that ERIC documents are constantly available and never go "out of print." Persons requesting copies from an original source can always be referred to ERIC. This archival function may either relieve the source of a distribution burden or may solve the availability problem when the source's supply has been exhausted.

In addition to the above very concrete advantages, submission of a document to ERIC reduces the overall likelihood of overlap, redundancy, and duplication of effort. It increases the probability that the results reported in the document will be available to and used in subsequent efforts.

To encourage submission, ERIC offers to send contributors notice of document disposition, giving the ED identification number (for ordering purposes) of those documents selected for RIE.

There are no fees to pay in submitting documents to ERIC, nor does ERIC pay any royalties for material it accepts. Other than a statement concerning permission to reproduce, there are no forms to complete.

Additionally, ERIC will send a complimentary microfiche to each contributor when the document is announced in RIE.
Selection Criteria Employed by ERIC

QUALITY OF CONTENT
All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, comprehensiveness.

LEGIBILITY AND REPRODUCIBILITY
Documents may be type-set, typewritten, xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8½”x 11” size pages are preferred.

Two copies are desired, if possible: one for processing into the system and eventual filming, one for retention and possible use by the appropriate Clearinghouse while processing is going on. However, single copies are acceptable.

REPRODUCTION RELEASE (See Tear-Off Panel —→)
For each document submitted, ERIC is required to obtain a formal signed Reproduction Release form indicating whether or not ERIC may reproduce the document. A copy of the Release Form appears as a separable panel of this brochure. Additional Release Forms may be copied as needed or obtained from the ERIC Facility or any ERIC Clearinghouse. Items for which releases are not granted, or other non-reproducible items, will be considered for announcement only if they are noteworthy education documents available from a clearly specifiable source, and only if this information accompanies the document in some form.

Items that are accepted, and for which permission to reproduce has been granted, will be made available in microfiche only, or microfiche and reproduced paper copy, by the ERIC Document Reproduction Service (EDRS).

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U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE

I. DOCUMENT IDENTIFICATION
Title: ___________________________

Author(s): _______________________

Date: ___________________________

II. REPRODUCTION RELEASE
In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document. If reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options below and sign the release on the other side.

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III. DOCUMENT AVAILABILITY INFORMATION
(Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

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Quantity Price: ____________________________

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If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

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What Kinds of Documents to Send ERIC

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- Sylabi
- Teaching Guides
- Resource Guides
- Manuals
- Handbooks
- Curriculum Materials
- Conference Papers
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

ERIC does not accept non-print materials (such as films, filmstrips, videotapes, tapes, records, cassettes, etc.) not associated with a printed text. If there is an acceptable printed form, however, ERIC will refer the user to accompanying non-print components of a work as long as a source of availability for them can be cited.

A document does not have to be formally published to be entered into the ERIC database. In fact ERIC seeks out the unpublished or "fugitive" material not usually available through conventional library channels.
"The infrastructure consists of a network of 19 national educational centers and nine regional labs, an educational bibliographic retrieval system (ERIC) that is the envy of the world, and a highly successful program—the National Diffusion Network—for dissemination of validated programs on a national basis."

...(Remarks of Chairman Major Owens, p. 3)
New Database Will Refer Users To Documents at ERIC Centers

WASHINGTON—The Education Department has completed plans for a new project aimed at making a broad array of educational research and information more accessible to the general public.

The department last month awarded a contract to Aspen Systems Corporation of Rockville, Md., to develop and operate a referral database that will direct users to information found in the 16 clearinghouses of the Educational Resources Information Center system, as well as other research.

The ERIC system currently has a database containing more than 650,000 documents and articles. It is available in more than 3,000 libraries and other locations.

But officials at the department's office of educational research and improvement, which oversees ERIC, said last week that the system needed to be made more usable for the public. They expressed hope that the new ACCESS ERIC would serve that purpose.

"We wanted an easier way for people who aren't sophisticated education researchers to use the database," said Robert Stonehill, ERIC's director. "We hope the new program will be a one-stop contact point for inexperienced users."

Aspen, which operates two other on-line referral databases, will receive nearly $400,000 in the first year of a three-year contract that could total more than $1.2 million, according to Mr. Stonehill. Three other firms also competed for the grant, he said.

A Starting Point

The database to be developed by Aspen will be considerably smaller than the huge ERIC system. Its goal will be to serve as a starting point for those looking for research on a specific topic.

Aspen also will establish a toll-free number for reference guidance for those who do not have a computer or who need help in using the database.

In addition, the ACCESS ERIC project will include public-information campaigns to make potential users more aware of the service. A periodical publication will be developed that will review the newest additions to the ERIC system, as well as research from across the field, Mr. Stonehill explained.

The idea for ACCESS ERIC surfaced nearly three years ago, when the department was taking an overall look at the federally funded network of clearinghouses. Directors of the centers, which catalog information by subject, suggested that a referral system was needed to make the database easier to use.

ACCESS ERIC, which will be the first component added to ERIC since it was established 22 years ago, is expected to be available to users by November. —R.R.W.
InfoTrac™ Links to MultiPlatter™

InfoTrac Reference Center computer workstations have been successfully linked to MultiPlatter Systems installed by SilverPlatter, SilverPlatter Information recently announced. SilverPlatter demonstrated this capability at the American Library Association conference this past June. The MultiPlatter and InfoTrac partnership is currently being tested in an academic library.

With MultiPlatter, libraries which have installed InfoTrac Reference Center Workstations now have the choice of expanding their access to CD-ROM databases offered through MultiPlatter. Linking the two systems makes it possible for the Reference Workstation to instantly recognize Reference Center databases installed on MultiPlatter, simplifying network installation. These databases appear on the Reference Workstation's standard menu display.

Additionally, MultiPlatter facilitates CD-ROM collection management and improves access to CD-ROM databases. Usage is tracked by MultiPlatter Network Manager Software which provides valuable information for libraries with growing CD-ROM collections.

The successful integration of MultiPlatter and InfoTrac Reference Center workstations offers libraries a cooperative platform for accessing their CD-ROM collection through local workstations and a local area network. SilverPlatter's CD-ROM collection covers the fields of health sciences, safety and health, agriculture, business and technology, education, social sciences, and more. Furthermore, the search and retrieval software can be used with all SilverPlatter titles and search strategies and techniques learned for one database can be used with others.

For further information, please contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 617-239-0306
FAX: 617-235-1715

Information Access Company
362 Lakeside Drive
Foster City, CA 94404
TEL: 415-378-5000
FAX: 415-378-5009
CUSTOMER SERVICE REPORT
JUNE 1989

NEW

SOUTHWESTERN COLLEGE
MEMORIAL LIBRARY
100 COLLEGE STREET
WINFIELD, KS 67156-2499

ALLEgenden college
THE PELELLER LIBRARY
MEADVILLE, PA 16335-3937

ALLENTOWN COLLEGE OF
ST. FRANCIS DE SALES
TREXLER LIBRARY
STATION AVENUE
CENTER VALLEY, PA 18034

CATHOLIC UNIV. OF PUERTO RICO
ENCARNACION VALDEZ LIBRARY
ORDER DEPARTMENT
PONCE, PR 00732

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TEACHER EDUCATION CENTER
PROCESSING REFERENCE CENTER
1080 LABARON DRIVE
MIAMI SPRINGS, FL 33166

QUEENS BOROUGH PUBLIC LIBRARY
ACQUISITIONS DIVISION
89-11 MERRICK BLVD.,
JAMAICA, NY 11432
CUSTOMER SERVICE REPORT

JULY 1989

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INSTITUTE OF EDUCATION
469 BUKIT TIMAH ROAD
SINGAPORE 1025
REPUBLIC OF SINGAPORE

GRAND VIEW COLLEGE
LIBRARY
1351 GRANDVIEW AVENUE
DES MOINES, IA 50316

CHAPMAN COLLEGE
ATTN: LIBRARY
425 NO. ORANGE STREET
ORANGE, CA 92666

UNION UNIVERSITY
LIBRARY
2447 HIGHWAY 45 BYPASS
JACKSON, TN 38305

PASADENA INDEPENDENT SCH. DIST.
ATTN: MEDIA SERVICES
1515 CHERRYBROOK
PASADENA, TX 77502

RENEWED

WINSTON-SALEM STATE UNIVERSITY
O'KELLY LIBRARY
WINSTON-SALEM, NC 27110

DALLAS PUBLIC LIBRARY
PERIODICALS
1515 YOUNG STREET
DALLAS, TX 75201

SOUTHWEST TEXAS JUNIOR COLLEGE
LIBRARY
UVALDE, TX 78801

CANCELLED

SAN DIEGO STATE UNIVERSITY
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TABLE OF CONTENTS

ACTION ITEMS

ERIC Directors Meeting, October 26-27, 1989---Agenda (Draft) 5
Program Effectiveness Panel (PEP) Project Descriptions
Considered for ERIC Database 5

NETWORK NEWS

ERIC Technical Steering Committee Membership for
1989-1990 Announced 5
Adjunct ERIC Clearinghouse on Literacy Education
(the First Adjunct) 6
Committee on Appropriations Provides Higher Level of Funding
for ERIC for FY1990 6
U.S. Metric Association to Utilize Several Hundred ERIC
Citations on Metric Education 7
"The Role of OERI and Its Institutional Projects in
Establishing an Effective Research, Development, and
Dissemination Program" (Proceedings of Symposium
held at May 1989 ERIC Directors Meeting) 7
NCHE Celebrates Twenty Years at Ono Dupont 7
Indiana University Computer System to Make ERIC Database
Available to Faculty and Students (With SO's Help) 8
RC - Catching Up With News for the EAB 8
• RC Provides Anecdotal Evidence (on tape) of
Practical Value of ERIC-on-CD-ROM Systems
• RC Working on WordPerfect-Based System to
Check Descriptor Spellings
• RC Developing "Tracking System" to Monitor
Internal Document Flow
• RC to Receive Jonathan Sher's Collection of
Rural Education Documents
BROCHURE ROUNDUP

ACCESS ERIC Brochure (Final Version, October 1989) 8
Student Financial Aid Information Packet (by HE) 9

SURVEY ROUNDUP

Directory of ERIC Information Service Providers
---ACCESS ERIC Mails Survey Form for 1990 Edition (September 13, 1989) 9
User Services Offered by ERIC Clearinghouses
---Results of CE Survey 10

VENDOR NEWS

CMC/EDRS Offers Microfiche Collection to Match SilverPlatter's "Current Disk" (together with microfiche storage cabinet, microfiche reader, and CD-ROM subscription) 10
FENCO Large Capacity Microfiche Storage Cabinets Offered by CMC/EDRS 10
SilverPlatter 11
A. Education-Related Databases
B. Agents and Distributors
TKM Software Limited to Offer ERIC Database in MARC Format 11
DIALOG Adds the Full Text of 317 ERIC Digests to File 1 (Format 9) 12

INTERNATIONAL VISITORS

HE and SO 12

STAFF/PERSONNEL NEWS

Lynn Barnett---E-Mail Farewell 13
HE Staff Activities 13
SO Staff Activities 13

PUBLICATIONS

HE Publications in Demand 14
ATTACHMENTS

1. ERIC Directors Meeting, October 26-27, 1989 - Agenda (Draft)

2. Program Effectiveness Panel (PEP) Project Descriptions Considered for ERIC Database
   - Central ERIC Request for Comments
   - Processing Instructions (from ERIC Facility)

3. Adjunct ERIC Clearinghouse on Literacy Education (the first Adjunct)
   1. Letter re: Funding, Sponsorship, Governance, etc.
   2. Formal Announcement (For Use in Journals)
   3. Extended Scope Note

4. U.S. Metric Association to Utilize Several Hundred ERIC Citations on Metric Education (exchange of letters)

5. "The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program" (Proceedings of Symposium Held at May 1989 ERIC Directors Meeting)

6. RC Letter (September 21, 1989) - Catching Up with News for the EAB

7. ACCESS ERIC Brochure (Final Version, October 1989)

8. Student Financial Aid Information Packet (by HE)

9. Directory of ERIC Information Service Providers
   -- Survey Forms for 1990 Edition

10. User Services Offered by ERIC Clearinghouse
    -- Results of CE Survey


12. SilverPlatter
    A. Education-Related Databases
    B. Agents and Distributors

13. TKM Software Limited---MARCsource Database to Incorporate ERIC (in MARC Format)
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
ERIC DIRECTORS MEETING, OCTOBER 26-27, 1989---AGENDA (DRAFT)

The next ERIC Directors Meeting is being held at the Ballston Ramada Hotel at the Ballston Metro stop in Arlington, Virginia. A draft agenda is provided as Attachment 1. Planned highlights are luncheon remarks by Christopher Cross, the new OERI head, a presentation by UMI concerning the possible new "Compact ERIC" product, ERIC involvement in the upcoming White House Conference on Libraries and Information Science, ERIC's 25th Birthday (in 1991), and a major session devoted to ACCESS ERIC.

...Bob Stonehill (CERIC)

PROGRAM EFFECTIVENESS PANEL (PEP) PROJECT DESCRIPTIONS CONSIDERED FOR ERIC DATABASE

Central ERIC is considering the inclusion in ERIC of project descriptions for those projects validated by the Program Effectiveness Panel (PEP), (the new name for the old JDRP). A sample set of ten (10) project descriptions have been sent out to the appropriate Clearinghouses for comment. Comments are desired before any actual processing is initiated. If the consensus is to include such items in ERIC, there is a lode of some 300 additional projects on which to draw. The Central ERIC letters of transmission are provided as Attachment 2.

...Bob Stonehill (CERIC)

ERIC TECHNICAL STEERING COMMITTEE MEMBERSHIP FOR 1989-1990 ANNOUNCED

Central ERIC is pleased to announce the 1989-1990 membership of the ERIC Technical Steering Committee. Membership and terms of office are as follows:

<table>
<thead>
<tr>
<th>REPRESENTATIVE</th>
<th>TERM</th>
<th>EXPIRATION DATE</th>
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<tbody>
<tr>
<td>Jane Henson, Chair (SO)</td>
<td></td>
<td>10/92</td>
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<td>Anita Colby (JC)</td>
<td>5/91</td>
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<td>Jim Houston (FAC)</td>
<td>OPEN</td>
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<td>Paula Seidman (ACC)</td>
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<tr>
<td>Sandra Kerka (CE)</td>
<td>10/92</td>
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<td>Dianne Rothenberg (PS)</td>
<td>10/92</td>
<td></td>
</tr>
<tr>
<td>Central ERIC Liaison: Pat Coulter</td>
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</table>

...Pat Coulter (CERIC)
The new Adjunct ERIC Clearinghouse on Literacy Education was inaugurated officially on September 13, 1989. As the first of (hopefully) several such adjunct operations, considerable attention is focused on the new entity and how it will be integrated with existing ERIC operations.

Attachment 3 consists of: (1) a letter from the Center for Applied Linguistics (CAL) explaining the funding and governance of the new organization; (2) a lengthy description of the clearinghouse. The statement attempts to clarify the coverage of the new adjunct as distinct from the existing coverage of literacy by both CS and CE; and (3) a formal announcement of the new organization, for use in professional journals.

...JoAnn Crandall
(Adjunct CH)

COMMITTEE ON APPROPRIATIONS PROVIDES HIGHER LEVEL OF FUNDING FOR ERIC FOR FY1990

In its Report 101-127 (dated September 13, 1989), the Senate Committee on Appropriations made ERIC a "line item" at the new higher rate of $6,650,000 for FY1990, an increase of $950,000. In addition, the following words were included on p.288 of the report:

The Committee has provided $6,650,000 for the Educational Resources Information Center (ERIC) system. While the amount provided is the same as the amount requested by the administration, the Committee does not concur in the spending plan envisioned by the Secretary. The ERIC clearinghouses serve as an integral link between the public and the ERIC system. Yet, the expansion plan proposed by the Secretary does not provide an adequate level of resources to enhance the role of the clearinghouses within the system. Indeed, funding levels for the clearinghouses in the past have not been sufficient to allow them to maintain a steady level of capabilities. The Committee, therefore, directs the Secretary to revisit his plans for the expansion of ERIC and reallocate resources from other planned activities within ERIC in order to provide a significant boost in funding for the clearinghouses. The Committee expects to monitor the Secretary's actions in this regard.

Figure 1: Excerpted from Report 101-127 dated September 13, 1989, from the Senate Committee on Appropriations (p.288).

Congratulations are due to all of those who have argued and fought for such budgetary recognition for ERIC over the years.

...Joel Conrad (EC)
U.S. METRIC ASSOCIATION TO UTILIZE SEVERAL HUNDRED ERIC CITATIONS ON "METRIC EDUCATION"

A September 30 letter to ERIC from the U.S. Metric Association requests permission to use a large number of ERIC resumes (many provided to them by SE) in a planned major bibliography on "Metric Education." Such requests to ERIC are not unusual, but we were not aware of the immanency of the metric system in conducting Federal business and thought you might like to see this particular request. (See Attachment 4.)

...Ted Brandhorst (ERIC Facility)

THE ROLE OF OERI AND ITS INSTITUTIONAL PROJECTS IN ESTABLISHING AN EFFECTIVE RESEARCH, DEVELOPMENT, AND DISSEMINATION PROGRAM (PROCEEDINGS OF SYMPOSIUM HELD AT MAY 1989 ERIC DIRECTORS MEETING)

The May 1989 ERIC Directors Meeting opened with a symposium dealing with the larger subject of the effectiveness of the existing structure of the Government's educational RD&D system, i.e., the labs, centers, NCES, clearinghouses, and other contractors. The speakers assembled were a cross-section of major voices in the continuing debate: John Hollifield, David Crandall, Susan Fuhrman, Christopher Cross, Willis Hawley, Milton Goldberg, Nelson Smith, Emerson Eliot, Ray Fry, Sharon Horn.

The symposium proceedings (including an Executive Summary) have been prepared with unusual skill and clarity and are offered as Attachment 5.

...Sharon Horn (OERI)

NCHE CELEBRATES TWENTY YEARS AT ONE DUPONT

ERIC/HE joined the National Center for Higher Education (NCHE) to celebrate the NCHE building's twentieth anniversary this past June. The NCHE building, or as it is affectionately known, One Dupont, houses many of the offices of the major national higher education associations and Clearinghouses. One of the highlights of the afternoon was the singing of a song written by members of the American Council on Education Chorus entitled "Oh, What a Beautiful Building," to the tune of "Oh, What a Beautiful Morning," from the musical Oklahoma!

Spelman College President, Johnnetta B. Cole, was the keynote speaker at the luncheon sponsored by several higher education organizations. In her speech entitled "Towards the Year 2009: The Next Twenty Years in American Education," she noted that, "Learning to understand and respect differences may be the most pressing issue for 21st century education." Dr. Cole challenged members of the higher education association community to alter college core curricula to include "everyone's studies," adding also that, "In the coming century we must find ways to bring our institutions of higher education the diversity that will strengthen us all."

...Jan Burt (HE)
INDIANA UNIVERSITY COMPUTER SYSTEM TO MAKE ERIC DATABASE AVAILABLE TO FACULTY AND STUDENTS (WITH SO’S HELP)

At the request of Ann Bristow, the Acting Associate Dean for Public Services, Indiana University Libraries, ERIC/SO is in the process of assisting the Indiana University Computing Services with a project which will mount the ERIC database on the University’s computer system. The database will be available for searching only by faculty and students.

...Jane Henson (SO)

RC---"CATCHING UP" WITH EAB NEWS

As many of you are aware, some Clearinghouses contribute more to the EAB than others. This is not necessarily because there is a disparity of material, but rather because the EAB doesn’t always come to mind readily when a newsworthy event occurs.

We have been "beating the bushes" trying to rectify this situation and the RC Clearinghouse has been kind enough to respond with a long and detailed letter. Rather than fragment the letter, we have decided to offer it as a whole (see Attachment 6), so everyone can catch up on events at RC. In the absence of separate substantive articles, we would welcome similar letters from other Clearinghouses as well.

The topics covered by this letter are as follows:

- RC Provides Anecdotal Evidence (on tape) of Practical Value of ERIC-on-CD-ROM System
- RC Working on WordPerfect-Based System to Check Descriptor Spellings
- RC Developing "Tracking System" to Monitor Internal Document Flow
- RC to Receive Jonathan Sher’s Collection of Rural Education Documents

...Kevin Arundel (ERIC)

BROCHURE ROUNDPUP

ACCESS ERIC BROCHURE (FINAL VERSION, OCTOBER 1989)

The final version of the ACCESS ERIC basic brochure was distributed to ERIC system components in 50 copies each in October 1989. This brochure represents the final version of the preliminary brochure first shown in the EAB issue of July/August, 1989.

An accompanying letter of transmittal from Sam Fustukjian (ACCESS ERIC Director) urges recipients to use the brochure in
all situations involving a referral to or explanation of ACCESS ERIC. The brochure is notable in its heavy emphasis on the new toll-free telephone number 1-800-USE-ERIC. (See Attachment 7.)

...ACCESS ERIC

STUDENT FINANCIAL AID INFORMATION PACKET (BY HE)

Every ERIC component receives its share of requests concerning student financial aid (or the federal grant application process). We probably all handle them a bit differently, but the best package we've seen on student financial aid is the one put together recently by HE (see Attachment 8).

This six page beauty is dated July 1989 and could easily serve as a model for a standard ERIC package that would introduce consistency into the way ERIC responds to this common user services topic. We hope the Publications Task Force, or another appropriate body, will seriously consider such a package.

...Maureen Roberts (ERIC Facility)

DIRECTORY OF ERIC INFORMATION SERVICE PROVIDERS--ACCESS ERIC MAILS SURVEY FORM FOR 1990 EDITION (SEPTEMBER 13, 1989)

The lastest edition of the Directory of ERIC Information Service Providers is dated May 1986 and this essential ERIC reference tool is now 3-1/2 years old. While most addresses are still valid, the contact persons have changed in many cases and some telephone numbers have also changed.

One of ACCESS ERIC's top priorities is to revise this directory. A survey form (which will lead to the 1990 edition) was mailed to some 900 organizations on September 13, 1989. Response has already been heavy, indicating the great interest intermediaries have in appearing in this ERIC directory.

ERIC Clearinghouses can contribute to this effort by ensuring that any of their Standing Order Customers (SOCs) not listed in the old edition be given a copy of the survey form to complete (see Attachment 9 for the forms sent out by ACCESS ERIC).

...Belinda Boyd (ACCESS ERIC)
USER SERVICES OFFERED
BY ERIC CLEARINGHOUSE
---RESULTS OF CE SURVEY

With ACCESS ERIC stimulating new requests and referring many of them to the ERIC Clearinghouses, it behooves the whole system to put its user services house in order, to decide what will be handled (versus what will be referred or otherwise deflected), to decide how requests will be handled, and to perhaps develop a bit more consistency of approach across the system.

In this spirit, Judy Wagner of CE conducted an "ERIC Clearinghouse User Services Survey." The results just became available (October 6, 1989) and are displayed here as Attachment 10.

In her letter of transmittal Judy warns that common sense must prevail. The survey shows what is the usual practice of each Clearinghouse, which is not to say that they aren't prepared to do more in specific situations where the VIP status of the inquirer (or some other factor) calls for it.

...Maureen Roberts
(ERIC Facility)

CMC/EDRS OFFERS MICROFICHE COLLECTION TO MATCH SILVERPLATTER'S "CURRENT DISK" (TOGETHER WITH MICROFICHE STORAGE CABINET, MICROFICHE READER, AND CD-ROM SUBSCRIPTION)

CMC/EDRS has come up with a package deal that involves all ERIC microfiche from 1983 through 1989, a microfiche storage cabinet to house them, a microfiche reader to read them, and a CD-ROM subscription (to the SilverPlatter system), all for $13,975.

The theory is that the user would buy the convenience of having a microfiche collection tailored to match the contents of the CD-ROM disk. The announcement that is being used to advertise this product is Attachment 11.

...Vic Fortin (EDRS)

FENCO LARGE CAPACITY MICROFICHE STORAGE CABINETS OFFERED BY CMC/EDRS

I've heard it said that the ERIC microfiche collection is too big, and for a while I must admit that I thought the same thing, but not after we received the new microfiche file cabinet we ordered from FENCO. If your collection is in 4" x 6" file card cabinets, or worse yet, in brown boxes, you're probably wondering where you will get the room for all the microfiche that are yet to come.

We have the answer. As a FENCO dealer we can offer you a Model 1830 file cabinet that will store 129,000 microfiche in a single cabinet just 21-1/4" inches wide and 58-1/2" inches high. You can probably store an entire ERIC collection in just 3 of these cabinets (and in only a little over 5 feet in width). This is approximately 15 total square feet of space. At the cost of space, this is an excellent savings.

FENCO also has a Model 1838, 8-drawer cabinet that holds approximately 100,000 microfiche and takes up about the same 15 square feet of space.

So, if you're in need of a microfiche file cabinet to either
get your collection consolidated or if you don't like the sight of all those brown boxes, give us a call. You will not only save yourself space, but we can save you 35% off the retail price on your purchase. These are our prices (shipping not included):

<table>
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<tr>
<th>FENCO MODEL NUMBER</th>
<th>RETAIL PRICE</th>
<th>DISCOUNT PRICE</th>
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<td>1830</td>
<td>$1,547</td>
<td>$1,117</td>
</tr>
<tr>
<td>1838</td>
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</tbody>
</table>

Not only will you save space and money, you will also beautify your office as well, because these cabinets come in 20 decorator colors.

If you would like to "test drive" one of these slick new models, stop by EDRS for a free demonstration. EDRS also sells (at a discount) fiche readers and other microform supplies.

...Vic Fortin (EDRS)

---EDUCATION-RELATED DATABASES
---AGENTS AND DISTRIBUTORS

SilverPlatter has just issued a comprehensive new catalog (available on request) listing all their databases, the latest prices, and also containing some excellent background material on CD-ROM in general.

Listed (in Attachment 12) are the main education-related databases now offered by SilverPlatter, together with the latest prices for various options. Also of interest is the extensive network of agents and distributors offering SilverPlatter products in foreign countries.

...Pat Brown (ERIC Facility)

TKM SOFTWARE LIMITED TO OFFER ERIC DATABASE IN MARC FORMAT

TKM Software Limited has alerted the ERIC Facility to the fact that their basic product, the "MARCsource Database," will be including ERIC database records. In addition, they are prepared to respond to requests for the entire ERIC database in MARC format.

This is the second such recent offering (see news item concerning Westchester County, NY in May/June 1989 EAB). For the materials sent by TKM, see Attachment 13.

...Pat Brown (ERIC Facility)
DIALOG ADDS THE FULL TEXT OF 317 ERIC DIGESTS TO FILE 1 (FORMAT 9)

Beginning in mid-October 1989, DIALOG has added a feature to their regular online ERIC database (File 1) that permits users to call up (by specifying Format 9) the full text of some 317 selected ERIC Digests. These Digests can be identified/retrieved as a group by specifying Publication Type 073. The 317 Digests correspond roughly to the file originally developed by the PS Clearinghouse, and later modified slightly by the Facility. This file ceased being updated with new Digests in August 1988. The Facility has just been charged with the task of updating this file with the Digests published between August 1988 and the present. We will be asking you shortly to transmit to us the full text of your Digests that fall in this time span and that you would like to see available in full text via DIALOG.

NOTE: GTE has also been working on making the EDO file available, but has not yet completed their work.

...Ted Brandhorst
(ERIC Facility)

INTERNATIONAL VISITORS

HE AND SO

Jon Fife (HE) met with Alderman Vedakoemar (Sonny) Badal to discuss the status and the role of minorities in higher education and in American society. Mr. Badal, a leader in the Hague City Council in the Netherlands, is also a sociologist who teaches at the Hague College.

Also hosted by HE, in August, was Mr. Fernando Bazua, Director of the Research Program on Public Choice and Governmental Relations. Mr. Bazua was visiting the United States to analyze and compare higher education systems in the U.S. The study, conducted by the government of Mexico through an independent research center, is attempting to analyze American higher education systems in order to reform Mexican higher education.

Dr. Musleem Jumeer, lecturer in history and social studies at the Mauritius Institute of Education and former education officer in the Ministry of Education, Arts, and Culture, visited SO and the Social Studies Development Center in August as part of his Fulbright educational study visit to the United States. Dr. Jumeer requested an ERIC search and was very interested in learning more about ERIC-on-CD-ROM.

...HE/SO
LYNN BARNETT---E-MAIL FAREWELL
(IT SPEAKS FOR ITSELF)

All good things come to an end sometime. September 21 was my last day at the Clearinghouse. With very mixed feelings, I have accepted a position with the American Association of Community and Junior Colleges (AACJC). It's strange to think of leaving good ole ERIC after having spent my daughter's entire K-12 career here (yes---it's been 13 years full time and another one as a freelance abstractor)! But anyone who knows Dupont Circle will recognize that I'm not going far---actually just down two flights of stairs in the same building. I may not be able to break away from the E-Mail habit, so if you see my logo, you'll know I'm being an ERIC groupie on my home computer. Seriously, thanks to everyone for many wonderful memories and unparalleled experiences. We've all come a long way, baby, as they say in the ads.

...Lynn Barnett (HE)

HE STAFF ACTIVITIES

On August 14, 1989, Jot Fife served on the National Center for Education Statistics (NCES) External Publication Review Panel. The panel was assembled to review the publication plans of the four NCES substantive divisions and to make recommendations concerning these efforts during the next year.

Chris Rigaux, managing editor at HE, has been asked to serve on the publicity committee of the Washington Literacy Council. He has been active for two years in tutoring non-reading adult students.

Chris Rigaux has also been elected to serve on the steering committee of the Washington Educational Press Association, known locally as Washington Edpress. He will also coordinate the jobs clearinghouse operated by Washington Edpress.

Finally, Chris Rigaux will continue another year in his role as associate editor of Around One, the newsletter of the greater Washington higher education community.

...HE

SO STAFF ACTIVITIES

John Patrick, SO Director, collaborated with the National Trust for Historic Preservation to conduct a ten-day institute (June 21-June 30, 1989) for high school history and civics teachers at Montpelier, the home of our fourth President, James Madison, located in Orange, Virginia. Professor Patrick was one of several lecturers in this program. He spoke on James Madison and The Federalist Papers in the High School Curriculum. He also participated in the management of a daily seminar for the teachers which was based on The Federalist Papers.
and writings of the Anti-Federalists. As part of the program, funded by the U.S. Department of Education, Professor Patrick is developing a volume of curriculum materials on the political ideas of James Madison, which will be distributed by the National Trust for Historic Preservation to high school history and civics teachers.

...SO

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PUBLICATIONS

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HE PUBLICATION: IN DEMAND

The 11th European Association for Institutional Researchers conference, "Towards Excellence in European Higher Education in the 1990s," took place August 27-30 at the University of Trier in the Federal Republic of Germany. ERIC/HE was invited to, and did, send 75 catalogs for the ASHE-ERIC Higher Education Reports. We had only the English language ones available.

The Higher Education Resources Service distributed 150 copies of the ASHE-ERIC Higher Education Reports catalog to all attendees at their annual summer training program, June 20-July 7, 1989, in Bryn Mawr, Pennsylvania.

The Australian Higher Education Association sponsored its annual conference the first week in July in Sydney, Australia. Upon request, ERIC/HE sent 75 copies of its ASHE-ERIC Higher Education Reports catalog for distribution.

The Palmer College of Chiropractic-West, in Sunnyvale, California was so impressed by ERIC/HE's "Critical Thinking: Theory, Research, Practice, and Possibilities" (ASHE-ERIC Higher Education Report 2, 1988 by Joanne Kurfiss), that they sent a FAX order for copies for their entire board of Trustees, to be received prior to their annual meeting. James Managani, the publications assistant at HE, processed the unusual order as separate invoices to allow for the different shipping addresses.

...HE
AGENDA

ERIC Directors Meeting
October 26-27, 1989

Ballston Ramada Hotel
Arlington, Virginia

Wednesday, October 25

6:00 - 8:00 pm Executive Group Dinner

8:00 - 10:00 pm Reception for Meeting Participants--Ramada Hotel
(Judi Conrad)

Thursday, October 26

8:00 - 8:30 am Continental Breakfast

8:30 - 8:45 am Overview of Meeting, Special Announcements

8:45 - 9:30 am OERI Update--New ERIC Issues and Initiatives
(ERIC Staff)

• FY 1990 and FY 1991 funding
• Royalties
• Changes in Technical Steering Committee review procedures
• Survey of journal editors
• The Compact ERIC

9:45 - 10:00 am Break
Objectives of First Working Session

10:00 - 11:30 am First Working Session -- Task Forces

• Technology Task Force (Mike Eisenberg)
• Products Task Force (Bob Howe)
• Assessment Task Force (Carl Smith)
• Training Task Force (Jeannie Rennie)
• Task Force on the Future (Garry Walz)
Thursday, October 26, continued

11:30 - 12:15 pm  Task Force Reports (Continued)
12:15 - 1:30 pm   Lunch
1:30 - 3:15 pm    Second Working Session -- Large Group

ACCESS ERIC and the Clearinghouses:  What will ACCESS ERIC need from the Clearinghouses?  What do the Clearinghouses need from ACCESS ERIC?

  * The ERIC Review and other ACCESS ERIC Publications  
    (Sam Fustukjian, Diane Loulou)
  * Reference and Referral Services and Clearinghouse Publications  
    (Belinda Boyd, Paula Seidman)
  * Datafiles and ERIC Partners  
    (Ahshun Chiang)

3:15 - 3:30 pm    Break
3:30 - 3:45 pm    Objectives of Third Working Session
3:45 - 4:45 pm    Third Working Session--Small Groups

  * Criteria for Selecting the "Best"  
    (Phil Piele)
  * Improving monthly, quarterly, and annual reports  
    (Nancy Krekeler, Dorothy Myers, Bob Thomas)
  * New Processing and Administrative Manuals  
    (Sue Klein, Ted Brandhorst)

4:45 - 5:15 pm    Work Group Reports
6:00 - 8:00 pm    ERIC Reception -- Randolph Towers
Friday, October 27

8:30 - 9:00 am  
Continental Breakfast

9:00 - 9:45 am  
ERIC Support Contractors Briefing:
- ERIC Processing and Reference Facility
- ERIC Document Reproduction Service (EDRS)
- Oryx Press

9:45 - 10:00 am  
Break

10:00 - 11:15 am  
Fourth Working Session -- Large Group

Diversifying ERIC Funding
(Bob Stonehill, Judi Conrad, Erwin Flaxman, John Patrick)

11:15 - 12:00 pm  
Presentation by University Microfilms, Inc (UMI)
Full-Text Databases on CD-ROM

12:00 - 1:45 pm  
Luncheon (Ramada Hotel)

(1:30 pm)  
Remarks by Christopher T. Cross,
Assistant Secretary for Educational
Research and Improvement

1:45 - 3:15 pm  
Planning for New System Activities and Task Forces

TENTATIVE TOPICS INCLUDE:
- The White House Conference on Libraries
  and Information Science
  (Don Ely)

- Expanding ERIC Internationally
  (Jon Fife, Ted Brandhorst)

- ERIC's 25th Birthday
  (Judi Conrad)

3:15 - 4:00 pm  
New and Unfinished Business

Wrap-up and Summary of Action Items
Dear ERIC Clearinghouse Director:

This letter is to inform you of plans relating to ERIC's acquisition of materials from the Program Effectiveness Panel (PEP) and the National Diffusion Network (NDN). The PEP is the group in the Department of Education which "validates" exemplary programs (it used to be called the Joint Dissemination Review Panel, or JDRP). Once a program is validated, it is announced in the annual publication Education Programs that Work, and is eligible to apply for NDN funding to become a "Developer-Demonstrator" project.

As a result of a meeting involving ERIC, NDN and PEP staff, ERIC has agreed to explore the appropriateness of processing for the database documentation on all ED-validated programs. At a minimum, that will include a 10-15 page submission that describes the project and provides compelling evidence of effectiveness.

The technical assistance contractor for the PEP has furnished us with a sample set of 10 panel submissions, two from each of the last five years. I have asked Ted Brandhorst to send each of these submissions to the appropriate Clearinghouse for review and assessment of their appropriateness for the ERIC database; if you receive such a package to review please give it careful consideration and let us know what you think. As usual, a phone call, E-mail message, or letter would be appropriate.

If the Clearinghouses agree that documentation on exemplary programs would be an appropriate addition to the ERIC database, we will do the following:

- ERIC will put into the database available documentation about each exemplary program that was validated by PEP or JDRP during the past five years. Conventions for cataloging these exemplary programs will be noted in the EPM. Sue Klein will be working with the Facility to develop a model resume and cataloging, indexing, and cross-referencing instructions for these packages.

- For many programs, there will be additional information--more extensive program descriptions, curricular materials, brochures, adoption studies, etc. Clearinghouses can decide, for each program, what subset of available materials would constitute the final ERIC "document" or documents.
Page 2--ERIC Clearinghouse Directors

- We will invite all new programs, upon validation, to submit any additional materials they would like to ERIC. Sue and Nancy will work with Conrad Katzenmeyer—the PEP chair—to ensure that such program materials are acquired routinely and sent to the appropriate Clearinghouses for processing.

Enclosed is your personal copy of the most recent PEP criteria and guidelines. This document, *Making the Case: Evidence of Program Effectiveness in Schools and Classrooms*, has already been submitted to ERIC. We are also enclosing some related Panel handouts (a fact sheet and questions and answers) as well as a summary of comments and recommendations from the ERIC and National Diffusion Network (NDN) collaboration meeting on September 9, 1988.

Additionally we would like to remind you and your staff to help identify and encourage submissions to the PEP. If you would like additional information or copies of the enclosed Panel materials, please contact Linda Jones at NDN, Room 510D, 555 New Jersey Ave., N.W., Washington, DC 20208 (202-357-6140).

Sincerely,

Bob Stonehill
Director, Educational Resources Information Center (ERIC)

Enclosures: PEP Information

cc: Susan Klein
Conrad Katzenmeyer
Ted Brandhorst
Ron Cartwright (PIP/NDN)
Linda Jones (NDN)
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<td>Classroom Organization and Management Program</td>
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<td>1989</td>
<td>Kids Kits for Middle Grades</td>
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NOTE TO TED BRANDHORST

From: Bob Stonehill

Subject: Clearinghouse Review of Program Effectiveness Panel (PEP) Submissions for Inclusion in ERIC

The Program Effectiveness Panel (PEP) is the group in the Department of Education which "validates" exemplary programs (it used to be called the Joint Dissemination Review Panel, or JDRP). Once a program is validated, it is announced in the annual publication Education Programs that Work, and is eligible to apply for National Diffusion Network funding to become a "Developer/Demonstrator" project.

As a result of a meeting involving ERIC, NDN and PEP staff, ERIC has agreed to explore the appropriateness of processing for the database documentation on all ED-validated programs. At a minimum, that will include a 10-15 page submission that describes the project and provides compelling evidence of effectiveness. Attached is a set of 10 such submissions, two from each of the last five years. This set will form a trial run to establish if the Clearinghouses agree that these materials should go into ERIC. Please distribute them to the most appropriate Clearinghouse for review and evaluation. A copy of a letter informing the Clearinghouses about this activity is enclosed.

If the Clearinghouses agree that documentation on exemplary programs would be an appropriate addition to the ERIC database, we will do the following:

- ERIC will put into the database available documentation about each exemplary program that was validated by PEP or JDRP during the past five years. Conventions for cataloging these exemplary programs will be noted in the EPM.

- For some programs, there will be additional information—more extensive program descriptions, curricular materials, brochures, adoption studies, etc. Clearinghouses can decide, for each program, what subset of available materials would constitute the final ERIC "document" or documents.

- We will invite all new programs, upon validation, to submit any additional materials they would like to ERIC.

cc: Kevin Arundel
September 20, 1989

TO: ERIC Clearinghouses Receiving Project Descriptions Submitted to PEP

FROM: Ted Brandhorst, Director

SUBJECT: Processing Guidelines

The attached documentation from Central ERIC will explain the concept behind putting PEP Project Descriptions (and related documentation) into the ERIC database.

In this transmittal we want only to call your attention to the following processing guidelines for these documents.

1. Documents describing PEP/JDRP validated programs should be indexed by the minor Descriptor "Validated Programs." (EPM, p. VIII-2-18, IV-5.) (Note: All the documents in the batch are in this class.)

2. Program descriptions should be cataloged using the Publication Type Code 141. (Note: All the documents in this batch are in this class.)

3. Projects with specific names should be indexed by these names as (preferably major) Identifiers, e.g. "Classmate 88 Project;" Impact II Project. (EPM, p. VIII-2-18.)

4. Documents generated by programs or projects under NDN sponsorship should be indexed by the minor Identifier "National Diffusion Network Programs." (EPM, p. VIII-2-18, IV-5.) (Note: There don’t appear to be any such documents in this particular batch.)
5. In order to get all the proper words and phrases in the abstract to provide for future appropriate retrieval of these documents, we recommend that all abstracts begin with the following sentence:

"This document consists of a program description (including evidence of effectiveness) submitted by the developing institution to the Program Effectiveness Panel (PEP), formerly the Joint Dissemination Review Panel (JDRP), for validation as an exemplary program and eligibility for National Diffusion Network (NDN) funding as a "Developer-Demonstrator" project."

WTB:sep
September 22, 1989

Ted Brandhorst
Director
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, MD 20850-3238

Dear Ted:

We are pleased to enclose an announcement for the Adjunct ERIC Clearinghouse on Literacy Education (ERIC/LE), which will have as its specific focus literacy education for limited-English-proficient adults and out-of-school youth. ERIC/LE looks forward to working closely and collegially with the 16 ERIC Clearinghouses.

By this letter, we want to introduce ourselves and to provide a little background to ERIC/LE. The Clearinghouse was mandated under the English Literacy Grants Program in the Hawkins-Stafford Elementary and Secondary School Amendments of 1988 (PL 100-297). Under this program, $4.94 million was appropriated, of which $250,000 was earmarked for a National Clearinghouse on Literacy Education. The Department of Education placed the Clearinghouse operationally under the Office of Educational Research and Improvement (OERI), which in turn designated it an Adjunct ERIC Clearinghouse.

The staff of ERIC/LE will be working closely with ERIC/CLL; you will notice that Jeannie Rennie serves as Associate Director of both, ensuring close coordination. We hope to become an integral part of the ERIC system and plan to collaborate with the other Clearinghouses, forwarding to you any documents which are outside of our special scope area of literacy education for LEP adults and out-of-school youth and hoping that you will do the same, sending us documents which are relevant to our scope.

You already know Jeannie Rennie, the Associate Director, from ERIC/CLL. The rest of the staff include:

Jodi Crandall, Director
Karen Willetts, User Services Coordinator
Joy Peyton, Publications Coordinator
David Spener, Acquisitions Coordinator
Administrative Assistant

We look forward to meeting you at the ERIC Directors' meeting and of getting to know all of you better.

Sincerely,

JoAnn Crandall
Director

Jeannie Rennie
Associate Director
ANNOUNCING . . .

THE ADJUNCT ERIC CLEARINGHOUSE ON LITERACY EDUCATION
FOR LIMITED-ENGLISH-PROFICIENT ADULTS
AND OUT-OF-SCHOOL YOUTH

Center for Applied Linguistics

The Center for Applied Linguistics (CAL) announces the establishment of a national clearinghouse on literacy education as an Adjunct ERIC Clearinghouse with support from the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. The Clearinghouse will link the diverse set of public and private institutions, agencies, and community groups concerned with literacy issues for limited-English-proficient (LEP) adults and out-of-school youth.

Like other ERIC Clearinghouses, the Adjunct ERIC Clearinghouse on Literacy Education (ERIC/CLE) will collect, analyze, abstract, index, and enter documents in its scope area into the ERIC database. These will include instructional materials, program descriptions and evaluations, teacher/tutor training guides, and assessment materials. To the extent possible, ERIC/CLE will also provide practical technical assistance in areas such as program design, curriculum development, materials adaptation, and diagnosis and assessment, and training of trainers for volunteer tutors and others responsible for delivering literacy services.

One of the first products of the new Clearinghouse will be a Directory of Literacy Programs in the United States serving LEP adults and out-of-school youth. Other publications will include monographs, guides, state-of-the-art papers, and fact sheets (Digests) on a variety of topics in adult literacy education, including the following:

* Reaching and keeping students in LEP adult literacy programs
* Approaches to teaching literacy to LEP adults
* Selecting and adapting materials for use in adult LEP literacy programs
* Cultural considerations in teaching literacy to LEP adults
* Literacy programs for LEP out-of-school youth
* Training literacy volunteers and tutors
* The role of first language literacy in the acquisition of second language literacy

There exist a variety of broadly scattered exemplary curricula, sets of materials, and ongoing programs throughout the country. A major goal of the Literacy Clearinghouse will be to establish continuing linkages among the groups, organizations, and key individuals concerned with meeting the special needs of LEP adults and out-of-school youth.

For more information, or to submit materials to be considered for inclusion in the ERIC database, write or call the Clearinghouse at the address or telephone number below:

Center for Applied Linguistics
Adjunct ERIC Clearinghouse on Literacy Education
1118 22nd Street NW
Washington, DC 20037
202-429-9292
On September 13, 1989, the U.S. Department of Education awarded the Center for Applied Linguistics a contract to establish an Adjunct ERIC Clearinghouse on Literacy Education (LE) with specific focus on literacy education for limited-English-proficient (LEP) adults and out-of-school youth. The Clearinghouse was mandated under the English Literacy Grants Program in the Hawkins-Stafford Elementary and Secondary School Amendments of 1988 (P.L. 100-297). Administrative responsibility for the Clearinghouse lies with the Office of Educational Research and Improvement (OERI) which designated it an Adjunct ERIC Clearinghouse.

The Adjunct Clearinghouse will resemble other ERIC Clearinghouses in that it will acquire documents in its scope area to add to the ERIC database, develop publications and off-the-shelf products (such as ERIC Digests, minibibliographies, and ready-made computer searches), respond to user requests for information, display materials, and conduct workshops and make presentations at national, regional, and local literacy-related conferences. The actual processing of documents for the database will be handled by the processing staff of the ERIC Clearinghouse on Languages and Linguistics which will assign all ERIC/LE documents an FL number. (A special block of FL numbers has been set aside for Adjunct Clearinghouse documents.)

One of the primary goals of the Adjunct Clearinghouse is to establish links among the Federal, State, public and private institutions, agencies, and community groups working to meet the special literacy needs of LEP adults and out-of-school youth. A variety of broadly scattered resource materials, exemplary curricula, and ongoing literacy programs exist throughout the country, but there is very little sharing of materials, experience, or expertise in this area. The Adjunct will collect information, analyze and synthesize that information, and make it available both to organizations sponsoring and coordinating literacy training and to individual program providers and decision makers.

One of the first year products of the new Clearinghouse will be a Directory of Literacy Programs in the United States serving LEP adults and out-of-school youth. Other publications will include monographs, guides, state-of-the-art papers, and ERIC Digests on a variety of topics in adult literacy education, including the following:

* Reaching and keeping students in LEP adult literacy programs
* Approaches to teaching literacy to LEP adults
* Vocational literacy programs for LEP adults and out-of-school youth
* Selecting and adapting materials for use in adult LEP literacy programs
* Workplace literacy for LEP adults
* Cultural considerations in teaching literacy to LEP adults
* Literacy programs for LEP out-of-school youth
* Training literacy volunteers and tutors
* The role of first language literacy in the acquisition of second language literacy

To the extent possible, the Adjunct Clearinghouse will also provide practical technical assistance in areas such as program design, curriculum development, materials adaption, diagnosis and assessment, and training of trainers for volunteer tutors and others responsible for delivering literacy services.

The staff of the Adjunct Clearinghouse include members of the ERIC/FL staff who will divide their time in varying percentages between the two Clearinghouses. They are:

- JoAnn (Jodi) Crandall, Director
- Jeannie Rennie, Associate Director
- David Spener, Acquisitions Coordinator
- Cindy Mahrer, Acquisitions Assistant
- Joy Peyton, Publications Coordinator
- Vickie Leweling, RIE/CIJE Coordinator
- Karen Willetts, User Services Coordinator
September 30, 1989

ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850

Dear ERIC Facility Officers:

The U.S. Metric Association, Inc., a non-profit organization, is preparing a bibliography for American educators to help them better equip students for the impending U.S. transition to the metric system. As you are no doubt aware, according to the Omnibus Trade Act signed into law in 1988, all agencies of the Federal Government must use the metric system by 1992 in conducting business.*

I hereby request your permission to include in our bibliography a selection of several hundred metric education documents abstracted by ERIC and listed on your 1989 disk. Our plan, if you approve this request, is to list and briefly describe the documents in a special category, crediting ERIC for the citations and informing educators as to how they can secure microfiche or paper copies from you, and at what price.

The U.S. Metric Association will present a copy of its completed bibliography to the U.S. Department of Education as part of our program of coordinating with that agency.

I look forward to hearing from you at your earliest convenience, and I sincerely hope you will permit us to list your items among the documents and books that are for sale.

Sincerely,

Lorelle Young
President

*Except where "such use is impractical or is likely to cause significant inefficiencies. . . ."
October 6, 1989

Lorelle Young, President
U.S. Metric Association, Inc.
10245 Andasol Avenue
Northridge, CA 91325

Dear Ms. Young:

This is in response to your letter of September 30, 1989 to this Facility.

We are pleased to learn that the ERIC database has been of use to you in your search for documents dealing with metric system education. You are welcome to use in your planned bibliography the ERIC abstracts/resumes you have found, crediting ERIC, as you describe.

In order to help you provide the very latest in availability information, we are sending a copy of the order form used by the ERIC Document Reproduction Service (EDRS). This form contains the EDRS address and telephone number and the latest prices corresponding with the ERIC price codes.

When your bibliography is finally completed, we would appreciate receiving two copies: one for retention by ERIC (as an example of cooperation) and one for the database itself. If you plan to sell the bibliography, please ensure that this availability information comes with the bibliography so that we can help you to publicize it.

We appreciate your interest in ERIC and are happy to contribute toward metric system education.

Sincerely,

Ted Brandhorst, Director
ERIC Processing and Reference Facility

WTB: clb

cc: Kevin Arundel (w/letter)
Bob Howe (SE) (w/letter)

Enclosures: EDRS Order Form
Pocket Guide to ERIC
Submitting Documents to ERIC
The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

A Symposium

Sponsored by Information Services
Office of Educational Research and Improvement
U.S. Department of Education

May 1989
The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

Executive Summary

Introduction

The Office of Educational Research and Improvement (OERI), in conjunction with the annual meeting of the ERIC Directors, held a symposium designed to promote discussions on the effectiveness of the existing structure of the nation's educational research, development, and dissemination (RD&D) system. The symposium, which continued efforts begun last year to foster collaboration among and between OERI and its institutional projects, had as its specific purpose a discussion of policies, procedures, and activities to enhance collaboration among OERI's programs in ways that would contribute to more efficient and effective management of the overall RD&D enterprise.

In the late 1960s, as part of an expanded effort to build a more scientific base of knowledge for the practice of education, the Bureau of Research initiated a network of national research centers, regional education laboratories, and information clearinghouses. Since that time, considerable changes have taken place in the practice, delivery, and structure of education. More significant changes have taken place with respect to the role of State agencies and the demands for information about education from a wide spectrum of public officials and lay groups.

Presenters at this symposium were chosen on the basis of their experience and knowledge of the Federal efforts in the support of education RD&D over the past two decades and their ability to recognize a new set of demands which could influence the current arrangement and operation of those institutions which create, analyze, or disseminate research and statistical information relating to education. The stimulating and thoughtful remarks of the presenters and the discussions to follow should contribute to the planning and policy development of the Administration and the Congress as they consider appropriate options for a new and more effective infrastructure for Federal education RD&D.

Judi Conrad, Associate Director, ERIC Clearinghouse on Handicapped Children, Council for Exceptional Children, introduced the symposium. OERI Acting Assistant Secretary Bruno Manno served as symposium moderator.

Increase in Importance of Educational Research

In his opening remarks, Acting Assistant Secretary Manno noted a recent trend—the growth in the importance of educational research, especially among noneducation groups. He observed that the debate about education in this country has begun to include "our topic," educational research, development, and dissemination, with members of the business community, press, and policymakers calling for a stronger federal RD&D effort. This increased importance of education RD&D, according to Manno, seems to be prompted by the need of educators, policymakers, parents, and citizens for better performance from schools. The latest information on state-of-the-art policies and practices is per-
ceived as critical to guiding change and sorting out which changes deliver real improvements in student learning. As Manno stated, "If there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, timely, and reliable information on education."

Structure of the RD&D System

According to Manno, making the most of its limited federal dollars is one of the most important challenges facing OERI. Meeting this challenge, he said, "depends largely upon how much progress we continue to make toward a longstanding OERI goal, which is making OERI less an array of discrete, independently operating units and more of a unified, coherent organization, a coordinated, integrated RD&D system."

Hollifield echoed Manno's call for an integrated RD&D system, stressing the need for all the elements—OERI, the research centers, regional labs, ERIC, and the NDN—to work in conjunction with one another and with national education associations, individual researchers, and multiple special interest groups, all pulling together to improve the bottom line, student learning. He supported the current structure but suggested some modification: in parts of the system. He said that R&D centers should conduct basic research but that the nature of the R&D should be determined by their mission areas. Thus some centers would be devoted exclusively to basic research, whereas others would be "full service" centers, more heavily into development, implementation, and evaluation. The regional labs should not only continue to respond to the needs of their regions with R&D information but should also develop and maintain the capacity to conduct research projects. This model suggests that neither centers nor labs will look alike but rather will function in ways that best serve their clients. Hollifield urged that both centers and labs engage more in R&D that produces proven effective programs and practices for use by schools and districts and channel their research-based school improvement products into the NDN, which offers "a precise model for dissemination and use of research-based R&D . . . with some evidence that it works in terms of improving student achievement."

Regarding ERIC, he identified the need to "let ERIC be ERIC," concentrating on its mission of information acquisition and dissemination undiluted by additional tasks. For example, according to Hollifield, the ERIC system should not be held responsible for the proper and effective use of its information. Rather, he proposed a separate effort funded specifically to document the impact of dissemination of research findings through ERIC, the labs and centers on student learning. For Hollifield, "such evidence, when gathered, will strengthen the entire R&D enterprise."

Crandall, representing a lab, the NDN, and a minicenter, noted that the elements of the current system—the clearinghouse, regional labs, and the state facilitators of the NDN—have stood the test of time and urged that they become "permanent parts of the infrastructure" as a means of stabilizing the RD&D system.

Hawley also called for changes, raising the possibility of a reconceptualization and radical restructuring of the entire R&D system sometime in the future. He observed that important pieces are missing in the current system, such as a mechanism for knowledge utilization to feed back to research. Relatively few people, especially at the school level, are required to utilize research. As a solution, he proposed an enhanced role for school librarians, to provide information and research services to help teachers and school administrators. This would necessitate a rethinking of library training at the Federal level.

In addition, Hawley pointed out the need to accommodate the new role and capacity of the States, which has major implications for the restructuring of the labs and ERIC. He suggested that a realignment of the ERIC system, by clustering or consolidating the existing centers or aligning ERIC with the research priorities evident in the missions of the centers themselves, would be desirable.

Cross advocated that the system specifically recognize the multiple viewpoints of the consumers. He urged that the Department convene a group of education information consumers, a "focus group," in order to understand what information they need, how they go about trying to get it, and the barriers to getting information that exist in the current system. He also proposed that the Federal Government look at the whole enterprise of RD&D and ask the question: "What needs to be done now?" He pointed out that when the educational R&D institutions were created in the mid-1960s, nothing else existed; now there is a variety of other information providers and users in the system. Cross called for something like a National Academy of Sciences/National Research Council panel to look at this enterprise and report to the Department, and to the Federal Government as a whole, with recommendations for reorganizing the RD&D system.

Nature of Collaboration

Whether suggesting major changes or minor modifications in the current structure of the RD&D system, all speakers supported increased collaboration as a means of increasing the effectiveness of the system. To achieve OERI's goal of a coordinated, integrated RD&D system, Manno urged continuation of efforts in three areas: communication, cooperation, and collaboration. He urged more of the "three Cs" in a variety of efforts—topical or thematic approaches, general functions such as knowledge generation and dissemination, and a range of specific activities, citing early childhood as one area ripe for collaboration. Crandall added a fourth "C," coordination, stressing the need to understand the differences among each of the levels and the interrelationships.
The panelists warned against collaboration for its own sake, but rather, as Fuhrman stated, to keep focused on "collaboration for the sake of improving the efficiency, the quality, the impact of educational research and development." The views of the panelists varied regarding the circumstances promoting collaboration. Collaboration, said Crandall, "is not a natural act," but for people willing to endure some pain, "it is worth it;" to occur, it needs some "forcing" and facilitating from OERI. But from Fuhrman's point of view, collaboration occurs "naturally" when people know each other, perceive common interests and mutual benefit. Such collaboration neither needs nor requires incentives from OERI to occur. She urged against fund setasides or special competitions and against rewarding or encouraging collaboration in and of itself, as such might divert the focus away from collaboration undertaken in the service of improvement.

The notions of common interest and mutual benefit as bases for collaboration were underscored by Hawley. Common interest relates to agreement on the bottom line. Perception of mutual benefit relates to a shared common concern about outcomes and perception of mission—and the norm of reciprocity, the perception of equal contributions to a collaborative activity. Hawley urged consideration of ways to create interdependencies between research and dissemination that lead to equal status. He added four additional bases for collaboration: self-interest, trust, the need for a common language, and common constructs.

**OERI's Role in Fostering Collaboration**

Several of the speakers presented their views of OERI's role regarding collaboration. To encourage collaboration among the institutional projects, Fuhrman suggested that OERI: 1) provide occasions for those involved in the institutional projects to meet and forge working relationships; 2) increase and enhance information-sharing activities; 3) remove barriers to sharing data and work in progress; and 4) establish routine mechanisms for institutional projects to help each other in dissemination activities. To facilitate collaboration between OERI-funded projects and the field, she encouraged OERI to work with associations—both policymaker and practitioner associations—to encourage links with clients and clients' groups in mission statements and in continuing liaison work and to provide opportunities for client groups to meet and hear center researchers—basically facilitating the kind of interaction which gets the research to the clients. Fuhrman also encouraged OERI to collaborate with other government agencies.

Crandall encouraged organizational incentives "for the kind of exchange that goes beyond simply licking the stamp and sticking it on your latest report and firing it out in the mail." He viewed OERI's role as that of facilitator, "combining the forcing function with the friendly support in facilitation." He urged OERI to "require us to sit down and knock our heads together on some stuff ... in ways that haven't been tried yet." At the same time he stressed, "We need time to get our own acts together, whether it be in networks, or subnetworks of like-minded people, or umbrella organizations."

**Conclusion**

In responding to the symposium topic, panelists presented their views regarding 1) the restructuring of OERI's current RD&D system, 2) the role of collaboration in contributing to an integrated RD&D effort, 3) the ways in which collaboration can be enhanced between and among OERI and the institutional projects, and 4) OERI's role in fostering collaboration.

In his closing remarks, Manno emphasized the special and unique "window of opportunity" which now exists in reference to OERI's RD&D efforts, offering an unprecedented opportunity to multiply the impact of research on practice. The ideas and interactions generated by the symposium will contribute to this effort.
The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

Judi Conrad
Associate Director, ERIC Clearinghouse
on Handicapped and Gifted Children
Council for Exceptional Children (CEC)

I am very pleased and proud to welcome all the speakers, the reactors, and the OERI staff who have gathered together today to attend this symposium. The ERIC system is very concerned about the focus and the role that it is to play in the integration of institutional projects. We heard some remarks a few moments ago about the significance of what we are all about educating children; delivery of information that make for effective education in this country. We are all a part of that enterprise.

This meeting is structured to examine the various roles that we can play to make that happen. The mechanism that we are looking at today is collaboration. I am here to tell you that I know collaboration works. I know, because the ERIC system has entered into what we are calling ERIC partnerships that are tremendously dynamic, tremendously powerful in the identification of the resources that all our constituents have to bring to bear on the delivery of information. We are finding out what we can offer our partners, what they can offer us, what formats most please those folks, what kinds of information they need, what topics are of most concern to them. We know collaboration works.

We need now to work together, those of us who are institutional projects within OERI, to promote that same kind of interaction, that same kind of maximizing of resources to better deliver information to those who are the practitioners in this country, to those who are on the front line delivering education to children.

Bruno Manno, who is the Acting Assistant Secretary for OERI, will serve as the moderator for this meeting.

Bruno V. Manno
Acting Assistant Secretary
Office of Educational Research and Improvement
U.S. Department of Education

Let me begin my remarks by making two points and discussing these points in more detail. I would like to discuss a trend that I have seen emerging over the last couple of years in education research. From my perspective, the importance of education research, and in particular its perceived importance by noneducation groups, has grown immensely in recent years. That is point number one. I will elaborate on that in a second. Point number two is this: This trend, coupled with upcoming events in OERI, offers an unprecedented opportunity for this agency to multiply the impact of research on practice.

Let's go back to the first point. The debate about education in this country in the last few years has begun to include what I want to call "our topic," education research, development, and dissemination, or RD&D for short. What I think is significant about this is that the perceived need or demand for more RD&D "leaked out" of the education community. An interesting collection of leaders and groups is calling for a stronger Federal RD&D effort.

Let me give you some examples of those groups. David Kearns, in his book Winning the Brain Race, sets forth an education recovery plan that includes more research, more experiments in teaching and school organization, and a beefed-up national assessment of educational progress (NAEP).

Another example: In the 1989 report, Governing America, published by the Council on Competitiveness, we see the Council calling for "additional (Federal) technical support for innovative school-reform programs." That report specifically names OERI and emphasizes the importance of OERI's mission, which the Council says, is to "collect and analyze information about State and local-based educational programs, identify best educational practices.
and provide interested State and local educational authorities with information on the development, organization, and operation of such programs. That is another example of an outside group, a noneducation group in the strict sense of the word, talking about this RD&D mission.

Here is another example. The Business Higher Education Forum recently issued a report entitled American Potential: The Human Dimension, which states that more knowledge is needed "of cognitive processes and effective teaching and learning strategies" and that a better job must be done in "getting this information to the classroom teacher."

The importance of improving RD&D is implicit in a number of reports, including one that President Bush has embraced, the National Center on Education and the Economy's To Secure Our Future: The Federal Role in Education.

**Business and CEOs are not the only ones calling for more and better education RD&D. Educators, the press, and policymakers have chimed in.**

Business and CEOs are not the only ones calling for more and better education RD&D. Educators, the press, and policymakers have chimed in. Pat Graham, Dean of Harvard's School of Education, in a *New York Times* article is quoted by Ed Fiske as saying, "If we are serious about changes like decentralizing school management, then we need to invest more significantly in finding out how to do it." Ed Fiske, in another article, had this to say: If the education system is to be altered in the fundamental ways President Bush seems to desire, "a more vigorous Federal research role might pay big dividends." Joan Wills, formerly of the NGA and now with the National Center on Education and the Economy, in an appearance before the Subcommittee on Education and Health of the Joint Economic Committee, pleaded for a stronger Federal effort in data collection, and in assessing student achievement.

I could go on and refer to other groups which have called for this increased RD&D role from the Federal perspective, but my point has been made: the perceived importance of education RD&D has grown in recent years. The reason as I see it is this: educators, policymakers, parents, and citizens want better performance from their schools. Good information—the latest up-to-date information on state-of-the-art policies and practices—is rightly perceived as critical to guiding and directing changes and to sorting out which changes deliver real improvements in student learning.

Providing such information is not the only Federal responsibility in education, but it is certainly the oldest and in many ways the most central Federal role in education. In fact, the Subcommittee on Select Education, which is the oversight committee for OERI, wrote last September that "of all the forms of assistance that the Federal Government could possibly provide, RD&D is the least expensive, the least threatening, and the most needed."

My second point. This is the notion of the upcoming events in OERI that create a window of opportunity. As you know, OERI is the main conduit for federally supported education RD&D. But like all Federal agencies, as much as we continue to plead with the Congress for more money to support RD&D efforts, we live in the shadow of Gramm-Rudman. So we must make the most of the limited Federal dollars that we have.

From my perspective, this is one of the most important challenges that OERI has to face in the coming years. Our ability to meet it depends largely upon how much progress we continue to make toward a longstanding OERI goal, which is making OERI less an array of discrete, independently operating units and more of a unified, coherent organization, a coordinated, integrated RD&D system.

To achieve that, OERI and its institutional projects must continue to increase our efforts in three areas: communication, cooperation, and collaboration. You might call this OERI's version of the three Cs. We all stand to benefit from more communication, cooperation and collaboration. I think we all recognize that. This year, as indicated in Elizabeth Payer's background paper, which I think most of you received, Elizabeth says that more than 158 different organizations are receiving a share of OERI's RD&D budget, to the tune of about $55 million.

The mission and goals of these various organizations carry them into territories that often overlap. Let's look at early childhood, for example. In Information Services in OERI we have a clearinghouse that collects and disseminates information on early childhood education. In the Office of Research, we have a new Center for Research on the Education of Disadvantaged Students. Intervention in preschool years is critical to any comprehensive effort to help disadvantaged students, and so there ought to be information and ideas flowing between staff at the clearinghouses and staff at the Center.

**[We] must continue to increase our efforts in three areas: communication, cooperation, and collaboration. You might call this OERI's version of the three Cs.**

There are a number of other early childhood projects planned or under way in OERI. For instance, through our Fund for Innovation in Education, formerly known as the Secretary's Discretionary Fund in the FIRST program, we are planning a competition for projects in early childhood education.
This summer, Programs for the Improvement of Practice (PIP) will host a miniconference to gather advice from experts, advice that will help guide an upcoming RFP for early childhood drug prevention curriculum materials. PIP's Urban Superintendents Network is assembling a report on the role of public schools in early childhood intervention. Six of the nine regional labs, according to the information I have, have been involved in an early childhood project of some kind since 1986. Also in PIP, the NDN has about 30 projects aimed at children under five. The issue after the next publication of Youth Indicators, about a year from now, will include data on children under five for the first time. That is a joint publication of PIP and NCES. Library Programs supports a number of literacy projects aimed at preschool children. There are other early childhood-related activities going on in OERI.

My point is to begin to invite people to think about the three Cs with reference to a variety of things that we are doing. The three Cs should not be limited to just topical or thematic approaches either. That is the kind of approach that I have highlighted in talking about early childhood education. Elizabeth points out that one can begin to talk about groupings around general functions such as "knowledge generation" or "knowledge dissemination," around specific activities, around a host of other sorts of approaches that are also possible. We probably all agree that with reference to the three Cs there ought to be more of it. Right now we have a special and unique window of opportunity, especially as OERI approaches the recompetition of the labs and the centers.

I have tried to lay out for you quickly what I see as an emerging trend, a trend that coincides with a topic that is on your mind. I have tried to quickly give you an example of a topic area that OERI has been working on for some time and has a variety of activities blossoming. And I have tried to suggest that perhaps as these two things begin to intersect, we need to think a little bit more how the so-called three Cs relate to both of these issues.

John Hollifield
Associate Director for Dissemination and Outreach Center for Research on Elementary and Middle Schools Johns Hopkins University

I am the Associate Director of the Center for Research on Elementary and Middle Schools, basically the Associate Director for the new Center on Research on the Disadvantaged. We have two centers at Johns Hopkins. I have been in the Center for 19 years now. I disseminate information and research products. That is my responsibility. After 19 years I am still enthusiastic and still disseminating.

For over 19 years we have collaborated extensively with ERIC, other centers, regional labs, NDN, OERI, and with NAESP, ASCD, NEA, NASSP—you can make up a random acronym and we have probably worked with it. I have a three-page list of our collaborative activities with OERI, NDN, and so on. I am not going to talk about that. Anyone who wants a copy can have it. I think it could serve as a model for some of the kinds of collaborative activities that can take place. What I really want to do is talk a bit about the R&D system and my view after 19 years in it of how things might be integrated.

The elements include OERI, R&D centers, regional labs, ERIC clearinghouses, and the NDN. But these all have to work in conjunction with one another and in conjunction with national education associations, individual researchers, multiple special interest groups, and all of this should be pulling together to improve American education.

To elaborate a little, OERI should fund institutional research, development, and dissemination but must have the latitude to externally fund special interest projects, conduct in-house special interest projects, fund field-initiated research by individual researchers, and if the system is to be a system, somebody must coordinate, and OERI is the natural selection for that. R&D centers should conduct basic research and development, but their mission areas should determine the nature of that R&D. Some centers, depending on the mission area, should be devoted almost exclusively to basic research.

Others, working from a stronger existing research base, will be more heavily into development, implementation, and evaluation.

... labs will not look alike. They will all look like what they need to be in order to serve their regions most effectively.

Some centers, like the Hopkins centers, will be what we call full service centers. We take the results of research all the way through development into institutionalization in schools and districts because we want to get that bottom line, which is improved student learning.

The regional laboratories should continue to assess the R&D needs of their regions and respond to those needs with R&D information and assistance. But the labs should also develop and maintain the capacity to conduct research projects and programs as needed in their regions. Lab researchers should be working hand in hand with innovative schools and districts. They should be helping to tailor existing research to the innovative efforts of the schools, implement programmatic efforts, evaluate results, and provide needed further research as programs progress.

There are questions now whether labs should be involved in research, whether they should work directly with schools, whether they should be more entrepreneurial in their approach to seeking funding from sources other than OERI. I say the answers to these questions are simply yes, yes, and yes, all in the name of acquiring and maintaining the full
capacity to meet the needs of the regions. Given this model, labs will not look alike. They will all look like what they need to be in order to serve their regions most effectively.

The National Diffusion Network, one of my favorites, is a system of State facilitators, funded developer demonstrators, and a program effectiveness panel to certify effective projects. The NDN offers a precise model for dissemination and use of research-based R&D. And it is even a model with some evidence that it works in terms of improving student achievement.

In an integrated system, the R&D centers and the regional labs would avail themselves fully of the NDN dissemination capability by channeling their research-based school improvement products into the NDN as one major avenue of dissemination. This takes some work. The products and practices must be experimentally proved to be effective. But this is work that labs and centers should be doing as a matter of course.

Right now only one regional laboratory, the defunct CEMREL, and one R&D center, which is the Hopkins Center, have put research-based products into the National Diffusion Network. This is a sad state of affairs. Centers and labs need to engage more in research and development that produces proven effective programs and practices for use by schools and districts, and they should move these programs and practices into the NDN. As part of this, in my opinion, the NDN is structured to improve schools by working with schools to install R&D-based products, and there is no need to add the dissemination of research information to the NDN. We have ERIC to do that.

And ERIC. I think one real need here is to let ERIC be ERIC, to let ERIC concentrate on its mission of information dissemination and not dilute this effort with lists of additional tasks. ERIC’s primary purpose is to maintain a national repository of up-to-date education research information and provide that information in various forms to users. ERIC accomplishes this purpose well. The ERIC clearinghouses can document that their services are used extensively, and labs and centers contribute to that accomplishment by providing the ERIC system with education information.

But what else is expected? You can tell what the expectations are by the criticisms that ERIC gets. First, not enough people use ERIC, so the expectation is that ERIC must promote more use of the system. The second criticism is that the information is not always the best information. So the expectation is that ERIC must exercise better quality control. Third, the information is not in very useful forms. So the expectation is that ERIC must do syntheses, analyses, and summaries that make the information more useful.

These are all legitimate. Most clearinghouses are doing them to some extent, and much of what they are doing is in collaboration with labs and centers. In the past 2 years the Hopkins center has produced two ERIC digests and two monographs especially for the ERIC Elementary Education Clearinghouse, which is one of our partners and is a natural alliance.

There is a fourth criticism of ERIC that bothers me, and this is the criticism that ERIC information is not well used to improve education. The expectation then is that ERIC must therefore not only maintain and provide education information but also develop mechanisms and procedures to ensure effective use of the information. The criticism that we are not making effective use of education information is justified in general but is not justified as a criticism of ERIC. No other library system is held responsible for proper and effective use of its information, and ERIC should not be either.

I need to belabor this, because I like to belabor. The effective use of research information is a whole other ball game. I would contend that the use of research information from ERIC and from labs and centers has often contributed to school improvement. But if you ask me to document that, I am going to run and hide somewhere. I would like to see somewhere in the near future an extensively funded effort—scratch the "extensively"—just a funded effort to produce such documentation, to provide some evidence that dissemination of research findings through ERIC, the labs, the centers has definitely contributed to school improvement.

We need hard evidence that the dissemination of research information has an impact on the school improvement bottom line: improved student learning.

As an example, our center has extensively disseminated research about the effects of ability grouping in elementary schools. I make the claim that this research has been valuable for schools and districts in organizing their instruction. I have no evidence for this claim. Other centers and the labs and ERIC have similar experiences. We need hard evidence that the dissemination of research information has an impact on the school improvement bottom line: improved student learning. Such evidence, when gathered, will strengthen the entire R&D enterprise.

I have left a lot of issues for discussion. I touched on an expanded role of centers and labs in working intensively with districts and schools. But what other sets of institutional projects might be created to do that kind of work and what are the specific roles in this integrated system for the numerous education associations and organizations and special interest groups? There are a lot of other questions. A final question: Does all this require more funding, and where is that funding going to come from?
David Crandall

Director, Laboratory for Educational Improvement of the Northeast and Islands
The Network, Andover, Massachusetts

I hope my remarks will provide the basis for conversation among yourselves and among us later today and over the next year or so. This symposium is about one of the more important and perplexing and persistent problems that we face in the R&D world.

I especially resonate to Bruno’s noting that we do have a window of opportunity. I wish it weren’t a window that was all that was left of the building we had constructed between the late 1960s and the late 1970s, but I think the fact that there is at least a window left and that it is open is a very encouraging sign and I appreciate your acknowledging that. I am especially grateful to Sharon for the invitation. She is smart enough to figure out how to get “three-fers,” which I usually not. White, male, Anglo-Saxon Protestants rarely get that kind of a check mark. But I am here as a lab director: I am here as the head of an organization that houses a NDN facilitator and did a developer demonstrator, and one of OERI’s “centerettes,” as we call them.

And you have a special treat. It will be interesting whether you see the differences. You have, in my simple formulation, one of the veteran centers, Johns Hopkins, one of the new centers, Susan’s at Rutgers, and a representative of one of the little weensy centerettes that were sort of the leftovers when the big guys got carved up. So you have an array of people who come at the research end of this enterprise in different ways.

I come at this having spent 20 years involved in endeavors that have knowledge utilization in schools as their ultimate intention. When I started The Network in 1969 it was with the idea that the wondrous knowledge captured on those little tiny microfiche things should somehow get into the heads of school people and that an intermediary structure was needed.

That image has guided our work over the last 20 years as we have moved through successive engagements with Federal support at each level of enterprise, from the practice improvement level, directly working in schools, the policy advice level, through research studies.

We have been involved in the NDN since 1974. It won’t come as any surprise to you that I am a fan of the NDN. My support and belief in that endeavor was reinforced as a result of a study that I directed in the late 1970s, which was the last major study of Federal strategies for improving education, and it demonstrated that indeed the NDN was a successful strategy.

That it has persisted and flourished, albeit at the same level of funding as all of the rest of us, is, I think, a tribute to that. That ERIC has persisted, that the clearinghouses still exist, that the regional labs exist, that the centers exist, it seems to me, is a fact of life that it would be nice if some of our “friends” acknowledged and built upon as opposed to lamented and attempted to alter.

As that window is held open by those of us who are optimistic, I hope that we can row the boat with our oars going in the same direction for once. That may be something the new OERI leaders should ponder as they take up new responsibilities. I can tell you more about what happens when boats go around in circles. They tend to run into things and often sink. This one hasn’t sunk yet. So there is hope.

We did the last major study of ERIC. Among its findings were that the people in the process were pretty important, that without the intermediaries it is tough to move the information from the archive into action. We disregard those kinds of things at our peril. I am not suggesting that you aren’t aware of these things. I am just reinforcing them in the context of what will be my subsequent remarks.

I have the additional good fortune of heading the regional lab that serves the area of Congressman Major Owens of Brooklyn. He is the gentleman who oversees OERI, our sponsor. So we are especially attentive to his perspectives. When he visited us with his staff a year or so ago, after we had finished telling him what we were up to, what we were doing, what we weren’t doing and why we couldn’t do it—that’s where we pitched the “we need more money”—he actually initiated an intelligent discussion about ERIC. I was very encouraged by that. He also insisted before we left to see our “library.” I explained that we didn’t have a library; we had a resource center; and that it was a weensy one because we didn’t have any special funding for that. But he was interested in looking at that and in looking at the resources that we had that allowed us access to the ERIC resource, both paper and through our microcomputer hookups.

That there is a fan and a supporter there is again no news to you. He’s a fan of a lot of things, but let’s put them under the umbrella of R&D, because I think he is one of our supporters. His special concerns for the children in our inner cities pose a special challenge to us. I am not so optimistic about that one, frankly, given the current level of funding, but I think we can make a substantial dent in that, especially if we can make some inroads on the collaboration front.

Turning to that briefly, let me share with you some notions that I think give us a handle on why we have a problem. Some of you have heard me say this before. Collaboration is not a natural act and the positions that you have to assume are not always comfortable. Most of us are not into pain, and collaboration the way that I mean it sometimes involves passing through the pain period before you can get to the pleasure.
But for people who have gotten there, I think we can say that it is worth it. We are talking about collaboration among institutional or organizational entities: labs, centers, the components of the National Diffusion Network, ERIC. Those entities have, as is no news to you, quite different audiences that they emphasize and quite different agendas that they pursue as a consequence of their mission strategy and preferred tactics.

If you think about three notions, I think you will see where some of the problem comes from. Imagine a circle that has here "generality" and over here "simplicity" and down here somewhere "accuracy." Those are concepts to which I think it is fair to attach the activities of labs, centers, et cetera. For example, the research endeavor, is focused on generality, typically. Those of us who work directly in schools know that what they want to know is how accurate it is for them, the single case: "Well, it doesn't fit our circumstances; it's too abstract, it's too general."

Those three concepts arrayed around a circle, it is suggested, constitute a condition of impossibility: You can't get there from here. That is what we are trying to do when we try to bring research into practice. That formulation, set down by a Canadian named Thorngate 10-plus years ago, helps us understand why this is a persistent problem. It is very tough to move research into practice because the nature of it—research—is very different from the nature of it—practice. But as I said, I am an optimist.

Here are the steps that I would suggest we consider to continue to close the gap, as I think we have. One, I think we need to declare a belief in the special value of research and development and its outcomes. That's a value statement. It is okay to make them sometimes. It is important that they be affirmed. And I don't think that they have been.

We are talking about a belief that I think we all share, at least in part, that the outcomes of our work are qualitatively better than those that are pursued in a less systematic, less organized fashion. That is not to say that there aren't other kinds of knowledge that are equally good; we're among those who are advocates of carefully developed practice-generated knowledge as well as conventional R&D knowledge. But that is a value statement. We have had trouble demonstrating, as John noted, the bottom line payoff of that. It doesn't change the fact that we have to declare it as a value.

**School people don't want it easy, but they need it simple. That doesn't mean simplistic; it just means simple.**

I think we need to acknowledge the continued need for some sort of a translation or development or repackaging function, whatever you want to call it, and the fact that the people out there who are the folks that we hope will eventually use R&D need help. School people don't want it easy, but they need it simple. That doesn't mean simplistic; it just means simple. We are inundated on a daily basis with hundreds and hundreds of teachers who want to do better for the kids that they are concerned with. They do not know how and they are not in settings that help them. We are part of the support structure that potentially could.

So it seems to me that after we declare our beliefs in those kinds of things, including at the Federal level, we maybe could make the pitch that in the spirit of increasing our international competitiveness maybe we need to change some of our national competitiveness practices.

We have an infrastructure here. Every 5 years, 3 years, or whatever, if the current cycle persists, we consider breaking it all down and building it over again. That's dumb, in my opinion. I think the elements that have stood the test of more than two decades—the clearinghouses, the regional laboratories, the State facilitators of the NDN, the parts that, it can be quite reasonably and persuasively argued, should be permanent parts of the infrastructure as institutional entities—should be preserved in that fashion.

We ought to find a way of cracking the nut on that part of our common enterprise. What they do, what they are focused on, and so forth and so on, is a different issue. But it is as if you are going to tear up the roads, the bridges, and the sewers every 5 years and then ponder how to best move people and trash. It doesn't make any sense. I think that it would be possible to crack that nut while still answering the call for necessary competition.

Once we do that, then I think it is necessary to affirm and attack with adequate resources the persistent problems that face our educational system. Separate from whether they are the ones you would agree on, the problems of the disadvantaged, the underclass, the at-risk, et cetera, however you package that one, it seems like it is with us and is going to be with us for a while. That warrants special kinds of attention. Whether it is by a super center of the sort John referred to as a full service center, I don't know, but I would support that. You could find fans for classifying science, math and technology in that category as well. I think a lot of people would say that that's a place where we have a persistent national problem. And it is going to last longer than 5 years, folks, and require more resources.

I have already noted that once you have made some of these moves, you ought to be able to stabilize the practice improvement infrastructure, which for me at this point is the labs, the NDN facilitators, and the ERIC clearinghouses. Those institutions you don't move around unless they do something that is really outrageous in their performance, and there are a lot of ways to handle that one.

Then we get to the collaboration part. So far this has been easy. Now you have to regularize exchange relationships between those entities that go beyond the superficial. Bruno noted his three Cs of communication, cooperation, and collaboration. I would put those in a hierarchy and stick coordination in the middle right after cooperate. I think we need to understand when we are doing each of those things they
are not the same thing. Collaborating is not the same as cooperating; it’s not the same as communicating.

Those of you who have been around for a long while, there was a thing called the Dissemination Analysis Group, DAG. In the late 1970s it sponsored two national forums. They brought together all of the players. It has been over 10 years since there was such an effort. One of the things that the DAG put together was a definition of dissemination that many of us seem to have forgotten. It moved from "spread" to "exchange" to "choice" to "implementation." Implementation is the last and the toughest stage; it’s the most complicated and incorporates all the foregoing. The three or four Cs of communication to collaboration are the same sort of hierarchy. You need to understand what you are doing when you are at each of those stages and that they relate but they are not the same.

Paying attention to those distinctions and reinforcing those relationships is a special responsibility that I think it would be possible and desirable for OERI or its successor to organize, to facilitate. They could reinforce that. There currently are very few organizational incentives for the kind of exchange that goes beyond simply licking the stamp and sticking it on your latest report and firing it out in the mail. Yes, individuals relate in different ways, but the organizational entities don’t.

**DAG put together ... a definition of dissemination that many of us seem to have forgotten. It moved from "spread" to "exchange" to "choice" to "implementation." Implementation is the last and the toughest stage ...**

I’m a fan of forcing that, by the way. I think that when people don’t want to do something, sometimes you have to help them to see that there is an optimal way. We have tried it once, and it hasn’t worked, but I think we should try it again. So OERI, I would advise, could play that facilitating role. It is combining the forcing function with the friendly support in facilitation and avoiding the third F, fouling it up, which there is a terrible tendency, I’m afraid, for well-intentioned people to do.

And if we can get our friends the Feds to stay out of the road for a while on some of these things, we will all be better off. We need time to get our own acts together, whether it be in networks or subnetworks of like-minded people or umbrella organizations. Yes, we know you, OERI staff, want to be involved. We want you to be involved, but for some of these moments we need our own time for our own processing. We need to be able to invite you, not have you invite yourself. At the same time, I think you ought to require us to sit down and knock our heads together on some stuff and do that in some ways that haven’t been tried yet.

Then I would go back to what I said before and suggest that some of the communications that you might have that would be facilitating to our overall mission would be directed to the advisory boards, governing boards, and other of our oversight entities. We would be helped by messages from OERI that reinforce the beliefs that I noted before, that R&D is special knowledge, that it is what these institutions are about, that it is what we are about together, but that it is a long-term problem. We are going to get on with it and not just be distracted by the short-term stuff of today’s hot topic. We need some help on that score. You guys can give it to us. And we can give it to each other. I look forward to being part of that process.

Susan Fuhrman

Director, Center for Policy Research in Education
Eagleton Institute of Politics
Rutgers University

I appreciate the invitation and the opportunity to speak to such a distinguished group. I especially like being able to follow John and David instead of preceding them, because now I can agree and disagree and not forge out ahead on my own. I also appreciate the background papers that were prepared for this meeting. I thought that the summary of the September working group was most accurate and very helpful and the background paper specifically for this meeting was particularly useful.

I especially like the caveat not to think of collaboration for its own sake but to keep our eye focused on Bruno’s bottom line, on John’s improving schools, on RD&D systems, on collaboration for the sake of improving the efficiency, the quality, the impact of educational research and development.

Of course it is not necessarily so that collaboration would have such an effect. It may in fact take place for its own sake without an eye on the bottom line, and that is what it is really important to be careful of. So I would like to talk for a few minutes about collaboration with that caveat in mind and then for a few minutes about improving the impact of RD&D, about the bottom line, about activities that may be achieved without thinking specifically about collaboration.

I have four points about how to conduct collaboration in the service of improved RD&D. First, it occurs naturally. John’s center, which has been in existence for 19 years, collaborates. Our center collaborates. We conduct research with other centers; we involve researchers from centers and labs in meetings that we host; and we have cosponsored workshops with regional labs.

It occurs when people perceive common interests, when they know each other and really get to know each other in face-to-face, personal interaction, and they think that they can work together. It occurs among OERI-supported projects even when OERI is not footing the bill. We are
hopely about to receive a grant from NSF with another OERI-funded center. So here is collaboration occurring on its own and not because anybody is making us do it, but because we thought we could work together in useful effort.

I disagree with David. I don't think that such collaboration needs or requires incentives from OERI to take place. Funds set-asides and special competitions might in fact result in make-work collaborative projects and not necessarily in the kind of collaborative projects that keep their eye on the bottom line and that are in the service of improved RD&D.

The same problem would occur with rewarding collaboration per se. It is possible that the same resources could have been used better by an individual institutional project. Collaboration in and of itself should not be rewarded or encouraged. It's only collaboration in the service of improvement, and I am afraid that special competitions centered around collaboration rather than the goal of improvement, however you get there, might send the wrong signal.

I do think, however, that OERI can facilitate collaboration in a number of ways. It can certainly provide occasions for those of us in the system to get together and to get to know each other and to forge the kind of relationships that lead to working relationships.

Collaboration in and of itself should not be rewarded or encouraged. It's only collaboration in the service of improvement...

It can increase its information-sharing activities and enhance them. Our liaison calls us up frequently and says did you know such and such a center was doing X or Y, and maybe you ought to get in touch with so and so. I am sure that other liaisons do the same. We need more of that—the databases, the reports, the opportunities—to find out what we are all doing.

And I think OERI can remove barriers where they exist to sharing data or to sharing work in progress because of confidentiality or whatever other problems might stand in the way. I think OERI needs to think about the comparative advantage of each type of institutional project much in the way that John suggests and what each institutional project can best do.

Speaking from the center's point of view, I agree with John that some of us consider ourselves full service centers. We certainly do. We think of dissemination and technical assistance as part of our mission. Not everyone does. But even so, our resources are not ample enough to permit the kind of extensive dissemination and technical assistance we would like to do and we would very much like to work with others to do that more effectively. If there were ways to establish routine mechanisms for other institutional projects to assist us in dissemination, to assist us in preparing briefs, and in distributing policy briefs, to assist us in disseminating our reports, we would certainly welcome it.

Speaking for our center, we would like to continue to publish our own reports, to maintain quality control over them. We would like to do our own face-to-face dissemination. We believe there is no substitute for the people who do the research talking about it to the research clients, and it is very helpful to have contact with the field in dissemination and setting one's own research agenda and testing the generalizability of findings. So we would not give that up at all. But we would certainly welcome assistance from any other type of institutional project in synthesizing information and in distributing it more widely and finding ways to magnify our impact and to share the resource that such spread requires.

Turning to other ways to improve RD&D besides collaboration among institutional projects, I think that OERI can facilitate one of the kinds of collaboration that John was talking about between OERI-funded projects and the field, and that is to work with associations who are among the most important purveyors of research information.

We work closely with policymakers associations, and I know other centers work closely with practitioner associations. We spend our own resources to convene these folks and to keep in close contact with them. It pays off. It pays off because it helps us to set our research agenda, to meet the needs of their constituents, the same constituents that we serve. It helps because they pick up and publish some of our things in brief reports or even in report form. And it helps because we end up sometimes in joint research projects just as we have with other centers when we know the people involved. For example, we are currently involved in a joint research project with the National Governors' Association and just completed one with them a brief while ago.

I think OERI can encourage links with clients and clients' groups in mission statements and in continuing liaison work with centers. I think OERI can provide opportunity for client groups to meet and hear center researchers, occasions for hearing and interacting with researchers from a variety of centers, and facilitate that kind of interaction which is really important to getting the research to the clients.

Finally, I think OERI can work with other government agencies and collaborate itself to enhance RD&D. For example, working with NSF in the areas of math and science could certainly improve the resources and the integration of projects addressed to improving math and science education.

I think it is important to reinforce the backround paper's notion that collaboration for its own sake may not lead to improvement. It may lead to well-intentioned but not particularly promising work and not the best use of resources, and at the worst, it may lead to make-work just for the sake of collaboration. Focusing on collaboration among institutional projects may limit thinking about other ways to improve RD&D, such as working with client-based
Christopher Cross
Vice Chairman, Macro Systems, Inc.
Silver Spring, Maryland

I am going to depart a bit from commenting directly on the presentations we have heard this morning and raise what are, I believe, some other important issues to consider in today's general topic and the general topic of education dissemination and information.

As Bruno mentioned, I spent some time on the Hill; I also worked on education policy with the Department of HEW in the early 1970s, before there was a Department of Education. For the past few years, having been outside of the government, I have tried to look from the viewpoint of the consumer and the user, at the enormous array and variety of ways in which the Federal Government tries to provide information to people out in the field. For example, I think in terms of the school my son attends, and I wonder how the teachers and the staff members can possibly comprehend and deal with the complexity of the current system.

One of the things that we really must do is to look at this system from the viewpoint of that consumer and that user, recognizing there are other consumers and users as well. There are school board people, and administrators, and researchers, and policymakers in the States and in the Federal Government. I think we need to look at the system from their perspective.

For example, I would advocate that the Department, through ERIC or OERI or some other manner, consider actually asking some of these consumers to participate in a focus group. Although this may not be the right terminology, it would be a similar group where we could really try to understand from listening to these people what information they need, how they would go about trying to get it, and what barriers exist in the current system that prevent them from getting the information they need. I wonder whether we have made the system too complex and have created a situation that is detrimental to the essential goal which all of us have, and that is to try to improve the education enterprise.

Bruno mentioned that I spent some of my time in the last 2 years working with OERI, with PIP, first with Milt Goldberg and now with Nelson Smith, looking at what the regional educational laboratories have been doing and will be doing in terms of the competition. One of the things that we did in our initial report, which was about a year and a half ago, and have repeated in this report, is to also look beyond OERI. The conference here this morning and the report that Bruno mentioned, which was done in preparation for this conference really center upon OERI. And that is understandable. That is where the people who are involved in this enterprise reside, both inside the Department and outside it.

But if we look at the array and the variety of other things that exist that go beyond ERIC and NDN and the labs and the centers and all of those things that we have already talked about, we must also, I think, step back and include things like the Chapter I centers, the special education centers, the bilingual centers, the drug abuse centers, the vocational education research activities. Susan mentioned NSF. There is also the arts endowment, the humanities endowment, and other providers of information.

If we are going to have collaboration, cooperation, and communication, we must step back and examine that whole array of things. It has been now almost 25 years since the Elementary and Secondary Education Act was first passed. That Act and the Cooperative Research Act created the original labs and centers; and then Title I was created. In that period, particularly from the mid-1960s to the early 1970s (with a little bit thrown in by the most recent Congress) a variety of other providers and other situations have been created in the research, development, and dissemination world.

The time has come... to step back and look at the whole varied enterprise of research, development, and dissemination and to ask the question: What needs to be done now?

I hope I am not giving away too much of what the Laboratory Review Panel has said in its report. Although the idea did not originate with us, one of the things we are advocating and that I personally feel very strongly about is that the time has come for the Department, for the Federal Government, and for the profession to step back and look at the whole varied enterprise of research, development, and dissemination and to ask the question: What needs to be done now?

In the mid-1960s, when these original institutions were created, most of these groups were new; there was nothing else in existence. We now have a wide variety of other organizations, of other providers, of other needs that are in the system. As we go into the 1990s and into the 21st century, I think it may be time to call for something like a National Academy of Sciences/National Research Council panel to look at this enterprise and to think it through and come back to the Department, and to the Federal Government as a whole, with some recommendations for organizing the RD&D system. The old answers may not be sufficient any more, and in fact we may need to really examine some of our assumptions about why and how the current situation has come to be.
I also think we need to examine the fact that there are different users, different consumers out there. One of the things that may have happened over the years is that we may have designed a system that is appropriate for sophisticated users, users that tend to be more like us, people who are in the research community and the policy community, and we may have forgotten that there are many people out there who simply need basic information. They may need to know from Emerson and the Center staff some basic statistics and data about what exists in the way of teacher preparation, enrollment, what is being spent, and what the projections are in terms of forthcoming enrollment and the birth rate and that sort of thing. There is probably another level of users or consumers who are a little more sophisticated, and finally there are the most sophisticated users, the people that we probably deal with most often.

Because different computers are suitable for different users, your children, if they are in elementary school, may be using an Apple II or something of that sort. As parents, you may be involved in a more sophisticated system; you may use or have access to an IBM mainframe computer. In the same vein, we need to consider how to design different levels of getting into the information system.

I would also suggest that from the viewpoint of the Department we need to build in dissemination and communications as a fundamental part of all the research grants that are given out, of all the contracts that are awarded, and that there needs to be some way to make use of that information and data. It is just not good enough to say at the end of the contract or the end of the grant that you have to turn over your data and it has to be in machine readable form and all that; the point is, what are we going to do with it? Some things need to be thought through about how the Department is going to respond to its stewardship of that kind of information and data, how it is going to make it available, and what does that responsibility mean.

My final point is that I think we also need to recognize the fact that the procurement mechanisms that have existed even longer than the labs, the centers, and the ERIC system may not really be appropriate for the kind of relationship that needs to exist between the Federal Government and institutions like your own. The constraints that are there in contracts, the lack of accountability that may be there in the grant mechanism, the protections that are there in the contracts with the providers, the unilateral nature of a grant—all of these things really beg the issue about the unique kind of relationship that exists between the Federal Government and institutions that are providing the kind of services we have talked about here today.

That is certainly something that can't be solved by this group, but it can be solved if the Congress becomes an advocate and the Executive Branch begins looking for new mechanisms to do the job. I think that is another point which I believe needs to be looked at in terms of the long view.

As you can see, I haven't talked very much about the others and their presentations this morning. I don't disagree with any of them; I think the points they have made are very good. I would like to thank those who provided the materials for today's session, Sharon and her staff and others. I hope it has been helpful. I certainly found it very informative.

Willis D. Hawley
Dean, Peabody College
Vanderbilt University

It is a pleasure to be here. I am going to try to do two things. I want to share with you some general principles or some bases for collaboration. Secondly, I want to comment on the nature of the research and development system we have been talking about.

Hopefully these two sets of comments will overlap with what the previous speakers have said. This is what is called in the trade a dump, which is to say I am going to put a lot of information on the table, but we are all used to that.

I want to suggest five or six principles and give you some examples how each of those principles might apply to the development of productive collaboration. Presumably, if these are really principles, they are heuristic and therefore would lead to many more ideas. That is for you to judge.

What are the bases for collaboration? Number one, common interest. We have talked a lot here today about priorities. One might expect this common interest to be student learning. But, in fact, if you listen carefully, those commenting today didn't say student learning. They said school improvement or the equivalent. My judgment is there is a big difference between student learning and school improvement. And if you don't believe that, think about the debate today about restructuring. Very little of it has to do with direct concern for student learning, although the assumption is that restructuring will somehow benefit students.

I don't want to get off into that set of issues, but I think we need to be precise and we need to know what we are talking about when we say learning. If everybody, in fact, had this set of concerns and saw a need to justify restructuring by its contributions to student learning, although the assumption is that restructuring will somehow benefit students.

Related to that is the idea that researchers often don't see a relationship between their role as researchers and the utilization of knowledge in the field. That is to say, researchers usually say, and I think most of us believe, that we are in this to enhance student performance. But the model we have in our heads is a linear one; that is, the knowledge that is generated is disseminated and lands out there somewhere, and somebody does something with it. Meanwhile, we go on about our business.

But there is another model, a model which we see in some other fields—medicine is a good example—in which the implementation process itself is part of the generation of new knowledge and the generation of a set of research questions.
that need to be developed. In my particular institution we happen to have a basic research enterprise heavily funded by the Federal Government, though not this Department of Education, thank God! (Not because I don’t love this agency, but because the NIH has a lot more money.) In medicine, the relationship between research and practice is seen as reciprocal and this provides the rationale for collaboration.

The second basis for collaboration is trust. The actors have to trust one another. Part of this has to do with the perception that everybody is engaged in quality activity. We will say we are. But, in fact, there is a lot of low quality activity that passes for research and development.

There is too much research already; there is too little good research.

The ERIC system, in placing emphasis on the volume of work that is done, diminishes the quality of work that is done. You know very well that when you recompete these enterprises, the volume of activity will be weighted heavily. There is too much research already; there is too little good research. But it is hard for practitioners to separate the weak from the good, given the time they have to consider the information. Our unwillingness to be more selective and critical undermines knowledge utilization because it undermines the faith one can have in the research.

Another principle of collaboration is that perception of mutual benefit is essential. Part of this will derive from a shared concern about outcomes, but it also depends on what our mission is perceived to be. Why, for example, should the centers and labs collaborate? There is involved here, too, something that is called the norm of reciprocity that is important. That simply means that collaboration occurs when there is the perception of equal contributions to a collaborative activity.

In the world of academia, there is a hierarchy of the values placed on different aspects of knowledge production and use, as you well know. At least among some people in the research community, research itself is the highest value. Dissemination is usually not highly regarded. It is a necessary thing we’ve got to do, but it is not high tech; it’s not really good stuff; it doesn’t require the same quality of mind; it doesn’t need tenure, et cetera.

Part of the problem, I think, is we have not thought through how we could create kind of interdependencies that would lead to equal status. In my judgment, I think it is important for the labs to have a role in the research enterprise because absent that role they will be seen as second class citizens vis-à-vis the research community. None of us will say that in public, but we, in fact, perceive it. In talking to some of my friends in the labs, I think they perceive that their limited research activity has undermined their status.

A fourth general proposition about collaboration is the need for a common language. For example, the word “research” is a badly abused notion; “learning” is something that means almost everything; and “knowledge utilization” itself is, at least, a sloppy term.

It seems to me there are, at least, three very important distinctions to be made: one is the effort by practitioners and policymakers and other researchers to use the information. The second is the adoption of that information. The third and most important, probably, is implementation. But we can’t hold the knowledge production process itself accountable for implementation except insofar as its role is to study implementation. On the other hand, we can hold the process accountable for efforts on the part of practitioners to utilize that information.

A fifth basis for collaboration is what I might call common constructs. I have had the opportunity lately to read a lot of research on why people use knowledge. I have come to be impressed by a body of research, relatively new, I think, which explains this in terms of “explanation-based decision making.” That is, people have in their heads an explanation for how the world works. When information they are provided with fits that explanation, they use it to elaborate their world view. If it does not, they dismiss that information or modify it. Sometimes, this willingness to use information is explained in terms of “value fit.” But more than values is involved. It is also their understanding of what works. So it would be very helpful if we started talking in terms of some kind of causal understanding of sources of student learnings.

Incidentally, I reviewed many of the models that were in the proposals that went to OERI during the last competition. They have a different conception of the fundamental processes by which children learn. This conceptual confusion is an important barrier to our ability to communicate and build a solid research base upon which to rest changes in policy and practice.

From my point of view, the way this particular group should be thinking building models is in terms of how policymakers and practitioners think. They grasp for certain kinds of explanations, because those are things with which they can deal. For example, policymakers and practitioners are not interested in social class per se. They can’t manipulate social class.

We should think about ways to enhance the self-interest that individuals have in collaborating.

The final basis for collaboration is self-interest. We should think about ways to enhance the self-interest that individuals have in collaborating. Collaboration is not a natural act for most people. It may be for some of you because you are so committed to it. But, in fact, collaboration is a costly activity.
Let me make a few comments on the Federal R&D system. I owe some of these thoughts, let me acknowledge, to Art Sheeky, who has been my tutor for more years than I want to remember. Let me make again five or six quick points. There are important missing pieces to the system itself. One of these relates to how we conceptualize the system. So my first point has to do with the missing piece of the system, which is to see the knowledge utilization part feeding back to the research part. There are ways to do that.

But a more important thing I want to emphasize is that there are three reasons, it seems to me, why people who are practitioners really want information. One of these relates to how we conceptualize the system. There are important missing pieces to the system itself. So my point has to do with the missing piece of the system, which is to see the knowledge utilization part feeding back to the research part. There are ways to do that.

Another knowledge-user is the person who is desperate. For this user, any information will do. It doesn't matter whether it is good or not so long as the information kind of fits the immediate need of the potential user. The third reason people use information is that this is their role. Those whose job it is to acquire information and to use it are relatively few in number. If you think about school systems, for example, who is it in a school system whose job it is to provide knowledge, especially at the school level?

This limitation on the use of knowledge is important and it could be addressed by changing the role of librarians. Their job has been to provide learning resources for students. But, why couldn't they also provide information to teachers to help teachers teach and to help school administrators facilitate the work of teachers? It is interesting to note that the American Library Association has endorsed this general idea, but having tried to implement such a program in my own university to prepare libraries accordingly, I can tell you the world is not yet ready for it.

A second thing we should do to strengthen the R&D system is to rethink teacher and administrator training, because those programs are increasingly organized around the idea of enhancing the craftsmanship of people in the field. They are big on internships, practical experience, and above all, the idea that the programs are owned by the students. It is interesting to note that the American Library Association has endorsed this idea, but having tried to implement such a program in my own university to prepare libraries accordingly, I can tell you the world is not yet ready for it.

The third point is that the Federal R&D system needs to accommodate to the new role and capacity of the States. I know that is an issue that you folks have thought about some, but it has big implications not only for the role of the labs, but also the role of the ERIC system. We need to think about and anticipate radical restructuring of the entire R&D system. Some of us have advocated the establishment of a National Institute for Urban Education. I had an opportunity to talk with the Under Secretary about this last night. There is a lot of group interest in this proposal.

**We need to think about and anticipate radical restructuring of the entire R&D system.**

Some of us see this as a stalking horse for a reconceptualization of the entire system. I certainly think we are not ready to move toward the National Institutes of Education, but such a proposal does try to accommodate to the need to better integrate the elements of the R&D system, including ERIC, so that the system can be more helpful in addressing significant problems.

Finally, let me suggest that the ERIC system needs to be realigned. I think about this in two ways. It can either realign with the producers or with the consumers, but you have to be on one side or the other, it seems to me. One way to do this is to either consolidate or cluster the existing ERIC centers. The second is to think about aligning the ERIC system with the priorities which are manifest in the missions of the research centers. Those are two sets of ideas. Hopefully, they will provoke further thought. Thank you for the opportunity to be here.

Milton Goldberg

Director, Office of Research
Office of Educational Research and Improvement
U.S. Department of Education

I am going to make some comments about what I heard without necessarily referring to the specific individual who made the comment.

First, I was struck by the mention of the number of programs across the government that are not attended to in the papers that were discussed here, nor were those programs mentioned very much in the presentations. I must say that as a government bureaucrat I myself was struck by the notion that we have a lot of nerve asking others to collaborate when you consider how inadequately we do it ourselves. But that doesn't stop us, nor should it, I think. I think we should continue asking and pressing ourselves to consider better ways to work together with others who have mutual concerns.
The issue of the bottom line came up more than once. It struck me that that is not an unimportant matter. I would like to make a suggestion. You can't make student learning the bottom line, because every time we tried over the years with the institutions with which I have had some association, whatever they are, it has always been pointed out to us that there are so many other variables that you can't really do that; you can't really hold the institution accountable.

What I would suggest is that the bottom line has to be through some agreement we reach on what we agree an institution can be held accountable for. In other words, who are the consumers that you are attempting to help, and what are the ways you propose assisting them, and how will you be held accountable for the quality and nature of the service. I think there is not adequate agreement about bottom line across all the institutions that we presently support.

On the issue of the cost of collaboration, I would like to suggest that I do believe that collaboration is costly. I also believe, however, that some of the best examples we have of collaboration that I am aware of have occurred naturally. So I agree with Susan in that regard.

I would like to suggest that one of the things we ought to do is perhaps identify some of these examples of collaboration that have occurred and try to learn more internally. After all, we are an R&D organization. Perhaps we ourselves ought to study a little more about how these things have worked, what has made them work, and perhaps do some documentation of these collaborations that might be made available to all of us.

The clients of the work that OERI supports need to have a far more important role in the formation, the implementation, and the evaluation of the work we support.

On the issue of dissemination, Chris' notion about dissemination being part of all grants, I couldn't agree more. I don't think that necessarily means that every organization and every grant needs to accomplish exactly the same things, but every organization that gets an award from OERI, it strikes me, needs to consider how the consumers who are supposed to benefit from this piece of work will either get the information or will be helped to get the information that this particular award will make available.

I also believe, however, that the institutions that are represented in this room do have primary functions and that they need to play out those functions. But at the same time, each of the institutions may end up doing some of the things that other institutions do. That is true across the board. I would hate to believe that anybody ends up saying, for example, that research centers don't help practitioners, because I don't believe that to be the case.

Finally, the issue of the clients and our attention to clients. I believe we have a long way to go in that regard, but I couldn't agree more that the clients of the work that OERI supports need to have a far more important role in the formation, the implementation, and the evaluation of the work we support.

Nelson Smith

Director, Programs for the Improvement of Practice Office of Educational Research and Improvement U.S. Department of Education

In listening to the members of the panel, it occurs to me that there are within the existing system a few relatively simple steps that can be taken. One of these was mentioned by Chris when he talked about building dissemination into all of our programs. We are currently trying to do something along these lines with one of our new programs. We are trying to conform the specs for the applications to the existing specifications for the Program Effectiveness Panel of the NDN so that when projects come in we will be relatively sure that the winning projects are going to be in the kind of shape in terms of their evaluation data that we can get them fairly quickly into the NDN. We have this apparatus set up. We ought to be able to use it by conforming things in that way.

It was mentioned by one of the panelists that we should be able to provide documentation of the effectiveness of our programs. I agree wholeheartedly. We have tried to do that in the last few years and we have tried specifically to do that in fact with reference to an evaluation of the labs. It has been difficult. As things have happened, our funding for that has gone to other purposes. There are certain things that we don't have control over, but that is one of the things that I would like to see happen, much more specific evaluation, not just of whether the entities that we fund across the board are doing what we ask them to do, but whether they have an impact out in the school systems.

As Susan Fuhrman said, collaboration is not an end in itself. I would like to turn for a moment the whole emphasis here away from what we are doing at this level, looking down toward the consumer and what the consumer needs, looking up towards what we are doing here. Or maybe the ups and downs should be reversed in that formula.

When do you collaborate? You collaborate when you need to get something done and you can't do it by yourself.
improvement at the school level. I think we ought to be looking at how the consumers ought to be able to collaborate with each other using the devices and the services that we put out.

If I could quote from—I don’t know whether to call them educators of the 20th century or prominent politicians—Barry Goldwater and Chairman Mao. You rarely see them together at the same time. Mao Zedong said, Let a thousand flowers bloom. There is nothing intrinsically wrong with having a lot of different approaches out there to the solution of a problem. If I can paraphrase Barry Goldwater, competition and pursuit of innovation is no vice and collaboration in pursuit of confused goals is no virtue.

Great ideas spread because people need them, whether the idea is freedom or whether the idea is tabletop fusion. Around the world right now people know that we need energy, and so there is tremendous competition to fulfill that need in whatever way possible.

The fulfillment creates a marketplace. My qualm about our discussion today is that we are dealing with the marketplace as we have established it. As Chris pointed out, when much of the current system was established in 1965, the world was a very different place. There simply was not the market in educational products and services that there is today with the $330 billion that are spent across the country each year. Yet we operate from what economists call a market failure model as if there were no real market, as if we could decide what needs to be done and then somehow press that down into the school systems.

Maybe there is a need for a two-tier approach, because there are places where the market does fail. During our oversight hearings a couple of months ago, Congressman Stokes, holding up our publication *Becoming a Nation of Readers: Implication for Parents*, asked, "What do you do when you have a parent who can’t read? How are you going to get that parent to participate in teaching the kids to read?"

Well, that is a place in which we have research. We know how to act and we have to, in fact, be very aggressive in moving that research downward. But for much of the rest of the country there are consumers who want to do the right thing and who want to participate to the extent possible in using research if they understand its importance and if they have access to it.

So instead of making sure that we disseminate from the top down, I would like us to realize that there is no great automatic system possible. We will never get to the place where everybody has exactly one function and it is all computerized and we can push a button and the exact combination of right products will land on the doorstep of the school.

I think part of this process is to find ways of empowering the consumer, the parent, the teacher, the school principal who has little control over textbooks and things of that sort, and to get them creatively into the process so that they can make choices through the NDN, through the labs, through the centers on what they feel is necessary for their own work.

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**Emerson Elliot**

*Acting Commissioner*

*National Center for Education Statistics*

*Office of Educational Research and Improvement*

*U.S. Department of Education*

Sharon asked me to talk about what I might like to see in ERIC, so these may supplement or complement some of the other things you have heard about.

One of the things I frequently tell my staff members is that I expect them to keep up with research literature and to know what research is saying, because I think the only way that they can design sensible data collection systems is to know what already has been done and to make use of the measures that we have learned about in research. We don’t do that very well, actually. I would like to state what seems to me a parallel truth, and that is that I think ERIC should keep up with what NCES is doing and I don’t think you do that as well as you should, or certainly not as well as you could.

So what do I want of ERIC? The first thing is that I think ERIC should regularly include within its data and retrieval systems information about NCES data, where to find it, what is in it. We have a lot that is coming. I have no idea right now—no doubt you can tell me in the hall on the way out—what information you have about such things as our school and staffing study that is going to be producing a major beginning of a continuing data collection with information about schools as places and about teaching and about teachers as individuals.

About the National Assessment of Educational Progress. That is very hard to use. Larry Rudner knows all about how to use it, and he can tell you if you ask him. That is going to be done on a State-by-State basis beginning in 1990. I don’t know how many people are familiar with that, but that is one thing that I hope will soon be in the ERIC system.

The study of college faculty is coming out this year, the student financial aid study is already out. Longitudinal studies produce information all the time. I like to assert that the data that the Center is now producing is far more useful for analytic purposes than it has been previously. It is more useful in part because it is more comparable. We are making a major effort with States and other data providers to make sure that the data are more comparable to begin with.

It is also more usable for analytic purposes because the databases are larger and subdivisions can be made that have various kinds of representative qualities: public schools, as always, but also private schools; States as well as national totals and regional totals; divisions by cities, suburbs, rural areas, and other qualities.

I think those kinds of things about our data should be a part of the ERIC system. But that is not enough. I think that ultimately we should work in the direction of actually having data in the ERIC system.
I would begin with what is easy. The tables from the Digest ought to be a part of the system. Or tables from any of our reports should be accessible in the system, but ultimately I think that in some electronic means it should be possible for analysts to retrieve data directly. That remains a major challenge. We have data users all the time now asking us for floppy disks instead of tapes, and I think increasingly people will be asking for CD-ROM. Since those are the people who are analyzing the data somehow we have to find a way to produce it in a form that they can use.

Collaboration best comes about where the missions intersect, where there is something to be done jointly that both people want to do because it serves both of their purposes.

Well, John said let ERIC be ERIC. I think we need to talk a minute about letting the Center be the Center. One way to think about collaboration is that it begins with a mission. I think every agency must have a very clear sense of its own mission, which is why I support the particular configuration that we have of OERI, because I think each part of OERI has a very strong mission. I think the collaboration best comes about where the missions intersect, where there is something to be done jointly that both people want to do because it serves both of their purposes.

One thing I frequently think about is what is the unique mission of NCES, because it seems that everybody gathers data of some kind and everybody does analyses. So what is it that we do uniquely? One of the things that statistical agencies in the Federal Government do uniquely is standardize and define things. You have to watch out, because sometimes the wrong things get defined and those are the measures people follow. That is a challenge for us. Standardization and uniformity is one of the major things that statistical agencies are all about.

Another is the collection of large-scale data sets that have good, usable properties. Then we report things, and we put out data tapes. But we do very little analysis. Our reports are frequently dull almost by design, because the integrity of our data would be questioned if people thought that we were engaging in policy advocacy or program evaluation or causal modeling. So those are things that we eschew in our reports.

But that means if our data are to see the light of day that they need to find their way into the hands of analysts. That means the Office of Research and PIP, and the grantees and contractors of those organizations, and universities and State legislatures and governor's offices, and all the people who do analytic work, certainly including the ERIC centers as well, must have and use our data or no one will ever know about it.

Finally, the last thing that I would like to ask of ERIC is your advice. One reason that I want to encourage ERIC centers to make use of our data is to test out my assertion that our data are better. If they are better, then your reports will be better and the public will be able to realize the enormous amounts of money that it is putting into NCES.

But we will get something else out of that. In the course of using them you will learn about their attributes, about their shortcomings, and I hope you even learn about some of their advantages. But you will learn about their shortcomings, and I hope that you will let us know. That is the final thing that you need to give to us, your knowledge and experience from using those databases so that we can make them still better.

Ray Fry
Senior Advisor, Library Programs
Office of Educational Research and Improvement
U.S. Department of Education

In listening to the many interesting presentations this morning, one of the things that came to me is that there may be a sleeper institution out there in the education spectrum that you could be overlooking, and that is the public library. If lifelong learning is really critical in today's society, if early childhood education is that important, if parental involvement is a good thing, the public library, the cradle-to-the-grave institution, is there and no one is denied admittance. Anyone can have a card.

It is in the area of dissemination that I think the public library could play a greater role. We have had a program called Inter-Library Cooperation that has been going since the mid-1960s under the Library Services and Construction Act. This is a program through the State library agencies to build networks of libraries of all types, to tie the school library into the public library, to the academic libraries, to the special libraries.

When Dr. Hawley mentioned the school librarian playing a greater role in resources and research and dissemination, that is very true. School libraries, particularly in the last 8 or 10 years, are coming into these networks. In the late 1960s and 1970s, it was mostly networks of public libraries with academic libraries coming in somewhat, but now school libraries more and more are coming into these networks. Right here in the District of Columbia several of the large high schools are tied in by computer to the Martin Luther King main public library to tap resources.

Many of you as you have moved around the country, as most of us have, know there are a lot of weak public libraries out there, and we really don't have a good fix on the status of public libraries. But thanks to Emerson and NCES, the first attempt at getting good statistics on public libraries is under way, and I would say within 2 or 3 years we will have a good statistical system on public libraries.
I have been working on an accreditation effort for public libraries for about 3 years. I can't say that things look that rosy in the accreditation area. We do have, though, a new program called the Public Library Development Program where each community comes up with an assessment and a plan for its own public library.

One other comment in closing. Not only under Title III are we funding projects, about $20 million a year, through the States to build these networks, but under Title I of the Library Services and Construction Act we are funding about 3,500 projects a year to improve services for citizens of all ages, many going to early childhood education, of course. You might be interested to know that Major Owens, who is a librarian, administered one of these LSCA projects before he became a Congressman. We think that is one of the ways he became so well known in his community.

Bruno V. Manno
Acting Assistant Secretary
Office of Educational Research and Improvement
U.S. Department of Education

Let me conclude by saying that I started the program by using a well-worn phrase. Just because it is a well-worn phrase, I think in a lot of respects it points to the important truth. The important truth is that we do in fact have in a certain respect a window of opportunity. It is brought on by the confluence of a number of different things. Many of these things were referred to over the course of our conversation.

Strictly looking at this issue from an OERI perspective, we have the awarding of the ACCESS ERIC contract, which is the first new addition to ERIC in a number of years. In addition to that, we have the lab and center competition coming up. Actually we are in the process of staging that competition right now. We have just received the lab report from Chris' group. Milt Goldberg and his staff are just about ready to begin opportunities for public comment on the center part of this competition in which, I am sure, you folks should be involved.

In addition to that, there is this general sort of trend that I referred to earlier on in my comments, the trend that points to the need for R&D. It is not just the education community talking; it is the wider community of policymakers, of what I might call lay people, of the business community, of other citizens saying that if there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, reliable, timely information on education.

If there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, reliable, and timely information ...

All of this, I think, points to that so-called window of opportunity with or without a house around it. We would like to hope that over the course of the next few years we have the opportunity, if you think the house has been totally torn down, to begin to rebuild the house. Of if you are of the opinion that the house is in need of some renovation, that we have the opportunity to restore and renew the house.

Sharon Horn
Acting Director, Information Services
Office of Educational Research and Improvement
U.S. Department of Education

Where do we go from here? If you are on our list, you will receive papers and proceedings from this meeting. We also would like to ask each of you who has an interest to submit in writing to us, whether in bulleted form or through some form of a paper, exactly what you think about this R&D issue and also how this collaborative piece fits within the documentation of what we are going to try to do within OERI. The window is open. We have begun.
August 10, 1989

Mr. Ted Brandhorst  
Director  
ERIC Processing and Reference Facility  
2440 Research Boulevard  
Suite 550  
Rockville, MD  20850

Dear Mr. Brandhorst:

On May 9, the Office of Educational Research and Improvement (OERI) sponsored a symposium on collaboration as a special component of the Educational Resource Information Center (ERIC) directors' meeting. The symposium focused on improving collaboration among the OERI institutional projects in ways that enhance the overall Federal research, development, and dissemination (RD&D) effort. The topic, "The Role of OERI and Its Institutional Projects in Establishing an Integrated Research, Development and Dissemination Program," was addressed by representatives of the Regional Educational Laboratories, National Research and Development Centers, and the National Diffusion Network, external reactors, and senior OERI officials.

Enclosed you will find a copy of the proceedings of the symposium and a background paper on collaboration prepared for the symposium. These documents are being made available to all ERIC directors, directors of the labs and centers, and other interested parties. It is our hope that these documents will stimulate your thinking about ways to enhance collaboration that will contribute to more efficient and effective management of OERI's overall RD&D enterprise.

Sincerely yours,

Sharon K. Horn  
Acting Director  
Information Services

Enclosures
September 21, 1989

Ted Brandhorst
Director
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238

Dear Ted,

Here are some contributions for the EAB. We've been remiss lately (I think).

Todd Strohmenger shared with Executive Committee members the tape of an interview with Diane Hylton, high school librarian in rural Cumberland, Virginia. Diane’s school (70% minority enrollment) has had ERIC on CD for over a year now. She reports that not only are teachers using the system for graduate coursework, but they are using it to help address classroom problems. Moreover, high school students are using the system. All students in Virginia are required to learn on-line searching strategies (previously taught by lecture in Cumberland!). ERIC on CDs make possible the real thing. One social studies teacher evolved a class project about student rights. The students turned to ERIC. ERIC documents are ordered (and FAXed) from the Southern Virginia Library Consortium, headquartered at Longwood College in Farmville (that’s rural) Virginia. Diane even has plans to help school members learn to use ERIC on CDs.

Jonathan Sher—in many ways the (40-ish) "grandfather" of recent interest in rural education (at once under- and overstatement) -- is seeking to donate his collection of papers and reports on rural education to RC. Jonathan says that RC is "the logical choice." His new interest in education is ethics, and he reports he won’t be needing the collection any longer. Jonathan believes that many of the documents are not now in ERIC.

Rural researcher E. Robert Stephens is also donating a collection of rural materials to the Clearinghouse. Is this some kind of conspiracy?
RC secretary Dianna Simms demonstrated RC’s electronic tracking system to Pat Coulter during the annual site visit on September 20. Much remains to be done to develop the system (including more and better programming). At present the system uses two separate databases and related programs (dBase III+, menu-driven). It prints selection and rejection letters, keeps track of statistics for monthly reports, and prepares invoices for abstractor/indexers. Staff would like to merge both programs, add routines to keep tabs on turnaround time, and prepare a database of ERIC contributors (to inform future acquisition efforts). Eventually staff hope to develop documentation.

The Abilities of Gifted Children, coauthored by RC associate director Craig Howley, was published by Prentice-Hall in late August. It includes a section on rural students, as well as other disadvantaged groups covered by RC, UD, and EC.

RC learned in August that three articles by staff members had been accepted by professional journals: Research in Rural Education, Equity and Choice, and Journal of Rural and Small Schools. The article in the latter journal was a 1989 deliverable; the Equity and Choice article discusses an application of ERIC resources in a poor, rural Kentucky district and is coauthored by district administrators.

Dianna Simms and Craig Howley (RC)--with the active help and support of Carolyn Weller (Facility)--seem to have worked out a way to verify descriptors electronically, using a download ASCII file supplied by Carolyn. The procedure is a WordPerfect spell-check application driven by a macro. For the time being, the system is in test mode, and staff will check performance of the routine manually for a month or two. Carolyn is now organizing the downloading of identifiers (onto 360K floppies--2 or 3 megabytes).

We hope you’ll be able to use some of this stuff. A big thanks to Carolyn for all her help and interest over the recent weeks. Let her know that Pat made some very good suggestions about vocabulary development during the recent site visit, and we’ll follow through.

Sincerely,

Craig B. Howley
Associate Director

CH/ds(0396)

cc: Todd Strohmenger
Pat Coulter
MEMORANDUM

To: Ted Brandhorst, Director
    ERIC Processing and Reference Facility
From: Sam Fustukjian, Director ACCESS ERIC
     
Date: October 12, 1989
Subject: ACCESS ERIC flyers

Enclosed are 50 copies of ACCESS ERIC's new announcement flyer. ACCESS ERIC uses this piece in response to caller inquiries, includes it in information packets, and distributes it at conferences. In addition, we have scheduled several direct mailings to "new" audiences.

Please feel free to distribute the flyers as appropriate. It is designed as a self mailer and has a convenient tear-off form for additions to our mailing list. We would be happy to supply additional copies should you need more.

We have already received several ideas for improvements and would welcome your comments and suggestions.
To access ERIC...

Call ACCESS ERIC

1-800-USE-ERIC
ACCESS ERIC

ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center. ERIC's database, the world's largest source of education information, contains citations of more than 665,000 documents and journal articles on education research and practice. The ERIC database is available to the public at more than 3,000 locations worldwide.

Education practitioners, librarians, policymakers, researchers, and students can stay abreast of the most up-to-date developments in the education field by using the ERIC System. Each year ERIC responds to more than 115,000 education-related inquiries. Through ERIC, you can access information on a wide range of subjects such as:

- Academic excellence
- Classroom techniques
- Child development
- Educational innovations
- Merit pay
- School security
- Statistical studies
- Substance abuse

ACCESS ERIC = ERIC + You

Available toll free (1-800-USE-ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications.

As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and you—the education professional and others interested in education-related issues. Through its many services, such as publishing directories and participating in educational conferences, ACCESS ERIC puts valuable education information sources at your fingertips.

In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, you gain direct online access to data found in the following directories: ERIC Information Service Providers, Education-Related Information Centers, ERIC Conference Calendar, and ERIC Training Opportunities and Products.

ERIC = 16 Clearinghouses + 4 Support Service Centers To Meet Your Needs

ERIC is made up of 16 clearinghouses that acquire and process information and answer requests in the following subject areas:

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Educational Management
- Elementary and Early Childhood Education
- Handicapped and Gifted Children
- Higher Education
- Information Resources
- Junior Colleges
- Languages and Linguistics
In addition to the Clearinghouses, the ERIC System has four support units:

- **ACCESS ERIC**—Promotes ERIC services and products and acts as a referral service between the ERIC System and its users.

- **ERIC Processing and Reference Facility**—Serves as a central editorial and computer facility to coordinate document processing, builds and maintains the ERIC database, and sells ERIC TAPES.

- **ERIC Document Reproduction Service (EDRS)**—Provides microfiche and paper copies of documents announced in Resources in Education as well as other microfiche products.

- **Oryx Press**—Publishes the Current Index to Journals in Education, the Thesaurus of ERIC Descriptors, and other ERIC publications.

The ERIC program is supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI).

For more information, call

1–800–USE–ERIC
Student Financial Aid Information Packet

July 1989

ERIC Clearinghouse on Higher Education

The George Washington University

One Dupont Circle, Suite 630 Washington, DC 20036
PREFACE

Although the ERIC Clearinghouse on Higher Education is not responsible for student scholarships or financial assistance programs, we often receive requests for information in this area. Consequently, we have compiled this resource packet in hope that this material will steer you towards the financial aid you need. This is not meant to be a comprehensive guide to financial aid but instead to offer some basic information on the sort of aid available, how to apply and where to go for additional information.

The ERIC Clearinghouse on Higher Education has developed this information package using the most accurate, current information available; however, federal laws and regulations change rapidly. Your local high school guidance counselor or your financial aid administrator will have the most current information available.

INTRODUCTION

Financial aid, in the form of scholarships, grants, loans, and work awards is available from federal, state, and sometimes local governments; from college and universities themselves; and from an array of non-profit organizations, businesses and benefactors. The awards range from token amounts to full tuition plus stipend, and may be granted on the basis of need, merit, other special qualifications, or a combination of these.

Scholarship money is available. If you really want, or need, some of it to help pay for your college education, here are some general rules to know:

1. Scholarships don't usually fall from trees into your lap. You have to discover them, apply for them and win them.
2. You don't have to do it alone. Start by consulting your high school guidance counselor, the sooner the better. If you are already in college, contact your school's financial aid office. Also talk to friends in college who have received financial aid.
3. Your search for scholarships doesn't have to be costly. There are lots of free and inexpensive resources about scholarships put out every year. Go to your public library, your school library, and then read the material. (For a list of brochures, booklets and books, see the attached "Resource List"). You may decide later you want to invest in the more expensive books or in a scholarship search service.
4. Yes, it can be time consuming. But worth it. A recent survey showed that 57% of the students attending college are eligible for financial aid.

WHAT YOU SHOULD DO FIRST

1. Read this information package.
2. Talk with your high school guidance counselor.
3. Apply for admission to the schools, colleges and universities you are considering. Do not wait to be accepted for admission before applying for financial aid.
4. Contact the school's financial aid office and ask them to send you the school's aid application and other information about expenses and aid, including federal financial aid application forms.
5. Fill out the application forms and send them in by the stated deadline to the agency shown on the form. If the college has its own financial aid application form, complete and return it to the college. In most cases the need analysis forms collect all the information needed to apply for aid from the college, your state scholarship and grant agency, and the federal government.

FINANCIAL AID BASICS

Some basic facts will help to explain the procedure involved in applying for and receiving financial aid. These include certain terms used in the financial aid area that are important to understand.

A financial aid "package" is the combination of grants, scholarships, loans and work funds offered to a student to meet the financial needs of attending a postsecondary institution.

You do not have to repay any funds received through grants, scholarships, and work study programs, but you must repay, with interest, all money borrowed under loan programs.

The primary objectives of a financial aid award are:

1. to provide as many eligible students as possible with sufficient resources to meet their educational costs,
2. to award resources in as equitable a manner as possible, and
3. to enable students to pursue higher education.
MAJOR SOURCES OF FINANCIAL AID

- Federal Government
- State Government
- College/University
- Private Organizations
- Military Organizations
- Employers

FEDERAL AID

Basic Assumptions
Financial aid programs of the federal government assume that:
- a student and his/her parents have the primary responsibility to pay as much as they are able for the student's education, and
- financial aid is intended to supplement a family's contribution in order to help meet the cost of higher education.

General Eligibility Requirements for Federal Programs
A student must meet the following criteria:
- demonstrate financial need (exceptions: parent loans for undergraduate students and supplemental loans for students);
- be enrolled or accepted at an approved school;
- work toward a degree or certificate program;
- be enrolled at least half time (exceptions: for the Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan (NDSL) and College Work Study Programs, less than half time students are eligible also);
- maintain satisfactory progress as defined by their school;
- be a U.S. citizen or an eligible non-citizen;
- be registered for the draft if a male, 18 years or older, and born after 12/31/59;
- not owe a refund on a Pell Grant or have a default on any federal student loan; and
- must sign a statement of educational purpose indicating that monies will be used only for educational purposes.

Sources of Federal Financial Aid

Pell Grant Program
The largest of the federal grant programs, Pell ensures that all eligible students have at least some of the money they need to continue their education after high school. Eligibility is determined by the federal government, but the award amount is determined by the college and is based upon federal guidelines. Generally awarded to students whose family income is below $20,000. Awards can range from $200 to $2,300. Remember this: except for the Pell Grant program, you cannot apply directly to the federal government for federal aid; you must do it through the colleges or universities to which you are applying for enrollment. Every student should apply for a Pell Grant. Many colleges will not consider you for other aid until you have applied. In addition, you must have your eligibility for a Pell Grant determined before you may be considered for a Stafford Loan (formerly Guaranteed Student Loan (GSL)).

College Work Study (CWS)
This program provides work experience while also providing financial aid. These awards are determined by the college and are based on financial need.

Perkins
Loans through this federal program (formerly called National Direct Student Loans) are awarded by the college and are based on financial need.

Supplemental Educational Opportunity Grant (SEOG)
Another federal grant program, these awards are made by the school and are based on financial need. Awards can range from $200 to $4,000 per year.

Stafford Loan (formerly Guaranteed Student Loan (GSL))
Largest of the loan programs, this program allows the student to borrow from a bank, savings and loan association, credit union, or other lender. A state or other private nonprofit agency will stand behind the loan. Eligibility requirements are determined by the federal government. Contact your state student loan guarantee agency for information (list attached).

PLUS (Parent Loans for Undergraduate Students) and SLS Loan Programs
These programs allow parents and students to borrow from a bank or other lender in order to supplement their expected parent contribution.

More Information About Federal Programs
The office in the U.S. Department of Education responsible for student financial aid programs is the Office of Postsecondary Education. It provides assistance through the

Federal Student Aid Information Center
Call toll-free: 1-800-333-INFO
9 a.m. - 5:30 p.m. EST
Monday - Friday
In addition to answering specific questions about federal student aid programs this center distributes free copies of the following publications:

- Application for Federal Student Financial Aid.
- "The Student Guide: Financial Aid from the U.S. Dept. of Education (also available from the Consumer Information Center, Department L-10, Pueblo, CO 81009).

STATE AID

Funding Alternatives

All states maintain programs of grants, scholarships, and tuition assistance programs. Since 1981 states have increased gift aid awards by 60% in order to reduce students' reliance on loans. Most state aid is offered only to residents attending schools within the state. However, in some cases a state will permit non-residents to receive aid while attending a school within the state.

Major State Aid Programs

The number of existing individual state grant and scholarship programs is far too many to include here. However, many of the financial aid programs offered by states can be placed into general categories, some of which include:

State Scholarship and Grant Programs

State Scholarship and Grant programs are offered by the majority of states. These programs provide assistance of up to $2,500 per year based on financial need. The grants are partially funded by the federal government and administered by the state.

Merit Programs

States award merit programs to those students demonstrating need, academic accomplishment, or both. The Illinois Merit Recognition Scholarship, for example, awards $500 scholarships to Illinois students who rank in the top 5% of their high school class.

Special Programs

Special state aid programs are designed to increase representation in fields in which the state believes it has shortages. For example, Maryland encourages students to pursue a teaching degree through its Teacher Education Critical Shortage Program offering students up to $800 to apply towards their educational costs.

Minority Group Programs

Many states have financial aid programs which are awarded to students of a specific ethnic background. Michigan students of at least 1/4 North American Indian descent, for example, may qualify for free tuition at public colleges and universities in that state.

National Guard

The majority of states award education benefits to students serving in the state's National Guard.

Veterans Benefits

Special state benefits are awarded to students who serve in the armed forces during periods of hostility.

Other

Awards are also available to students who are the dependents of:

- deceased or disabled veterans
- prisoners of war or missing in action
- police or firemen killed while on duty.

In addition to these general categories, many states have developed innovative tuition assistance programs that are specific to the needs of the residents in their states.

Program and eligibility requirements vary widely from state to state. For specific information about the opportunities within your state, write to your student assistance agency. A listing of state agencies is included at the end of this resource packet.

OTHER SOURCES OF FINANCIAL AID

While most student aid comes from federal and state programs, these are not the only sources. Some others are:

Colleges and Universities

Most schools have their own scholarship funds, with varying requirements. Each school's financial aid office can tell you what programs exist, and how to apply. Because schools have their own requirements and deadlines, be sure to contact the school's financial aid office early to get specific information.

Community Programs

Almost every community has organizations, institutions, or agencies that provide aid to students in some form. They may be professional organizations (like a nursing or medical organization) or service groups (Lions, Rotary, Kiwanis). Ask your high school counselor about these opportunities.

Foundation and Corporate Programs

Many private foundations and large corporations offer assistance to students. There are publications that list these and other financial aid sources. Ask someone at your public or school library for help.
Employers

Some employers offer full or partial tuition benefits to employees. If you are working, check with the personnel office to see whether such benefits exist at your company, and whether you are eligible to receive them.

APPLYING FOR FINANCIAL AID

The Need Analysis Process

The "need analysis" is used to determine your eligibility for financial aid. You must submit the need analysis form when applying for federal or state financial assistance. These forms are generally available in high school guidance offices and financial aid offices. If you are an undergraduate, federal law requires that you must have your eligibility or ineligibility for a Pell Grant determined before you can be considered for a Stafford loan.

Steps to Take

1. Contact your financial aid administrator for the correct form that your school uses. Two of the more common need analysis forms are the FAF (processed by the College Scholarship Service) and the FFS (processed by the American College Testing Program).

2. On the form you should request to have a copy of the results sent to:
   - the financial aid office of the colleges you are considering attending,
   - the U.S. Department of Education (to be considered for a Pell Grant), and
   - the state agency (to be considered for state funded financial aid programs).

3. You should submit your form as soon after January 1 as possible. Ask your financial aid administrator about specific deadline dates at your school.

4. While you are waiting for the results, complete all other financial aid application forms that your college may require.

5. Within 4 to 6 weeks you, your college, and your state's scholarship agency will receive an acknowledgement of the information you included on your need analysis form.

6. When your financial aid administrator receives your need analysis report, she/he may require additional information. Provide this information promptly in order to prevent delays in the processing of your application.

7. Within 6 weeks the Department of Education will send you a Student Aid Report (SAR) that provides your Student Aid Index (SAI). The Pell Grant processor determines your SAI, which indicates your eligibility for a Pell Grant, by using the information from your need analysis form. You must sign your SAR and submit it to the financial aid office at your school.

ADDITIONAL RESOURCES

Many books on student financial aid are available at your local library or bookstore, or may be ordered directly from the publisher. ERIC does not endorse any one, but offers the following as samples:


Dennis, Marguerite J. *Mortgaged Futures: How to Graduate from School Without Going Broke*. Hope Press, 2 Old Town Road, Wellesley, MA 02181 ($9.95 plus $1.50 shipping).


*Meeting College Costs: A Guide for Students and Parents*. The College Board, PO Box 886, New York, NY 10101 ($7.00 per pack of 50).


The Student Guide: Financial Aid from the U.S. Department of Education. Federal Student Aid Programs, Department L-10, Pueblo, CO 81009 (Free).

**GLOSSARY**

CWS
College Work Study

FAF
Financial Aid Form

FFS
Family Financial Statement

GSL
Guaranteed Student Loan

NDSL
National Direct Student Loan

PLUS
Parent Loans for Undergraduate Students

SAI
Student Aid Index

SAR
Student Aid Report

SLS
Supplemental Loans for Students

This publication was partially prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. ED RI-88-062014. The opinions expressed here do not necessarily reflect the positions or policies of OERI or the Department.
Dear Colleague:

In May 1986 your organization was included in the first edition of the Directory of ERIC Information Service Providers, published by the ERIC Processing and Reference Facility. The responsibility of producing the most recent and updated edition of the Directory has been transferred to ACCESS ERIC, the newest addition to the ERIC system.

While the new edition of the Directory will contain the same core information as the previous one, it will have the added advantage of being available in several formats. Users will be able to access the data in hard copy or on floppy diskette, as well as through an online vendor.

The enclosed printout reflects the information included in the last Directory as well as additions, deletions, and changes the Facility has received from your organization since then. To ensure that the next Directory of ERIC Information Service Providers describes your organization accurately, could you please take a few minutes to review and update the printout? To assist you in filling out the form, a sample printout and copies of the audience and service code lists are enclosed.

The deadline for submission of corrections or additions is September 27, 1989. To assist us in expediting the Directory update, we encourage you to call our toll-free number, 1-800-USE-ERIC, or to send us your corrections by telefax, 1-301-251-5212. If you prefer to mail us your revised printout, we have enclosed a franked (no postage necessary) envelope for your convenience.

Thank you in advance for taking the time to update your profile. Your continued participation in the Directory will assist librarians, researchers, and the general public in locating valuable ERIC information resources worldwide.

Sincerely,

[Signature]
Sr. Information Specialist
ACCESS ERIC

Enclosures
September 11, 1989

ERIC Information Service Provider

ORGID: 00287

ACRONYM: 

NAME: ERIC Processing and Reference Facility

ADDRESS: 2440 Research Boulevard, Suite 550
Rockville, MD 20850

TELEPHONE: 301/590-1420
FAX: 301-948-3695

E-MAIL: MultiLink

AGENCY TYPE: ERIC Components

CONTACT PERSON/TITLE: Ted Brandhorst, Director

PHONE EXTENSION: 

DIRECTOR: Ted Brandhorst, Director

ADDITIONAL CONTACTS: Maureen Roberts, Reference Specialist

ERIC RESOURCES:
RIE (1966-);
CIJE (1969-);
THESAURUS (10th, 1984);
Microfiche (1965-);
CD-ROM (version);
ERIC/TOOLS;
Online Database DIALOG, BRS, SDC
Other ERIC products Clearinghouse publications; ERIC briefings

EQUIPMENT:
Microfiche Reader; Microfiche Reader/Printer; Copier;
Microcomputer; Computer Terminal;

ACCESS PROCEDURES:
N/A

AUDIENCES SERVED: G10 General Public

SERVICES PROVIDED: R32 Online Search Services
SAMPLE COMPLETED PRINTOUT

September 11, 1989
ERIC Information Service Provider

ORGID: 01000
ACRONYM: NGISP

NAME: National Generic ERIC Information Service Provider

ADDRESS: P.O. Box 1234
Main Street
Anytown, MD 44444

TELEPHONE: 301/555-1212
FAX: 301-555-5212
E-MAIL (any and all versions): MultiLink

CONTACT PERSON/TITLE (head of organization even if same as Director): Joan Smith, Head, Information Center
PHONE EXTENSION for ERIC services (if any): 2321

DIRECTOR: Joan Smith, Head, Information Center
ADDITIONAL CONTACTS (for ERIC services): John Normal, Sr. Information Specialist; Susie Smart, Reference Librarian

ERIC RESOURCES:
RIE (1966-);
CIJE (1969-);
THESAURUS (11th, 1987);
Microfiche (1966-);
CD-ROM (OCLC; SilverPlatter);
ERICTOOLS;
Online Database: DIALOG, BRS;
Other ERIC products: Clearinghouse publications; ERIC Answer Van

EQUIPMENT (any or all of the following):
Microfiche Reader; Microfiche Reader/Printer; Microfiche Duplicator; Copier; Microcomputer; Computer Terminal;

ACCESS PROCEDURES (hours of operation, etc.)
Hours: M-F 9:00-5:00 EST. Walk-ins welcome. Negotiation preferred but not required for online search requests.

***AUDIENCES SERVED: G11 General Public for a fee

***SERVICES PROVIDED: R32 Online Search Services,
R33 Library services, clearinghouses,
R38 PC Reproduction;
R39 MF Duplication

*** PLEASE VERIFY THE AUDIENCES AND/OR SERVICES LISTED AND EDIT AS NEEDED. IF ADDITIONAL AUDIENCE(S) AND/OR SERVICE(S) OF YOUR ORGANIZATION ARE NOT LISTED, CHECK THE ATTACHED 2 CODE LISTS (AUDIENCE CODES AND SERVICE CODES) AND ADD THOSE THAT APPLY; IF YOUR AUDIENCES AND/OR SERVICES DO NOT APPEAR THERE, WRITE THEM IN AND ACCESS ERIC WILL ADD THEM TO THE CODE LISTS.
SERVICE CODES

ERIC PARTNER SERVICES
P11 Acquisitions arrangements
P12 Complimentary arrangements
P13 Publications and information support
P14 Mailing lists
P15 ERIC training, conferences
P16 Cooperative services

ERIC-RELATED SERVICES
R08 ERIC microfiche via interlibrary loan
R09 Slide show on ERIC
R10 CIJE article delivery
R11 ERIC online searches
R20 ERIC Training

EDUCATION SERVICES
R21 Meetings, conferences
R22 Outreach education services
R23 Speaker bureaus, expert banks
R24 Training, seminars, workshops
R25 Online search training
R26 Bibliographic instruction
R27 Curriculum
R28 Research
R29 Technical assistance

INFORMATION DISSEMINATION SERVICES
R31 Information dissemination
R32 Online search services
R33 Library services, clearinghouses
R34 800 (Hotline)
R35 Publication production/dissemination
R36 Audiovisual
R37 Topical packages
R38 PC reproduction
R39 MF duplication
R40 MF blowback
R41 Analysis of search results
R42 Search services for university community only
R43 Document delivery
R44 Interlibrary Loan
R45 Search services for school personnel only
R46 Search strategy consultation
R47 Searches for administrators only
R48 Search services for state agencies only
R49 Educational documents index
R50 Educational documents abstracts
R51 Referrals
R60 Not available to the public
AUDIENCE CODES

A10 Administrators/Directors/Principals
   A11 Elementary Administrators/Directors/Principals
   A12 Secondary Administrators/Directors/Principals
   A13 University/College Administrators/Directors/Principals
   A14 Vocational Training Administrators/Directors/Principals

B10 Subscribers
   B11 Authorized Library Users
   B12 Friends of the Library
   B13 International Members
   B14 Retainer Clients

C10 Counselors/Social Workers
   C11 Elementary Counselors/Social Workers
   C12 Secondary Counselors/Social Workers
   C13 University/College Counselors/Social Workers
   C14 Vocational Training Administrators/Directors/Principals

E10 Education Agencies
   E11 Local Education Agencies
   E12 State Education Agencies
   E13 State Education Community
   E14 Local Education Community
   E15 Local Board of Education
   E16 State Board of Education

F10 University/College Faculty
   F11 University/College Faculty and Students
   F12 University/College Alumni
   F13 University/College Community
   F14 University/College Consortium Members
   F15 Community Colleges
   F16 Area Faculty and Students

G10 General Public
   G11 General Public for a Fee
   G12 General Public Post-Secondary Age
   G13 General Public by Request
   G14 General Public with Restrictions

H10 School Districts
   H11 Local School District Personnel
   H12 State School District Personnel
   H13 Public School Teachers

I10 Health Care Professional
   I11 Medical Center Faculty
   I12 Medical Center Faculty, Students and Staff
   I13 Medical Community
   I14 Medical Society Members
   I15 Hospital Personnel
J10 Practitioners

L10 Librarians
L11 Elementary Librarians
L12 Secondary Librarians
L13 University/College Librarians
L14 Special Librarians
L15 Federal Librarians
L16 Public Librarians
L17 State Librarians
L18 Library Consortium Members
L19 Library Community

M10 Media

N10 Residents
N11 Local Residents
N12 State Residents
N13 Regional Residents
N14 Area Residents

O10 Other

P10 Parents
P11 Elementary Parents
P12 Secondary Parents
P13 University/College Parents
P14 Vocational Training Parents

R10 Researchers

S10 Students
S11 Elementary Students
S12 Secondary Students
S13 University/College Students
S14 Vocational Training Students

T10 Teachers/Professors
T11 Elementary Teachers/Professors
T12 Secondary Teachers/Professors
T13 University/College Teachers/Professors
T14 Vocational Training Teachers/Professors

V10 Vocational Education Community
V11 State Vocational Education Community
V12 State Vocational Educators
W10 Personnel
W11 Area Business Personnel
W12 Local Business Personnel
W13 State Government Personnel
W14 Other Government Personnel
W15 Military Personnel
W16 State Public School Personnel
W17 Department of Education Personnel
W18 State Educators
W19 Local Public School Personnel
W20 Local/County Educators
W21 State Special Educators
W22 Higher Education Personnel
W23 Labor Force/Employers

Z10 ERIC System
Z11 Central ERIC
Z12 ERIC Clearinghouses
October 6, 1989

Dear Colleague:

I'll bet you thought I forgot about this survey! Fooled you! Actually, it was at the very back of my mind until I received a response this week. So I though I'd better get the results printed and distributed.

When Bob Stonehill was here this summer, he cautioned about the danger of NOT referring someone to a clearinghouse because the clearinghouse said they do not offer a particular service. His theory is that there are certain people, i.e., congressmen and other VIPs, for whom we would go the extra step. I would like to think that we would realize that; also that VIPs tend to have a relationship with a particular clearinghouse. If I'm going to send you one of my VIPs, I'll call you and let you know.

Remember that these are guidelines. As always, let common sense prevail.

Let me know if you have any questions about the survey. My thanks to you all for participating.

Cordially,

Judith O. Wagner
Assistant Director
for Dissemination

ERIC Clearinghouse on Adult, Career, and Vocational Education

Enclosures
GUIDE TO USER SERVICES SERVICES SURVEY

The list of ERIC components runs down the left side. Responses go across and are as follows:

B = Do you do searching and is there a charge?
C = Do you do out-of-scope searches?
D = Do you do non-ERIC searches?
E = Do you do manual searches for clients? Look up ED#s?
F = Do you do CD-ROM searches for clients?
G = Is there a charge?
H = Do you allow on-site use of CD-ROM?
I = Do you have a mailing list?
J = Is there a charge?
K = Do you have a newsletter?
L = Is there a charge?
M = Do you charge for user service products?
N = What do you charge for major pubs?
O = How do you answer queries?
P = Do you provide technical assistance?
Q = Do you have a MF collection?
R = Is it open to the public?
S = Do you have MF->PC duplication?
T = Do you have MF->MF duplication?
U = What is the charge?
V = What do you do for Partners? (see key)
W = Do services extend to other CH's Partners?
X = What E-Mail systems are you on?
KEY FOR PARTNER SERVICES

1 = Materials
2 = Workshops
3 = Free searches
4 = Newsletter
5 = Advisory Board
6 = Joint Pubs
7 = Columns
8 = Discount on major pubs
9 = Free major pubs
10 = Disseminate their materials
11 = Editorial boards
12 = Reference
13 = Conference booth
14 = Publicity
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**Peterson's College Database**

*Key facts about all degree-granting colleges in the United States and Canada*

From Peterson's Guides, Inc., this full text database contains over 3,100 profiles of all accredited, degree-granting colleges in the U.S. and Canada. Each profile includes information about student enrollment, ethnic/geographic mix, SAT/ACT score ranges and admissions, expenses, financial aid, special programs, housing and campus life, athletics, and majors. Updated annually.

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Also from Peterson's Guides, Inc., this full text database contains over 26,000 profiles of graduate and professional programs in 300 academic disciplines, offered by more than 1,400 colleges and universities in the U.S. and Canada. Includes names and addresses of institutions, faculty and their research specialties, degree levels and specific concentrations, research facilities, financial aid, and more. Updated annually.

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September 5, 1989

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, Maryland
U.S.A.  20950-3238

Dear Mr. Brandhorst:

Further to my telephone call, please find enclosed the following:

- information about TKM Software Limited
- a Manual on the MARCsource database
- a copy of a press release regarding an invitation received

Within the MARCsource database we will have the following records:

- LCMARC
- CANMARC
- source records from contributing libraries
- ERIC database - currently being processed
- Psych Info Database - we are currently doing a test conversion on this database
- Canadian Periodical Index from Info Globe - we are doing a test conversion on this database
- Canadian Business and Current Affairs database --- we are currently loading this database.

We will be loading additional databases as we negotiate more contracts. The purpose of the databases such as ERIC, Psych Info, Canadian Periodical Index and Canadian Business & Current Affairs database is to create a source of MARC records in order that libraries can catalogue journal articles.
The purpose of my letter is as follows:

. to outline the nature of our operation
. to indicate that we will have the total ERIC database in a MARC format. For the requests you receive for the ERIC database in a MARC format, we would be pleased to respond.

I would be interested in your reaction to the aforementioned.

Thanks.

Yours truly,

TKM SOFTWARE LIMITED

Ross Eastley
Chartered Accountant

/dg

Enclosures
TKM Software Limited is pleased to announce that the Canadian Department of External Affairs and International Trade has invited TKM Software Ltd. to participate as a member of a NEXOS mission (New Exporters Overseas) to France. This export-education mission will coincide with the Conference of the International Federation of Library Associations (IFLA) to be held in Paris, France during the week of August 20th.

Founded in 1927, IFLA is an independent international non-governmental association whose purpose is to promote global understanding, cooperation, discussion, research and development in all fields of library and information science activity and to provide an organization through which librarianship can be represented in matters of international interest. The Association is currently composed of 1,213 members (associations and libraries) from 123 countries. IFLA organizes an international congress every year and this conference, the 55th, follows meetings in Chicago, Tokyo and Brighton. Over 2500 Congress visitors are expected, including librarians and library directors, librarians in charge of acquisitions, technical services and data processing. Another 10,000 book, documentation and information professionals have also been invited. The event will cover all areas of activity involving libraries such as press and publishing, equipment and supplies, computers, databanks and databases, new information media, reproduction systems, cultural and scientific oriented organizations, etc.

TKM Software Limited was founded in 1986 to develop and market library automation software.

In 1988 TKM purchased BuCAT from Brandon University. BuCAT is a library automation package for the mid size to large libraries and runs on VAX hardware from Digital Equipment Corporation.

TKM is expanding. At present there are in excess of 20 installations of BuCAT (applicable to mid size and large libraries) and MicroCAT (applicable to smaller libraries). The installations include Schools, Institutions, Colleges, Universities and Public Libraries.

In late 1988, TKM received funding for research and development through the Federally sponsored Western Economic Diversification Fund. This funding will allow TKM to put added emphasis onto the development of additional modules. At present the modules developed and under development for BuCAT are as follows:

- Online Public Access Catalogue installed
- Cataloguing (MARC Editor) installed
- Circulation installed
Acquisitions to be released Sept./Oct.
Authorities to be released October
Serials and Inter-Library Loan under development

At present the modules developed and under development for MicroCAT are as follows:
- Online Public Access Catalogue installed
- Cataloguing (MARC Editor) installed
- Circulation installed
- Acquisitions under development

MicroCAT was developed under Xenix and it has been ported to the MS DOS environment.

The TKM MARC source database provides a source of MARC records for cataloguing purposes. The database can be accessed online or the records can be obtained in a batch process. One of the most unique features about this is that MARC records will be available for journal articles. Cataloguing the journal articles is a way of providing better patron access to a library's local collection. Libraries which have started the process of cataloguing journal articles have experienced a dramatic increase in the patron use of this type of material.

TKM Software Ltd. will be represented on this mission by Mr. Terry Mitchell. We are very keen to pursue this opportunity as we have been exploring ways to enter the European market for the past year.

TKM contact: Ross Eastley
Telephone: (204) 727 - 3873
FAX: (204) 727 - 3338

Department of External Affairs Contact:

Susan Harper
Canadian Embassy
Paris, France
Telephone: 011 33 1 47 23 0101
FAX: 011 33 1 47 23 56 2

Mr. Marc LePage
Department of External Affairs
Western Europe, Trade, Investment & Technology Division
Lester B. Pearson Building
Tower A, 7th Floor
125 Sussex Drive
Ottawa, Ontario
K1A 0G2
Telephone: (613) 996 2363

Date: August 14, 1989

The challenge for higher education institutions is to incorporate utility into the research policy and funding processes without compromising the pursuit of excellence. The division between "pure" and "applied" research must be dismantled, without compromising the vital and diverse research culture and the teaching-research nexus which underpin current university structure.

To resolve this dilemma, the authors trace the history of higher education into its present form. The three distinct functions of contemporary higher education—research, teaching, and service—came into existence at different epochs and under varying conditions. Contemporary institutions can learn from the evolutionary process how to incorporate them anew. Proper planning and acceptance can work wonders for modern campuses.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).


Higher education and industry enter the 1990s with strong incentives to form alliances. The combination of academic leaders in search of revenue, industrialists looking for a competitive edge, and state and federal governments attempting to restore economic vitality has resulted in dramatic growth in industry-university liaisons.

To assist government, industrial, and academic leaders, this monograph provides a framework for examining industry-university relationships and for evaluating their impact on a variety of social, economic, and educational goals. The first chapter describes the emergence of industry-university liaisons. Other chapters discuss motivating forces, characteristics and types of liaisons, and operational issues.

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The 1980s and 1990s have been characterized as a period when states will be major initiators of policies for higher education. The underlying conceptual issue throughout the report is the issue of accountability and autonomy. This issue, and more broadly the relationship between state government and higher education, are explored using a set of current policy issues, including economic development, assessment, and deregulation. In the analysis, a continuum is presented from a condition of full accountability with maximum state control to complete autonomy with minimum state control. In higher education, the most common pattern has been a state-aided approach typified by states’ encouraging institutions to develop programs and services.

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Peer Teaching: To Teach is to Learn Twice, ASHE-ERIC Higher Education Report No. 4, 1988, by Neal A. Whitman. 85 pp.

The purpose of this report is to describe efforts in higher education to use peer teaching. Peer teachers in this report refer to students teaching students in situations that are planned and directed by a teacher. Studies of peer teaching support the notion that both the peer teacher and the peer learner benefit on cognitive and affective levels.

Types of peer teaching are also covered, including teaching assistants, peer counselors, and tutors. Whereas teaching assistants, tutors, and counselors may be more advanced than the students they teach, peer teaching also occurs among equals in the form of partnerships and work groups.

When considering implementation of peer teaching programs, academic planners should consider a public relations campaign, a well-defined recruitment and selection process, and a formal training program.

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The purchasing of computers, from hardware and software to mainframe and personal computers, has been random, overwhelmed, and poorly conceived in most cases. This monograph, based on a national survey of successful institutions at computer management, attempts to put into perspective why-tos and wherefores of computer purchasing.

Case studies augment the authors' considered views on how institutions can regain control of computers and computer purchasing. The myriad of different equipment and its rapid obsolescence makes this field atypical of traditional higher education management decisions. But tools and techniques from multiple fields are available to help, including business, strategic planning, environmental scanning, and other processes.

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CUSTOMER SERVICE REPORT

AUGUST 1989

NEW

TRANSMISSION BOOKS
AND MICROFORMS
P. O. BOX 96-337
TAIPEI, TAIWAN
REPUBLIC OF CHINA

HAMLINE UNIVERSITY
BUSH LIBRARY
1536 HEWITT
ST. PAUL, MN 55104

FINDLEY MEMORIAL LIBRARY
SOUTHWESTERN ADVENTIST COLLEGE
KEENE, TEXAS 76059

CANCELLED

MR. MOHAMMED ALI AL-TASAN
DIRECTOR GENERAL, ISTS
KING ABDULAZIZ CITY FOR
SCIENCE AND TECHNOLOGY
P. O. BOX 6086
RIYADH, SAUDI ARABIA

ILLINOIS STATE BOARD OF ED
RESEARCH & EVALUATION -2ND. FL.
100 NORTH FIRST STREET
SPRINGFIELD, IL 62777

SYRACUSE CITY SCHOOL DISTRICT
TCHR. RES. & COMPUTER TRAINING CTR.
ATTN: J. SCHRAMM
501 PARK STREET
SYRACUSE, NEW YORK 13203
CUSTOMER SERVICE REPORT

SEPTEMBER 1989

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NEW

SANTA CLARA UNIVERSITY
MICHEL ORRADRE LIBRARY
ACQUISITIONS SECTION
SANTA CLARA, CA 95053

RENEWED

EASTERN CONNECTICUT STATE UNIV.
ACQUISITIONS DEPT./LIBRARY
EASTERN ROAD
WILLIMANTIC, CT 06226

CANCELLED

BRISBANE C.A.E. RESOURCE CENTRE
MOUNT GRAVATT CAMPUS
P. O. BOX 92
MOUNT GRAVATT, QUEENSLAND 4122
AUSTRALIA
TABLE OF CONTENTS

ACTION ITEMS

CIJE 1990 Schedule .................................................. 5
Avoid Excessive Zeal in Searching for Personal Authors Not on
Title Page--Case of the North Carolina Department of Public
Instruction ......................................................... 5

TECHNOLOGY

Facsimile/FAX Machine Comparison (Piele Report) .................. 5
Standard Requirements (Addressed to Authors/Sources) for the
Preparation of Documents That May Be Microfilmed ................. 5
The Status of ERIC Clearinghouse Technology ........................ 6

ELECTRONIC MAIL (E-Mail)

A. New Features .................................................. 6
B. Standardizing User Names to Show Their Affiliation ............. 7

VENDOR NEWS

EDRS

Special Fast Ordering and Delivery of ERIC Documents Now
Available from the ERIC Document Reproduction Service (EDRS) .... 7
DIALOG

ERIC Digests--Text Added to ERIC (DIALOG CHRONOLOG, OCT. 1989, 89:405)................................. 8

Basic ERIC Information Panels in CD-ROM Products--Response by DIALOG ...................................... 9

DIALOG OnDISC Manager Version 3.0 (News Release)............ 9

SILVERPLATTER

SilverPlatter Retrieval Software Release 1.6 (News Release)..... 9

SilverPlatter Hires Susan Bergman as Social Sciences Product Manager (Including Responsibility for ERIC).............. 9

CBIS Announces That Its "CD Connection" and "CD Server" Software Are Being Incorporated in SilverPlatter’s MultiPlatter System (News Release)................................................. 10

NETWORK NEWS

RIE Cover Color for 1990--Pantone 330C (Dark Green)........... 10

ERIC Microfiche Collection (1970-1979) Available for Sale From Wright State University (Celina, OH)......................... 10

EA Creates Form For Gathering Monthly Statistics.................. 11

HE Co-Sponsors Literacy Exhibit..................................... 11

ERIC Directors Meeting, October 26-27, 1989 (Selected Reports) 11

ACCESS ERIC Prepares Announcements for:
(1) Catalog of ERIC Publications; (2) ERIC Review;
(3) ERIC Calendar of Education-Related Conferences, and
(4) Conclusion Brochures............................................. 12

ABOUT ERIC

Charles Missar Talks About ERIC at SLA Annual Conference....... 13

"ERIC’S Resources in Education (RIE): A Rich Reservoir of Recent and Retrospective Education Literature," By Jane Henson (SO)..................................................... 14

"ERIC: Sphinx or Golden Griffin?," by Manuel Lopez (SUNY at Buffalo)................................................. 14
VISITORS AND TRAVELS

UD Hosts Staff From Center for the Study of the Black Experience in Higher Education................................. 14

HE Director Meets With Higher Education Leaders in Paris................................................................. 15

PERSONNEL

Staff Shifts at UD................................................................. 15

PUBLICATIONS

HE Publications........................................................................ 16

GWU Takes Over ASHE-ERIC Series........................................ 17

ERIC/SMEAC Publications...................................................... 17
LIST OF ATTACHMENTS

1. CIJE 1990 Schedule
3. Facsimile Product Comparison (Piele Report)
5. ERIC Clearinghouse Technology
   --Status Report and Baseline Standards, by Jane Henson
   --Results of Telephone Survey (Table), by Larry Rudner
6. Basic ERIC Information Panels on CD-ROM Products
   --DIALOG Response
7. DIALOG OnDisc Manager, Version 3.0 (Press Release)
8. SilverPlatter Information Retrieval Software, Release 1.6 (Press Release)
9. SilverPlatter Hires Social Sciences Product Manager (Press Release)
10. CBIS "CD Connection" and "CD Server" Now Shipping as Components of SilverPlatter Information's MultiPlatter CD-ROM Network (Press Release)
12. EA Sample Monthly Report Data Gathering Forms
13. ERIC Directors Meeting, October 27-28, 1989
   A. ERIC Facility Report
   B. EDRS Report
CIJE 1990 SCHEDULE

Oryx Press has provided the Facility with their schedule for CIJE during 1990 (see Attachment 1).

The May and September CIJE issues will be the two five-week issues during the year.

Magon Kinzie (Oryx)

AVOID EXCESSIVE ZEAL IN SEARCHING FOR PERSONAL AUTHORS NOT ON TITLE PAGE--CASE OF THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

The ERIC Processing Manual (EPM) advises processors to avoid excessive zeal in ferreting out personal names not appearing on title pages and then using them as personal authors. A perfect case in point supporting this advice recently occurred with documents from the North Carolina DPI. Their letter appears as Attachment 2. The letter demonstrates that sources do care significantly about such mundane matters as cataloging and that the cataloging path that leads to fewest problems is to take your cue from the document, i.e. if the source had wanted personal credit to be given, they would have put the names on the title page. If no names appear on the title page, sources cannot fault a processor for cataloging such an item without personal authors.

Carolyn Weller (Facility)

TECHNOLOGY

FACSIMILE/FAX MACHINE COMPARISON (PIELE REPORT)

Phil Piele, the EA Director, has prepared a wonderfully detailed report on available FAX machines. The report discusses features offered and compares a large number of machines by features offered and price. (See Attachment 3).

Pat Brown (Facility)

STANDARD REQUIREMENTS (ADDRESSED TO AUTHOR/SOURCES) FOR THE PREPARATION OF DOCUMENTS THAT MAY BE MICROFILMED

The Association for Information and Image Management (AIIM) (the former National Microfilm Association (NMA)) is in the process of developing a standard for the preparation of documents that may be microfilmed. The standard would be directed at authors/sources and has the intent of fostering documents that could be filmed successfully, without significant loss of information or image quality.
Their draft standard is identified as MS35 and is of interest to ERIC for several reasons: (1) the draft uses some pages from the old ERIC Document Reproducibility Guidelines; (2) if all ERIC's sources followed this standard, EPRS wouldn't have any microfilming problems.

The text of the draft (minus some attachments) is reproduced here as Attachment 4, for the benefit of those Clearinghouses that would like to have something of an advisory nature in this area to provide to their document suppliers.

...Ted Brandhorst (Facility)

THE STATUS OF ERIC CLEARINGHOUSE TECHNOLOGY

The Technology Task Force conducted a telephone survey of the Clearinghouses in March and April 1989 to determine a wide variety of parameters pertaining to technology, e.g. equipment, software, major automated applications, LAN's, mailing lists, document tracking systems, desktop publishing, word processing, spellchecking, Digest production, etc. The data were gathered by Larry Rudner (TM) and were reported on by Jane Henson and Larry at the ERIC Directors Meeting in October 1989. See Attachments 5A and 5B for Jane's summary and Larry's tabular presentation of the data.

...Mike Eisenberg (IR)

ELECTRONIC MAIL

E-MAIL

A. New Features

Two new features have been added to the MultiLink E-mail system. Users now have the capability to search the entire series of E-mail messages on the system (or the messages since the number specified) for specific character strings in the TO/FROM/SUBJECT elements of the messages. Following the normal sign-on procedures, and immediately following the issuance of the first ".MSG" command, the system will then ask the user to enter a search request, whether it be a name, an ERIC component designator (e.g., Clearinghouse prefix), or simply just a subject. This feature is optional and may be bypassed by simply striking the "ENTER" key at the prompt.

The second new feature is the implementation of the new Private Message capability. The system now features the option of identifying a message as private at the time of message entry. When the ".ENT" command is issued, the user may then enter an asterisk "*" after the "SUBJECT (*=private):" prompt. If this is done, only the individual to whom the message is directed (and the sender, of course) will be able to view it.
B. **Standardizing User Names to Show Their Affiliation**

In order to achieve consistency and efficiency throughout the E-mail system, each individual E-mail user, when next signing onto the system, should register him/herself by name followed by a "slash" (/) followed by a prefix identifying the particular component, e.g. "Pat Brown/FAC." For Clearinghouses, the regular two-character prefix should be used. The other components should use one of the following, as appropriate: /CERIC, /FAC, /EDRS, /ORYX, /AE.

The present list of users contains a variety of misspelled names, names preceded by special character names without ID, institutional ID's only, and even some outside "hackers." However, the list is only about 150 names long and as new names are added, old ones drop off the end. If we all abide by the "rules" above, the list will gradually be weeded until only properly spelled and affiliated names appear on it.

If you should have any questions or problems with any of the above, please contact Pat Brown or Carolyn Weller at the Facility.

...Pat Brown (Facility)

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**EDRS**

**SPECIAL FAST ORDERING AND DELIVERY OF ERIC DOCUMENTS NOW AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)**

ERIC documents can now be sent to you from EDRS within three (3) working days, if you use your MasterCharge or Visa credit card. You may order directly using one of the following methods:

- Call in your order--
  1-800-227-ERIC
  (24 hours a day).

- FAX your order--
  (703) 823-0505
  (24 hours a day).
  You can place and receive an order via FAX. A FAXed document can be delivered within 24 hours!

- Order via computer--
  (703) 823-0504
  (after 5pm Eastern Time).
  If you have a computer and a modem, call and follow the menu on the "ERIC After Hours" screen.

To ensure quick receipt of documents ordered by the above methods, you should request shipment by either:

- USPS Express Mail, or
- Federal Express, or
- UPS Next Day Air, or
• FAX transmission of your document (a service charge of $2.00 per FAXed document and the transmission charges will be added to the cost of the document(s)).

You may, of course, continue to order regularly via mail or through the online information services (Dialog, OCLC, BRS, Orbit). The normal EDRS processing time for mail orders is five (5) days and the normal processing time for orders received via the online information providers is three (3) working days.

The above notice is also appearing in RIE as a "Special Announcement."

. Vic Fortin (EDRS)

ERIC DIGESTS--TEXT ADDED TO ERIC (DIALOG CHRONOLOG, OCT. 1989, 89:405)

Beginning in October 1989, DIALOG added the full text of 318 selected Digests to the regular ERIC database. The full text can be called up by using "Format 9." The selected Digests are all identified by Publication/Document Type Code 073.

The DIALOG Chronolog announcement of this new feature appears on the right.

. Ted Brandhorst (Facility)

ERIC DIGESTS
Added to ERIC

Beginning in October, DIALOG will make available Digests in ERIC (File 1). ERIC Digests are short (1,000 to 1,500 words) full-text reports on topics of prime current interest in education. Sample topics are "Qualities of Effective Writing Programs," "Promotion Policies in Urban High School," "Full Day or Half Day Kindergarten?," and "Teleconferencing in Higher Education.

Digests are targeted especially for the busy practitioner who requires a review and synthesis of relevant information on a topic. Each Digest also includes a brief bibliography of recent materials on the subject. Digests are produced by the 16 Clearinghouses that contribute to the ERIC system, and each Digest is reviewed by content specialists before publication.

Digests will be added to 318 ED (Resources in Education) records in October, and more will be added in the future at yet-to-be-determined intervals. Digest records can be isolated by SELECTing DT=ERIC DIGESTS (SELECTED) or by SELECTing the Document Type code 073 (DT=073). The text of Digests is not searchable. Digests display only in Format 9, or with the user-defined format code TX. The price for records with Digests is $0.25 TYPed or DISPLAYed online and $0.45 PRINTed offline. (Note also that ERIC records PRINTed in Format 5 will be priced at $0.15 each, effective October 1, 1989).

. Ted Brandhorst (Facility)
BASIC ERIC INFORMATION PANELS IN CD-ROM PRODUCTS--RESPONSE BY DIALOG

In August, the Facility followed up on a Steering Committee recommendation by sending a letter to the online and CD-ROM vendors concerning a "basic ERIC information panel," particularly for CD-ROM products. The rationale behind the suggestion was that many users, particularly those working independently via CD-ROM, don't know what the next step is after they've located material of interest to them in the ERIC database. A copy of that letter appears as Attachment 6-A.

Thus far, only DIALOG has responded (see Attachment 6-B).

...Ted Brandhorst (Facility)

DIALOG ONDISC MANAGER
VERSION 3.0 (NEWS RELEASE)

In November, DIALOG announced a variety of enhancements to its CD-ROM software, e.g.

- the ability to save and re-execute search strategies;
- the addition of menu mode choices within the Command search mode;
- Options that allow an administrator to control the user's environment; and
- the ability to utilize up to 64K of expanded memory (if available).

The news release that describes the enhancements in some detail appears as Attachment 7.

...Pat Brown (Facility)

SILVERPLATTER

SILVERPLATTER RETRIEVAL SOFTWARE
RELEASE 1.6 (NEWS RELEASE)

In October, SilverPlatter announced Release 1.6 of its CD-ROM retrieval software. Users were cautioned to install 1.6 immediately in order to ensure compatibility with subsequent database updates. See Attachment 8 for the relevant News Release.

...Pat Brown (Facility)

SILVERPLATTER HIRES SUSAN BERGMAN AS SOCIAL SCIENCES PRODUCT MANAGER (INCLUDING RESPONSIBILITY FOR ERIC)

In October 1989, SilverPlatter announced (see Attachment 9) the hiring of Susan Bergman as Product Manager for all social science databases (including ERIC). Susan will be headquartered in Washington, DC. She was formerly Director of Database Services for PsycINFO and is currently a member of the NFAIS Board of Directors.
Susan would be the logical contact point for those of you who might have suggestions about product improvement involving the ERIC-on-CD-ROM product.

...Ted Brandhorst (Facility)

CBIS ANNOUNCES THAT ITS "CD CONNECTION" AND "CD SERVER" SOFTWARE ARE BEING INCORPORATED IN SILVERPLATTER'S MULTIPLATTER SYSTEM (NEWS RELEASE)

With SilverPlatter's MultiPlatter Network, connected PC's can access any CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

The MultiPlatter system makes use of "CD Connection" and "CD Server" software. CBIS, the creator of these software packages, has issued a News Release (see Attachment 10) describing the technical advantages of their software.

...Pat Brown (Facility)

NETWORK NEWS

RIE COVER COLOR FOR 1990--PANTONE 330C (DARK GREEN)

Central ERIC has selected the RIE cover color for 1990: Dark Green (Pantone 330C). The January 1990 issue will be the first issue printed with this choice, for those of you who may want to get "color coordinated."

...Pat Coulter (CERIC)

ERIC MICROFICHE COLLECTION (1970-1979) AVAILABLE FOR SALE FROM WRIGHT STATE UNIVERSITY (CELINA, OH)

Wright State University has notified the Facility that they wish to sell their ERIC microfiche collection. The collection extends from 1970 through June 1979, about ten years. There are approximately 49,000 microfiche in eight cabinets. Terms are negotiable.

We have offered to promulgate this information to the Clearinghouses, which may then be able to notify potential interested parties via their newsletters and other means.

The offer letter from Wright State University is shown as Attachment 11.

...Mike Davis (Facility)
EA CREATES FORM FOR GATHERING MONTHLY STATISTICS

To aid in the collection of data for the ERIC Monthly Statistical Report, the staff at ERIC/EA created a set of forms that include the data items, their definitions, and blank spaces for the data, the name of the person filling out the form, and the month. Each major category—acquisitions, database building, and so forth—is printed on a separate sheet or sheets. At the end of each month, the staff members responsible for the different categories fill out the forms and hand them to the person in charge of assembling the data on the diskette.

We'll be happy to send a set of the forms to any Clearinghouse that might find them useful. To see what the forms look like, refer to the sample in Attachment 12.

...Stuart Smith (EA)

HE CO-SPONSORS LITERACY EXHIBIT

To celebrate International Literacy Day and the beginning of the New Adult Readers Congress in Washington, DC, HE co-sponsored an exhibit of literacy providers in the lobby of the National Center for Higher Education.

The idea for the exhibit came from Chris Rigaux, managing editor at HE and a member of the local Washington Literacy Council. He took care of organizing the exhibit, which attracted some twenty organizations, including the Library of Congress, Prince George's (Maryland) County Library, the Northern Virginia Literacy Council, the Washington Literacy Council, Reading is Fundamental, Laubach Literacy Action, and Project Northstar for Homeless Children.

Susan Reneau of the American Association of Community and Junior Colleges, another co-sponsor, handled publicity and corporate donations. Through her efforts, free coffee and doughnuts were distributed one morning to a crowd of several dozen people.

The third co-sponsor was the American Council on Education. One organization has reported recruiting five new tutors as a direct result of the exhibit. Now if learning to read were only so easy.

...Chris Rigaux, HE

ERIC DIRECTORS MEETING, OCTOBER 26-27, 1989

The ERIC Directors Meeting took place on October 26-27, 1989 at the Ballston Ramada Hotel, Arlington, Virginia. For the record, the ERIC Facility Report and the EDRS Report (selected items) are provided here as Attachments 13-A and 13-B, respectively.

...Elizabeth Pugh (Facility)
ACCESS ERIC PREPARES
ANNOUNCEMENTS FOR:
(1) CATALOG OF ERIC CLEARINGHOUSE
PUBLICATIONS;
(2) ERIC REVIEW;
(3) ERIC CALENDAR OF EDUCATION-
RELATED CONFERENCES; and
(4) CONCLUSION BROCHURES

ACCESS ERIC opens the new year
with announcements concerning two
new products now available, a second
product planned for Spring 1990, and
the public availability in quantity
of the Clearinghouse-prepared
"Conclusion Brochures."

These four announcements
appear below, in sequence:

A. Catalog of ERIC
Clearinghouse Publications

ACCESS ERIC has compiled a
Catalog of ERIC Clearinghouse
Publications. Copies of the
new Catalog of ERIC
Clearinghouse Publications are
now ready and available for
distribution. The Catalog
covers a wide range of
publications produced by ERIC
Clearinghouses, such as:
Bibliographies, Digests,
Monographs, and Teaching
Guides.

Each Clearinghouse publication
list has a separate pagination
within the Catalog. This is
to allow each Clearinghouse to
use/photocopy its individual
portion of the Catalog as a
separate, stand alone
"publications available" list.

B. ERIC Review

New from ERIC in 1990 is The
ERIC Review. A pilot issue
will be published in the
Spring of 1990. Published
two times a year, each issue
of The ERIC Review will bring
you current research findings
and news of important ERIC and
education-related
developments. It will also
highlight new publications
produced by the ERIC
Clearinghouses and by the
Office of Educational Research
and Improvement (OERI), as
well as major resources
recently abstracted in the
ERIC database.

C. ERIC Calendar of Education-
Related Conferences

To stay abreast of events in
education, you will want to
order the ERIC Calendar of
Education-Related Conferences.
The Calendar is an extensive
listing of national and
regional conferences covering
a full spectrum of educational topics. The information in the Calendar is maintained on an online database and updated continuously.

D. Conclusion Brochures

In response to parents' concerns about issues in education, as reported in a recent Gallup Poll, the Educational Resources Information Center (ERIC), a nationwide education information network, has prepared the free Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

Written by experts in the education field, each of the 12 pamphlets provides practical information such as answers to commonly asked questions, organizations to call for help, and additional reading materials. The titles in the series thus far are:

- Do Schools Teach Us Enough About Our Constitution?
- How Are Teachers Selected?
- How Are Textbooks Selected?
- How Can I Be Involved in My Child's Education?
- How Can I Improve My Child's Reading?
- How Can I Help Develop My Child's Language Skills?
- How Can We Keep Students In School?
- How Do I Help My Child Say "No" To Drugs?
- Is Repeating A Grade A Sign Of Failure?
- Should Gifted Students Be Grade Advanced?
- What Alternative Do Public Schools Offer?
- What Can Kindergarten Teach Children About Reading?

Additional titles reflecting emerging trends and issues in education will be available in the future.

These Conclusion Brochures are distributed by ACCESS ERIC and can be ordered by calling toll-free 1-800-USE-ERIC. (On request, bulk quantities are available to parent/teacher associations, schools, libraries, and other agencies.)

...Sam Fustukjian (ACCESS ERIC)

ABOUT ERIC

CHARLES MISSAR TALKS ABOUT ERIC AT SLA ANNUAL CONFERENCE

Charles Missar, recently retired from OERI and long-time ERIC aficionado, recently spoke about
ERIC at the Annual Conference of the Special Libraries Association (SLA). His remarks primarily concerned machine-readable data files (MRDF).

While his remarks were extemporaneous, they were reported in an article entitled "Librarians Look at New Systems and Sources," by Michael Keating, in the August 1989 issue of School and College (p.13-14). Since the article deals almost in its entirety with Charles' talk, it is reprinted here as Attachment 14.

...Charles Missar (Facility)

"ERIC'S RESOURCES IN EDUCATION (RIE): A RICH RESERVOIR OF RECENT AND RETROSPECTIVE EDUCATION LITERATURE," BY JANE HENSON (SO)

The feature article in the Fall 1989 issue of SO's newsletter Keeping Up is Jane Henson's piece on RIE (see Attachment 15). While every Clearinghouse newsletter has at one time or another included this type of article, Jane's is notable in its use of "exemplary documents from the ERIC database." Recent SO publications have also concentrated on this approach. Since it fits so well with what Clearinghouses are going to be asked to do in 1990 in selecting items for the upcoming UMI "Compact ERIC" packages, SO may have gotten a jump on the rest of us in this particular area.

...Gail Mathews (Facility)

"ERIC: SPHINX OR GOLDEN GRIFFIN?", BY MANUEL LOPEZ (SUNY AT BUFFALO)

Manuel Lopez of SUNY at Buffalo has recently sent us a copy of his article on ERIC published in the October 1989 issue of the journal Urban Education (see Attachment 16).

The article was well-researched and contains an extensive bibliography. Basically favorable to ERIC, the article attempts a balanced view that while ERIC has a lot to offer, the user must be aware of its limitations. The Sphinx can't provide all the answers; the Griffin guards more than one treasure.

...Maureen Roberts (Facility)

VISITORS AND TRAVELS

UD HOSTS STAFF FROM CENTER FOR THE STUDY OF THE BLACK EXPERIENCE IN HIGHER EDUCATION

On November 16th and 17th, the UD staff met with Carmen Harris, a research associate with the Center for the Study of the Black Experience in Higher Education. The Center is a new project at Clemson University in South Carolina. It will collect and disseminate information on both the high school and college experiences of black
students and make it available online to researchers. Ms. Harris was very interested in learning about Clearinghouse operations in general, and in particular, the ways that we acquire and process documents. UD looks forward to a mutually beneficial relationship with the Center in the future.

...Wendy Schwartz (HE)

HE DIRECTOR MEETS WITH HIGHER EDUCATION LEADERS IN PARIS

During the week of September 17-23, Jonathan D. Fife, Professor of Higher Education and Director of the ERIC Clearinghouse on Higher Education, met with officials of the International Association of Universities (IAU), the Director of the UNESCO European Centre for Higher Education and the Chief of the UNESCO Documentation and Computerized Management Service of the Education Sector, in Paris, and with the Director and Deputy-Director of the International Bureau of Education in Geneva. The purpose of these meetings was to complete final understandings for the development of a projected world-wide bibliographic journal concerned with higher education. This publication will be produced by IAU and will appear biannually as a bibliographic journal; it will also be an online computerized database. The target date for the first issue of this bibliographic journal is scheduled for Fall 1990.

...Jan Burt/HE

PERSONNEL

STAFF SHIFTS AT UD

Robin Johnson Utsey, Assistant Director, is now on leave. She and her husband Robert are expecting their first child, and Robin is taking some time off before and after the birth. Patricia Jensen, Senior Information Specialist, has assumed some of Robin's work, and will answer all questions that would have otherwise been directed to Robin. Patricia can be reached at (212) 678-3437.

Douglas Folsom has recently joined the staff as Information Specialist. He is working on acquisitions with Amy Stuart Wells. Amy and Doug can be reached at (212) 678-5118.

...Wendy Schwartz (UD)
Parents and policy makers have raised a hue and a cry over the state of American higher education recently, and many are looking to presidents, vice presidents, deans, and other campus leaders to answer the call. But how realistic is it to expect one person or small cadre of persons to affect the modern university structure? This report, based on the most exhaustive study of leadership attributes and styles known to exist in higher education, will tell you.

Six distinctive types of leaders have been identified, based on literature drawn from politics and business as well as higher education. Traits, mannerisms, and ideas are all part of effective leadership.

The authors are all with the National Center for Postsecondary Governance and Finance, funded by OERI. Financial assistance was also provided by the Lilly Endowment and TIAA-CREF.

This report is being mailed to every president whose institution is a member of TIAA/CREF. This unusual distribution is taking place because TIAA/CREF was one of the original sponsors of a study on leadership styles conducted by Estela Bensimon, Anna Neumann, and Robert Birnbaum. TIAA/CREF was so impressed by the authors' work that they wanted to assist in assuring the report the widest distribution possible; hence, they bought 1,200 copies.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

GWU TAKES OVER ASHE-ERIC SERIES

The George Washington University became the official publishers of the ASHE-ERIC Higher Education Reports on September 1, 1989. The series, which had been published by the Association for the Study of Higher Education, will be published by the School of Education and Human Development. The Association will continue to cooperate in the preparation of editorial content for the reports. Jon Fife, Director of HE, will continue as Series editor.

The monograph series, with 2,400 subscribers and sales routinely around 3,500, now enjoys the widest distribution of any
higher education book series, including Jossey-Bass and ACE/Macmillan. The 1989 series will be the eighteenth year, with well over 125 titles still in print. Topics scheduled to be covered this year include affirmative action for faculty, leadership, athletic programs, student assessment, multicultural student populations, civic responsibility, developmental programs, and commuter students.

...Chris Rigaux (HE)

ERIC/SMEAC PUBLICATIONS


This is a narrative review of research in mathematics education reported during 1987. The purpose of the review was to extract from research reports ideas that may prove useful to school practitioners. Major sections are:

1. "Planning for Instruction" (relating historical developments, aides and grades, teaching approaches, problem solving, drill practice, mental computations, and attitudinal factors);

2. "Mathematical content and Materials";


4. Teacher Education";

5. "College Level Instruction" (considering prominent researchers and teachers, content, learning, prediction of success, word problems, student errors, remediation, computers, anxiety and sex differences);

6. "Research Summaries"; and


A total of 288 references are listed.


This volume represents a compilation and review of more than 400 research reports in 1987. Its objective was to organize the research in such a way that studies on related topics are easy to access
by practitioners or researchers. It is organized around four major sections that reflect the process of teaching, learning, and schooling, including:

(1) "Learners and Learning";
(2) "Teachers and Teaching";
(3) "Curriculum and Instruction";
(4) "Context and Settings."

Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. A discussion of the significance of the studies and implications for practice and future research is included in each major section.

• Information Technology and Science Education. 1988 AETS Yearbook. James D. Ellis, Editor. Publication Date: January 1989. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Available from SMEAC/IRC, 1200 Chambers Road, Room 310, Columbus, Ohio 43212. ($12.50).

This yearbook examines the overlap of information technology and science education. The first five chapters present a vision of how information technology can enhance science education. Chapters 6 through 8 present the status of information technology in science education and discuss the relationship between them. Chapters 9 through 14 discuss how we can improve the use of information technology by teachers and students in science classrooms. Chapter authors include Robert Tinker and Seymour Papert; Cecilia Lenk; Robert Sherwood; Paul Horwitz; Carl Berger; William Baird; Kevin Wise; Marcia Linn; Rodger Bybee and James Ellis; Roger Johnson and David Johnson; Laura Martin, Jan Hawkins, Sameul Gibbon, and Regan McCarthy; Robert James; Paul Kuerbis and Susan Loucks-Horsley, and James Ellis.
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<th>B2</th>
<th>B3</th>
<th>B4</th>
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<td>7/31</td>
<td>8/9</td>
<td>8/7</td>
<td>8/16</td>
</tr>
</tbody>
</table>

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.
October 17, 1989

Mr. Ted Brandhorst, Director  
ERIC Processing and Reference Facility  
2440 Research Boulevard  
Suite 550  
Rockville, MD 20850-3238

Dear Mr. Brandhorst:

This is in reference to our earlier conversation about two documents from the North Carolina Department of Public Instruction (DPI) that have been published with individual authors' names. The matter was first brought to our attention by the Summer, 1989, ERIC/IR UPDATE which includes reference to these two documents (ED 295 594 and ED 295 593) and attributes authorship to the first name in a list of contributors. The microfiche itself indicates these names as well as the NC Department of Public Instruction. It is DPI policy that individual authors shall not appear on the document (but may appear in acknowledgements, etc.) and that sole authorship is attributed to the Department.

This happened last year to another document from DPI (ED 287 569), apologies were extended, and we were sent a copy of your in-house publication, ERIC ADMINISTRATIVE BULLETIN, June-July, 1988, which spoke to the problem and admonished catalogers not to go to "inappropriate lengths to find a personal author." We appreciated the notice that our complaint received and regret that it did not take!

In an effort to help ensure that this does not happen again, we will affix the following statement to the cover pages of all documents that we send to your facility: "PLEASE NOTE: The only AUTHOR to be used for this publication is NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION." I hope that this will resolve the problem.

I appreciate your helpful suggestions and your kind attention to
Ted Brandhorst  
October 17, 1989  
Page two  

our Department policy. Please let me know if there is anything more that we can do to work with you on this problem.

Sincerely,

Gloria M. Bowman, Coordinator  
Education Information Services  

C: Elsie L. Brumback, Director  
Educational Media and Technology Services  
Margaret Bingham, Consultant  
Computer Services  

Reference: ED 295 594 INTEGRATING COMPUTERS INTO THE CURRICULUM--4-8  
ED 295 593 INTEGRATING COMPUTERS INTO THE CURRICULUM--KINDERGARTEN
FACSIMILE PRODUCT COMPARISON

Philip K. Piele
Professor and Director
ERIC Clearinghouse on Educational Management

Introduction

The following text describes the specifications and features which are available on most facsimile machines. A facsimile or fax machine produces exact reproductions or copies by the transmission and reproduction of graphic matter transmitted by electrical means, such as by radio, wire or microwave. These automated office systems are document processors which transmit letters, photos, diagrams and/or graphs. The document transmission and reception occurs over ordinary telephone lines at sub-minute speeds producing copies of the original documents.

The cost of sending a one-page document over fax from Eugene to the East Coast during business hours is about $2, compared with about $10 for overnight mail. The transmission speed for a standard page is based upon the CCITT Test Chart #1 which is a typical (8.5 x 11 inch) business letter with approximately three paragraphs which contains approximately 300 words. A fax transmission occurs over phone lines and is billed as an ordinary phone call. The initial exchange of information or "handshake" between the transmitting and receiving machine requires about 35 seconds. After the initial "handshake" the transmission of information depends on the time required for the machine to "read" the document. The transmitting and receiving faxes communicate at the speed of the slower document.

The international telecommunications compatibility standard for faxes is known as Group 3 (G3), which are faster and more precise than their Group 1 (G1), Group 2 (G2), and North American F.M. (six-minute) forerunners.
Group 4 technology is developed and available for optical transmission lines or in-house communication networks. The G3 machines send 9,600 bits of information a second—9,600 baud (bits per second-bps) or a page every 15 seconds. The older machines (G2/G1/N.A.FM) transmit at 7600/4800/2400 bps, respectively.

Most fax machines make convenience copies of any document whether you fax that document or not. Some are portable and can be taken on business trips or home when needed.

Qualities

The following qualities are normally required for business purposes:

* Clear legible copies or quality reproductions.
* Compact design and low profile—small enough to fit on any desk.
* Instant, errorless communication across the city or world-wide.
* Compatibility between new and older machines and different manufactures.
* Simple to operate—easy to operate as a telephone.
* Use of standard telephone lines.
* High speed (lower costs) and automatic transmission.
* Available service, equipment, and supplies.

Specifications

Cost/affordability- Prices for the seventeen models evaluated in November 1988 ranged from $1,395 for the Savin Savinfax I to $3,295 for the Canon Fax-410. The prices listed are retail values which can usually be

*There are currently over 250 fax machines available on the market.
discounted by the dealers from $300-$500 dollars. The average price was $2,110 and the mean was $2,330.

**Size** The sizes of the machines vary with their cost; the more expensive models have a larger footprint. The typical footprint has a fifteen-inch width, thirteen-inch depth, and five-inch height. The Fujitsu dx ten ($1,495) was the smallest machine, measuring 4"(H)x12.2"(W)x7.9"(D). The NEC NEFAX 63 ($2895) was the largest machine, measuring 6.6"(H)x 19"(W)x15.7"(D).

**Weight** The weight of the various models range from 9.9 pounds for the SAVINFAX I to approximately 33 pounds for the TELIFAX 540.

**Transmission speed** Transmission speeds range from 9 to 30 seconds to "read" the standard one-page document (CCITT T. Chart #1). The typical "read" time is from 9-15 seconds. The faster the fax can send the information the more cost effective the equipment.

**Automatic Document Feeder** The machines have four standard automatic document feeding capabilities: 1, 5, 10, and 30 pages. The SAVINFAX I is capable of feeding only one document unattended.

**Document Scan/Print** The width of the paper fax machines can scan varies from a minimum of 8 inches to a maximum of 11.7 inches. A machine capable of scanning 8.5 inches must be purchased if important information, such as margin notes, at the edge of the paper is expected to be recorded.

**Greyscales or Halftones** These values are the number of halftones or shades of gray the fax reproduces. This feature ensures high quality reproduction when transmitting photographs, aerial photos, charts, sketches and diagrams.

**Recording Paper** Most fax machines use slick thermal-treated paper, which cost between $6 and $20 per roll. The paper dimensions (width-inches and length-feet) have been included for all models. Thermal paper's biggest
drawback is that it deteriorates more quickly than standard paper. Thermal transfer plain paper is now available for some machines (such as the Canon Fax-350), which prints documents on plain paper with reproduction quality that is crisp and clear.

Resolution Resolution or high scanning density is defined as the number of horizontal dots per inch times the number of vertical dots per inch. Standard is about 200 by 100, but some machines will operate in fine (200 by 200) and ultra-fine (200 by 400). The fine and ultra-fine modes produce clearer type but transmit more slowly.

Operating Conditions Power source requirements for most machines are 110-117 volts AC and 50-60 hertz. Environmental operating conditions range from a temperature of 40-90 degrees F and 20%-85% relative humidity.

Power Consumption The estimated power consumption was not included in the brochures for every machine. The technical data provided listed the power consumption ranges for the four operating functions; transmission (23-60 watts), receiving (23-45 watts), standby (10-20 watts), and copy (38-95) watts.

Telephone Interface The standard telephone interface or line connection is a public switch telephone network or equivalent for all models studied.

Features

The following standard features are generally available on the seventeen models reviewed. The terminology for similar features differed depending on the manufacturer. A list of the standard features is provided in Table 1.

ALPHABETIC DIALING This feature allows dialing using preprogrammed people
or company names.

**AUTOMATIC ANSWER/RECEIVE** Automatic answer receives incoming calls after a programmed specified number of rings.

**AUTOMATIC DIALING** Allows the automatic dialing of preprogrammed frequently used phone numbers with a one or two key stroke which begins document transmission.

**AUTOMATIC REDIALING** Automatic redialing of called number if the number is busy or a busy signal is received. The features varies from redialing a specific number of times (i.e., 16) to redialing 2 times in five minutes or selectable increments.

**AUTOMATIC REDUCTION** Some machines have the capability to accept documents larger than the sending capability. These machines automatically reduce that document to the size that the receiving machine is capable of accepting.

**AUTOMATIC ONE/TWO TOUCH DIALING KEYS** The capability of coding and storing numerous telephone numbers that are accessible by using a one or two touch key stroke.

**AUTOMATIC PAGE CUTTER** Automatically cuts the paper to the appropriate size.

**AUTOMATIC SPEED DIALING** Preprogrammed telephone number directory (alpha or numeric) are stored in memory and can be accessed by touching the preset one or two touch code keys.

**BROADCAST-RELAY NETWORK** Broadcasting is sending documents to several different machines simultaneously. Similar to polling and turnaround, this feature can transmit documents to machines with memory capabilities for sequential broadcasting of documents.

**CALL ME BACK** Leaves a message with a called number requesting a call back.

**COMPATIBLE CCITT GROUP(S)** This lists the standard compatible group(s) with
which the machine is capable of communicating, as discussed in the specifications section of this report. Group 3 and 2 compatibility are standard for most machines and compatibility with Group 1 is generally an optional feature.

**CONTACT IMAGE SCANNER** Contact scanner with no lights to burn out or focusing systems. This is a stationary, light-sensitive bar which provides enhanced scanning capabilities, high resolution, and improved system reliability.

**CONVENIENCE COPY MODE** Allows copies of documents to be made whether you fax that document or not.

**DISPLAY FEATURE** An operational display LCD which displays user-friendly messages for operations including transmission, reception, reports, and copy. Generally a 2 line with 20 character per line display is standard.

**ERROR DETECTION AND CORRECTION** During transmission the machine monitors all operations, checking line conditions and retransmitting data if noise on the line interferes. This provides assured error-free copy. A paper printout is generated by some machines when an error in transmission has occurred.

**LOCKOUT FOR SECURE NETWORK** Provides a security system that requires entering a password before the printing of a confidential document can occur. The document is stored in memory.

**MEMORY MANAGEMENT REPORT (STATUS REPORTS)** Provides different reports on machine usage, such as error reports, transaction and transmission reports, telephone lists and program reports confirming preprogrammed destinations. A journal report of fax activity and a systems status report are typical examples of detailed management reports.

**MEMORY PROTECTION** Minimizes risk of memory loss during transmission.
The capability of storing data in memory is not available on all machines, but is generally an optional feature.

**POLLING-TURNAROUND/SECURE CODE** Polling is the ability to gather transmissions from a group of machines, which is the reverse of broadcasting. Turnaround allows sending and receiving on the same telephone connection. Delayed polling uses the autodialer to automatically initiate transmissions from multiple remote fax systems during lower rate periods. Automatically notifies other locations to transmit materials to your machine.

**RECORD DOCUMENT IDENTIFICATION** Identifies the time, date, page number, terminal and subscriber on each page transmitted.

**REMOTE DIAGNOSTICS/SERVICE OVER THE PHONE** The unit is designed so that, in the event of a service problem, remote telephone diagnosis can occur and some problems can be repaired over the phone. The diagnostics center receives a status report on your machine's operating condition via telephone link-up.

**SELECTABLE CONTRAST CODE** This allows the user variable control over the contrast feature. Typically used for documents with colored background and to enhance the quality of faded original copies.

**SPEAKER TO CALL MONITOR** Provides a hands-free confirmation of voice or fax connection.

**TELEPHONE HANDSET** Some machines include a built-in or attached analog telephone jack which can accommodate pulse or tone dialing.

**TIMER-TRANSmits AT PRESET TIME** Allows automatic transmission at a preset time. This feature is normally connected with the automatic dialer. Some machines with memory storage permit loading of the document into the system and transmitting at a later time/date.
**VOICE REQUEST**  Alerts people at the receiving station voice information before, during, and after document transmission.

**Optional Features**

Optional features that are typically available address particular individual and/or organizational requirements. Generally, they are related to the ability for computer interface options. These optional features greatly increase the cost of the machine. An example is the oversize document feeder feature which would increase the price of the machine by $500-600.

Some optional features available include:

- parameter customization.
- disk memory for applications that require large amounts of data storage and advanced features.
- communications with PCs and other ASCII terminals.
- plain paper interface with a lazer printer which prints directly on plain paper.
- 1 MB memory adds 10 files, maximum 60 pages storage capacity for large volume users.
- Telex converter that receives telex messages.
- Multicopying provides for automatic settings for up to 99 copies.
- Internal or external encryption cards that encode visual data for secure transmission.

**Service Support**

Most of the fax dealers offer customer service and support systems.
Three typical services offered are national diagnostic center, customer service support system, and installation and training. The national diagnostic center is usually a toll-free number with the capability of remote diagnostics and reconfiguration. The customer service support system handles calls referred from the diagnostic center, provides a customer service representative, and maintains warranty service and customer service history. User support is available at installation, and training is available from the customer sales representative or programmed user guide manuals. Annual maintenance for the machine can cost $200-300.

Conclusions

The direction of market trends, organizational needs, and human work habits are all having a significant impact on the technology of the facsimile industry. The machines and software packages available are raising telecommunications to powerful new levels. The fax machine has become an integral communication tool associated with other office automation equipment. Most fax companies are currently introducing a new or improved facsimile machine every four months.
# TABLE 1 - FAX SIMILAR PRODUCT COMPARISON

<table>
<thead>
<tr>
<th>SPECIFICATIONS</th>
<th>PITNEY BOWES 7000</th>
<th>PITNEY BOWES 8000</th>
<th>TELIFAX 540</th>
<th>SAVIN SAVINFAX I</th>
<th>SAVIN SAVINFAX III</th>
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# TABLE I - FACSIMILE PRODUCT COMPARISON

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## TABLE 1 - FACSIMILE PRODUCT COMPARISON

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</tr>
<tr>
<td>TRANSMISSION SPEED at 9600bps</td>
<td>13 sec</td>
<td>13 sec</td>
</tr>
<tr>
<td>DOCUMENT FEEDER (PAGES)</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>DOCUMENT SCAN/PRINT (IN)</td>
<td>8.5</td>
<td>11.7</td>
</tr>
<tr>
<td>HALFTONES (GRAY) SCALES</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>RECORDING METHOD: THERMAL PRINTER</td>
<td>THERMAL</td>
<td>THERMAL</td>
</tr>
<tr>
<td>RECORDING PAPER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAPER DIMENSIONS (WxL) in ft</td>
<td>8.5x164</td>
<td>8.5x10.1x328</td>
</tr>
<tr>
<td>RESOLUTION: STANDARD (LPI)</td>
<td>96x203</td>
<td>100x200</td>
</tr>
<tr>
<td>RESOLUTION: FINE (LPI)</td>
<td>192x203</td>
<td>200x200</td>
</tr>
<tr>
<td>RESOLUTION: ULTRA FINE (LPI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEATURES: STANDARD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALPHABETIC DIALING</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>AUTOMATIC ANSWER/RECEIVE</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>AUTOMATIC DIALING</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>AUTOMATIC DOCUMENT FEEDER</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>AUTOMATIC REDIALING</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>AUTOMATIC REDUCTION</td>
<td>n/a</td>
<td>YES</td>
</tr>
<tr>
<td>AUTO-ONE-TOUCH DIAL KEYS</td>
<td>10</td>
<td>22</td>
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<td>AUTO-SPEED DIAL NUMBERS</td>
<td>20</td>
<td>72</td>
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<td>BROADCAST-RELAY NETWORK</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>COMPATIBLE CCITT (GROUP)</td>
<td>III/II</td>
<td>III/III</td>
</tr>
<tr>
<td>CONTACT IMAGE SCANNER</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>CONVENIENCE COPY MODE</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>DISPLAY: NO. LINES/NO. CHARACTERS</td>
<td>2/15</td>
<td>2/16</td>
</tr>
<tr>
<td>ERROR DETECTION &amp; CORRECTION</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>LOCKOUT FOR SECURE NETWORK</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>MEMORY MANAGEMENT (STATUS) REPORT</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>MEMORY PROTECTION</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>POLLING-TURNAROUND</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>REC DOC ID: LOC/DAY/DATE/TIME</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>REMOTE DIAGNOSTICS</td>
<td>n/a</td>
<td>YES</td>
</tr>
<tr>
<td>SELECTABLE CONTRAST CONTROL</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>SPEAKER TO CALL MONITOR</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TELEPHONE HANDSET INCLUDED</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TIMER-TRANSmits AT PRESET TIME</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TRANSMIT CONFIRMATION</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>VOICE REQUEST</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

1. SCOPE

This standard describes the essential requirements and characteristics for the creation of documents that may be microfilmed and concerns only those documents that consist of black images on white paper. Excluded are technical drawings and newspapers.

2. REFERENCES


3. DEFINITIONS

The following definitions apply to those terms which require clarification for this standard. Other terms will be defined as stated in the Glossary of Micrographics, AIIM TR2-1980.

Smoothness. The property of a paper surface determined by the degree to which it is free of irregularities. Such irregularities (hills and depressions) affect image resolution.

Reverse Image. A negative appearing image. The printed area becomes the background and the character is left unprinted as shown in this example.

4. TECHNICAL QUALITY REQUIREMENTS AND CHARACTERISTICS

4.1 Paper Sizes. The paper sizes shall conform to the dimensions normally considered as North American paper sizes for correspondence, described in ANSI X4.4-1955 (R1972) and CAN2-9.60M-76; and International A-4 sizes as described in ISO 216-1975. (See Appendix B, Note B1.)

4.2 Orientation. The preferred orientation is the vertical mode in which the lines of print are parallel to the short side of the document.

4.3 Color. The paper shall be nominally white, with a preferable reflectance of 75 percent or greater (See Appendix A, Note A2).

4.4 Smoothness (texture, finish). The paper shall have a smoothness of 200 or less when measured on the Sheffield smoothness tester (See Appendix A, Note A3).

4.5 Show-through. The show-through of printing on the reverse side or from an underlying sheet when compared to the reflectance of the sheet shall have a
difference in reflection density no greater than 0.10. This can be accomplished by printing a black patch, large enough to be read on a reflectance densitometer, on the reverse side or on the underlying sheet. The reflection density of the black patch shall be equal to or greater than 1.0. (See Appendix A, Note A4.)

5. PRINTING

5.1 Image. The image and nonimage area should have a black-to-white contrast ratio of 8 to 1 or more. This is normally achieved in the office environment by the use of a writing machine, such as a typewriter, word processor, automatic printer, etc., equipped with a carbon ribbon; the typing mechanism must produce an even impression throughout the document. In printing, the impression is readily produced by offset lithography, letterpress or gravure, and by electrostatic copiers, ink-jet or laser printers, stencil and offset duplicators. (See Appendix A, Note A5.)

6. TYPOGRAPHY

6.1 Character Size. The height of the lowercase letter "e" character used in printing shall not be less than 1.4 mm, approximately 8 pt. type. One millimeter high, approximately 6 pt. type, printing may be acceptable (see ANSI/AIIM MS23-1983) with low- and medium-reduction systems for forms, captions, references, footnotes and exponents when proper type style is used. (See Section 6.2.1.)

6.2 Character Style and Weight. The width to height ratio of the lowercase letter "e" should be between 0.9 and 1.1, and the ratio of line width of the lower case "e" to the height of the character should be between 0.20 and 0.25. Characters of uniform line width are preferred. Variable line widths are not recommended. (See Appendix A, Note A6.)

6.2.1 Type Style. The style of character that produces the best results in an open sans serif typeface. Script or italic style typefaces should be avoided because they produce less acceptable results.

6.3 Layout. The recommended margin between the information area and the edges of the printed sheet should be no less than 6.4 mm (0.25 inch) to provide the required centering tolerance for the microfilm camera.

6.4 Photographs, Pictures, etc. For the reproduction of photographs and pictures, the lowest practical coarse screen ruling consistent with acceptable document reproduction is preferred, but half-tone screens up to 120 lines per inch may be acceptable for usable microfilm. Photographs with screen rulings greater than 120 lines or conventional photographs that are to be in a publication intended to be microfilmed should be printed at a contrast considerably lower than normal. This low contrast will be amplified by the microfilm process, and the result will be a normal reproduction.

6.5 Background. The over-printing of text on a background of screens, cross-hatching, or shading should be avoided. (See Appendix A, Note A7.)

6.6 Reverse Printing. Reverse printing (negative-appearing images) should be avoided.

6.7 Line Art. All lines used in drawings, schematics, illustrations and other types of line art should be clean cut, opaque and properly spaced for legible reproduction on microfilm. The minimum space between lines, particularly parallel lines and hatching, should not be less than twice the thickness of the line. The recommended minimum spacing between lines is 0.7 mm (0.03 inch). (See ANSI Y14.2M-1979 and CAN2.72-7-M78.)

APPENDIX A

(This appendix is not part of American National Standard for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)

A1. Quality. The foreword stresses that it is necessary to prepare original documents with good image qualities if microfilm copies are to be legible, readable and reproducible. At the time of creation, the knowledge that the document will be microfilmed may be in doubt, but this uncertainty should not deter compliance with this standard.

The production of quality microfilm copies is only one of the advantages to be gained. A sharp, clean, legible original document with a well-defined contrast between the printing and the paper is easy to read and less prone to errors in interpretation. Also, the expanding use of electronic information-handling systems that use digitizing cameras or laser scanners to record the document image on magnetic media or optical disks requires that the original documents have the characteristics described in this standard to ensure a readable display.

If quality documents are now being produced, there is the possibility that all or most of the requirements of this standard are being implemented. Good, legible documents are always a desirable objective, and this objective should form part of the regularly conducted activity of any business organization.
A2. Color. The "color" of the paper is specified as "nominally" white. Nominally in this instance means white in name only, as the color is perceived to be, not as a specific measurable tone or shade of white. There are thousands of tones or shades, any one of which is acceptable as long as the reflectance of the paper averages not less than 75 percent with any fluorescence component excluded. The directional reflectance of the paper is measured according to TAPPI T538-pm-82 or CPPA 4-1-1986.

A3. Smoothness. As described in the definition, smoothness is the property of a paper surface determined by the degree to which it is free of irregularities. This characteristic of a sheet of paper can have an effect on the quality of the image. If, for instance, a very "rough" sheet of paper with pronounced hills and depressions is used as a medium for imprinting an image, there is the possibility that the ink, or carbon from a typewriter ribbon, may not penetrate to the bottom of the depression. This would tend to result in rough edges and breaks in the printed image surface. Accordingly, this reduces the quality of the microfilm reproduction. Best results are obtained when the image is sharp, with a uniform, solid imprint.

Therefore, the degree of smoothness of the sheet is a requirement for good micrographic reproduction. This can be measured and given a numerical rating by the use of instruments. One such instrument, the Sheffield Smoothness Tester, measures the number of cubic centimeters of air per minute that pass over the surface of a predetermined area of a piece of paper that is clamped under uniform pressure between two flat surfaces. The higher quality of air passing over the surface, the less smooth or the rougher the surface.

Tests have determined that the degree of smoothness for paper that is acceptable for micrographic reproduction is 200 or less when measured on the Sheffield Smoothness Tester. (See TAPPI T538-pm-82 or CPPA D-29-1976.)

A4. Show-Through. In microfilming, printed sheets are sometimes placed in a small pile under the camera and removed or reversed one at a time as they are photographed. The printing on the reverse side or on the underlying sheet frequently shows through and is picked up by the camera as an image, which, along with the absorption of the paper, allows true show-through. The amount of show-through is dependent both on the intensity or "blackness" of the ink and on the printing method. Therefore, the degree of opacity of the sheet is not a guarantee against show-through.

In microfilming, the concern is that the show-through should not be sufficiently dense to be photographed along with the image or information on the document. When this occurs, the show-through image may interfere with the document image and render the information illegible. Therefore, the show-through of the printing on the reverse side or from an underlying sheet, when compared to the reflectance of the sheet, shall have a difference in reflection density no greater than 0.10.

A5. Contrast. The objective in making a microfilm reproduction is to embody in the microfilm copy the whole of the original document. To do this requires that certain qualities be inherent in the document image, the most important of which is the contrast of the image with the paper. Without a suitable level of contrast (the difference between the black print on the page and the paper), the camera and film cannot capture the total picture of the document as it may be seen by the human eye. The greater the contrast that can be incorporated into the creation of a document, the greater the assurance that the microfilm copy will record all the characteristics of the original document.

As noted in the appropriate section of the standard, this degree of contrast is normally produced by the types of machines and printing methods in current use. A degree of vigilance is required to ensure that defective machines, poor quality ribbons, uneven impressions or inking, or other defects will not occur to degrade the quality of the image.

A6. Line Width. For electronic scanning and digitizing systems it has been suggested that the ratio of line width of the lower case "e" to the height of the character should be closer to 0.25. At this ratio the line is twice as wide as the space.

A7. Shading. For electronic scanning and digitizing systems, shading must be avoided.

APPENDIX B
(This appendix is not part of American National Standard for Information and Image Management — Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)

B1. Paper Sizes. This standard recognizes that there are two standard paper sizes used for correspondence or office use. They are the ISO A-4 size (see ISO 216-1975) with dimensions of 210 mm x 297 mm (8.27 inches x 11.69 inches) and the North American size, 216 mm x 279 mm, based on the 8.5 inches x 11 inches sheet (see ANSI X4.4-1955 (R1972) and CAN2-9.60-M76).

Both sizes can be successfully microfilmed within the standard frame sizes at the nominal reduction ratios in common use. This ability provides a distinct advantage to microfilm users as the microfilming process is not restricted to one size of correspondence paper.

Intermixing sizes, as might occur in international correspondence, will pose no problem for those who wish to microfilm their records.
APPENDIX C
(This appendix is not part of American National Standard for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)

C1. Newspapers and Newsprint. Newspapers are excluded from this standard because they are not considered to be office documents or correspondence papers. The published standard that deals specifically with this subject is American National Standard for Information and Image Management—Recommended Practice for Microfilming Printed Newspapers, ANSI/AIIM MS311-1987.

Newsprint is paper designed primarily for the printing of newspapers and is not normally used or considered as a recommended paper for office use and correspondence.

APPENDIX D
(This appendix is not part of American National Standard for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)


APPENDIX E
(This appendix is not part of American National Standard for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)

E1. Thickness of Paper or Card Stock. Extremely light (thin) or heavy (thick) materials — for example, onion skin or card stock — will not properly feed through automatic feed cameras and should be discouraged in this application.
The 1987 ERIC request for proposal identified the minimum hardware and software microcomputer system configurations for the clearinghouses. The hardware requirement included at least one microcomputer with a minimum of 640K random access memory (RAM), one 360K floppy disk drive, a serial port, a parallel port, a monochrome monitor, a printer, a fully Hayes-compatible 2400 baud modem, and a CD-ROM disk reader compatible with the microcomputer. The software requirements were a word processing program that could be used to write, edit, and spell check documents, and that was able to produce documents as an ASCII text file (i.e., without the word processor program embedded commands). The database program required was dBASE III, dBASE III Plus, or any other program capable of importing and exporting data directly to dBASE files. Lotus 1-2-3 or a spreadsheet program capable of importing and exporting data directly to Lotus 1-2-3 files was identified as the preferred spreadsheet package. For desktop publishing, any program capable of composing, editing, and printing "camera ready" document copy was acceptable. The communications package had to be capable of directly accepting or transmitting data from a Hayes-compatible modem. These microcomputer system requirements were designed to give the clearinghouses the equipment to perform the necessary data processing and telecommunications tasks required by the RFP. Those requirements included: RIE/CIJE resume data entry and checking; electronic reporting and statistical data transfer; electronic uploading and downloading of documents; and online and CD-ROM computer searching capabilities.

To determine the current status of the hardware and software capabilities of the ERIC system, the Technology Task Force conducted a telephone survey of the 16 clearinghouses in March of 1989. A summary of those findings is appended to this report.

Using the summary findings, a baseline set of standards for current clearinghouse operations was developed and is appended.

As the Task Force has met or teleconferenced during the past year, it has become apparent that the technology issues have continued to be a major concern of the ERIC system. In addition to the hardware and software topics already outlined other concerns have evolved during the year.

Computer technologies are moving into a new era with the introduction of the 286 and 386 machines. FAX machines have become almost a way of life in daily clearinghouse operations. Laser printers seem to have limitless possibilities for creative output. High quality document scanners at reasonable prices are on the horizon. In the software area the major word processing, database management systems, and spreadsheet developers have
already introduced or are about to introduce updated versions of their most popular products. Each of these software packages takes advantage of the most recent hardware advances. In taking advantage of the hardware upgrades, the software packages have become so large that they do not operate efficiently on older PC or XT model computers.

The most recent version of the Disk Operating System or DOS for IBM machines and compatibles is version 4.0. It is designed to take advantage of the capabilities of the new PS/2 Model 50, 60, and 80 machines that are have the 286 and 386 chips. The introduction of this new DOS could be the source of problems for data transfer via floppy disks.

The change to smaller disks could also present problems for data transfer. Some clearinghouses may not have the capability to read the smaller disks. In addition it will be important to know how the disks are formatted, otherwise reading the disk on another computer may be difficult or impossible. Future baseline standards for ERIC Clearinghouse operations must be established with these issues in mind. Additional concerns will always be a part of this exercise since the technology is continuously evolving. However, continued discussion and information dissemination will avoid most major problems.
The following standards are based on the data gathered from the ERIC technology task force survey conducted in March 1989. Three areas are featured: equipment, software, and clearinghouse staff competency.

Equipment.

Computers: IBM PC or compatible clones with 640k RAM memory; a minimum of 20 megabytes of hard disk/card storage; modem; monochrome monitor; graphics card; printer port

Modems: 1200 baud minimum

Printers: graphics printer; letter quality printing capabilities; label printing capabilities

CD-ROM Drive:

The minimum equipment guidelines enable the clearinghouse to prepare resume files, transmit the files to the Facility, prepare manuscripts, process correspondence, create statistical data files, maintain mailing labels files, search the ERIC database on CD-ROM and on-line, and access Multilink. All of these activities are necessary for the successful operation of a clearinghouse but they are not a comprehensive list.

Software.

Word Processing: WordPerfect 4.2 or 5.0 capable of creating an ASCII file; performing a mail merge; checking document spelling

Spreadsheet: Lotus 1-2-3 or clone as required in the ERIC RFP

Database Management: dBASE III+ database management software capable of creating mailing lists; serving as a document management system; integrating with the word processing software

Spell Checker: a stand alone product with a large dictionary; the program which comes with the word processing software

Communications Software: a package capable of accessing a variety of computer environments -- Multilink, Dialog, BRS, local bulletin boards, E-mail networks. Has xmodem feature, different baud rates (including 2400)
CD-ROM Products: SilverPlatter, Dialog, OCLC -- search ERIC database for clients; research for ERIC publications

The minimum software guidelines take advantage of the current computing environment and enable the clearinghouse to fulfill the ERIC contractual obligations in the areas of database building, publications, dissemination, communication, report preparation, statistical analysis, and user services. Additional tasks performed by the clearinghouse are managed using the customized programming capability of the major packages.
Technology Task force survey --

Data gathered by LBarnett, JHensön, LRudner

IBM computers: 1 to many per CH, most machines have 640+K, 20+M hard disk, MS-DOS 3.1 or MS-DOS 3.3, No OS/2, unix. Most CH's have many IBM's

Non-IBM: Most CH have IBM only, two have many apples & macs, another has a real computer (a mini), most also have an apple

Communication: All have software that supports XMODEM. All but one have someone that knows that software well. Crosstalk, PC-Talk, Procomm are popular

FAX: Available but inconvenient for 6, fine for others

Info services: All but 1 use some system for searching. Most use several services

CD-ROM: All use CD-ROM for searching and demo. Silver Platter is most popular.

Networks: 7 CH's have used BITNET

LAN: Three with experience

Doc tracking: 5 dBase systems, 1 R-Base, 1 PFS, 1 PRIME editor, 1 Apploworks, 5 no system & interested

Mailing lists: 7 dBase systems, 1 R-Base, 1 PRIME, 1 word processor system, 1 Avery system, 1 Mac system, 1 no system, little interest

Catalog sales: 1 custom program, 1 versa-form, 1 other, 9 no system. 6 interested, 3 not

Month report: no significant problems. some internal analysis of data. 6 prefer transmit, 6 prefer mail, one CH has prob converting from MAC to IBM

Word Process: 13 have WP & 13 WS. WP most frequently used. All but 2 can read in ASCII. Most can convert. Two scan documents. Most request diskette based copy from authors/abstractors
Digests: Mostly in-house camera-ready production with word processors (bad question). 3 Pagemaker, 2 Ventura, 1 both, 3 beginning Ventura

Major pubs: Mostly in-house camera ready production jobbed out for final production.

Other ideas: Software like a spell checker for ERIC Descriptors, bibliographic database, NOTEBOOK II, to develop products; scanning documents

Internal priorities: Standardized training, more equipment, full use of DTP, more automation, automated document tracking system, learn bit-net, learn DTP

Priorities for ERIC system: ADR online, full text databases, go beyond file e.g. full text on optical (best of RIE?), on floppy with software, better BBS, affordable access, training, technical support

ACCESS ERIC: Not yet ready, 800 number, electronic BBS, investigate specialized CD-ROM products, disseminate CD-ROM capabilities among LEAs, investigate full text on CD-ROM

Facility: Online dupe checking, online ADR, automated document status, on-line feedback on resumes editing, accept disk for EAB, private messages on multilink, compuserve acquisitions, thesaurus spell-check, support for MAC

Central ERIC: Receive monthly electronically, teleconferencing
### Summary

**Key Contacts**
- CE: Sandra Kerka, Judy Wagner
- CG: Jeanne Bleuer
- CS: Lauren Bongiani
- EA: Philip Piele

**IBM Computers**
- 1 to many per CH, most machines have 640K, 20M hard disk, MS-DOS 3.1 or MS-DOS 3.3, No OS/2, Unix. Most CH's have many IBM's
  - CE: 5 pc's
  - CG: 2 pc's, 1 ps2
  - CS: 12 pc's, 1 ps2/80
  - EA: 5 pc's

**Non-IBM**
- Most IBM only, some have apples & macs, two others use a mini
  - CE: many MACs
  - CG: many apples
  - CS: MAC
  - EA: MAC, MicroWAX

**Communication**
- All have knowledge of software that supports XMODEM, CrossTalk, PC-Talk, ProComm are popular
  - CE: SmartComm, ProComm, PowerTalk, CrossTalk
  - CG: Red Ryder, CrossTalk, Apple Access
  - CS: ProComm
  - EA: Kermit

**Info Retrieval Services**
- Almost all use some system for searching.
  - CE: CrossTalk
  - CG: ProComm
  - CS: ProComm
  - EA: ProComm

**CD-ROM**
- All use CD-ROM. SilverPlatter is most popular.
  - CE: SilverPlatter
  - CG: SilverPlatter
  - CS: SilverPlatter
  - EA: SilverPlatter

**Networks**
- Some BITNET
  - CE: No
  - CG: Yes
  - CS: Yes
  - EA: Yes

**LAN**
- Only 2 CH with experience
  - CE: No
  - CG: No
  - CS: No
  - EA: Michigan Terminal System

**Doc Tracking**
- Several systems, little interest
  - CE: dBase
  - CG: Mac-based, yes interested
  - CS: dBase, yes interested
  - EA: dBase, yes interested

**Mailing Lists**
- Several systems
  - CE: Avery List and Mail
  - CG: Mac-based
  - CS: Mc-based & WP
  - EA: WP

**Catalog Sales**
- A few have systems
  - CE: No
  - CG: Inventory control
  - CS: No
  - EA: yes, dBase

**Monthly Report**
- No significant problems. Some internal analysis of data.
  - CE: No
  - CG: Yes, transferring from MAC to IBM
  - CS: Yes, printing on a laser printer
  - EA: Yes, printing on a laser printer
<table>
<thead>
<tr>
<th></th>
<th>CE</th>
<th>CG</th>
<th>CS</th>
<th>EA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing:</strong></td>
<td>Almost all have WP &amp; WS. WP most frequently used. Almost all can read in ASCII. Most can convert. Two scan documents. Most request diskette based copy from authors.</td>
<td>Samna, WS, WP</td>
<td>Word for MAC</td>
<td>WP 4.2 &amp; 5.0</td>
</tr>
<tr>
<td><strong>Desktop Publishing</strong></td>
<td>Most have experience or are learning</td>
<td>yes</td>
<td>Ventura</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Digests:</strong></td>
<td>Mostly in-house camera-ready production with word processors.</td>
<td>in-house</td>
<td>in-house to be learned</td>
<td>jobbed out, typeset</td>
</tr>
<tr>
<td><strong>Major pubs:</strong></td>
<td>same as above</td>
<td>DTP</td>
<td>both in-house and jobbed out, not typeset</td>
<td>jobbed out, typeset</td>
</tr>
<tr>
<td><strong>Other ideas:</strong></td>
<td>Software like a spell checker for ERIC Descriptors, bibliographic database, NOTEBOOK II, to develop products</td>
<td>Notebook II to develop products</td>
<td>workshop support</td>
<td>scanning documents</td>
</tr>
<tr>
<td><strong>Internal priorities:</strong></td>
<td>Standardized training, more equipment, full use of DTP, more automation, automated document tracking system</td>
<td>DTP</td>
<td>interactive video</td>
<td>networking management system</td>
</tr>
<tr>
<td><strong>System priorities:</strong></td>
<td>ADR online, full text databases, go beyond fiche e.g. .ull text on optical (best of RIE?), on floppy with software</td>
<td>beyond microfiche, ADR on-line, full-text</td>
<td>greater use of electronic networking</td>
<td>better e-mail system</td>
</tr>
<tr>
<td><strong>ACCESS ERIC:</strong></td>
<td>Not yet ready, 800 number, electronic BBS</td>
<td>-</td>
<td>wait and see</td>
<td>-</td>
</tr>
<tr>
<td><strong>Facility:</strong></td>
<td>Online dupe checking, automated document status, on-line feedback on resumes editing</td>
<td>online editing, reduce lag time</td>
<td>support for MAC and Apple</td>
<td>faster feedback</td>
</tr>
<tr>
<td><strong>Central ERIC:</strong></td>
<td>Receive monthly electronically, teleconferencing</td>
<td>expanded and enhanced user friendly access points, i.e. libraries, schools, etc using CD-ROM</td>
<td>submit reports by computer</td>
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<td>Key Contact</td>
<td>EC</td>
<td>FL</td>
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<td>IR</td>
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<td>IBM computers:</td>
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<td>CrossTalk</td>
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<td>Non-IBM:</td>
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<td>SmartComm, ProComm, Dialog</td>
<td>CrossTalk</td>
<td>SmartComm, pcTalk</td>
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<td>Communication:</td>
<td>Dialog</td>
<td>SilverPlatter</td>
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<td>Dialog</td>
<td>SilverPlatter</td>
<td>No</td>
<td>BRS</td>
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<td>SilverPlatter</td>
<td>No</td>
<td>BRS</td>
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<td>Networks:</td>
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<td>BitNet</td>
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<td>No</td>
<td>No</td>
<td>Not yet</td>
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<td>RBASE 5000, CPT/WP</td>
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<td>RBASE</td>
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<td>Rbase</td>
<td>DataManager (CP/M)</td>
<td>dBASE being developed</td>
<td>Versiform</td>
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<td>Catalog sales:</td>
<td>Some on mini, some dBASE</td>
<td>dBASE being developed</td>
<td>custom developed</td>
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<td>Monthly report:</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Word Processing:</td>
<td>Framework</td>
<td>WP 4.2 &amp; 5.0</td>
<td>WP 4.2 &amp; 5.0</td>
<td>WP 4.2 &amp; 5.0</td>
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<td>Desktop Publishing</td>
<td>Ventura</td>
<td>PageMaker</td>
<td>Ventura</td>
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<td>Digests:</td>
<td>Jobbed out</td>
<td>In house</td>
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<td>In house, not typeset</td>
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<tr>
<td>Major pubs:</td>
<td>Typeset</td>
<td>Typeset</td>
<td>Typeset</td>
<td>Typeset</td>
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<tr>
<td>Other ideas:</td>
<td>Lotus for PCB</td>
<td>Training</td>
<td>Learn Pagemaker, BitNet, internal e-mail</td>
<td>DTP</td>
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<td>More computers</td>
<td>Training</td>
<td>Internal e-mail</td>
<td>Online ADR</td>
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<td>Rethink the technology of ERIC</td>
<td>Affordable access to the database for clearinghouses</td>
<td>Staff training, technology to enhance dissemination</td>
<td>Automated access to system services</td>
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<td>ACCESS ERIC:</td>
<td>Wait and see</td>
<td>Online ordering</td>
<td>Online ordering</td>
<td>Automated access to system services</td>
</tr>
<tr>
<td>Facility:</td>
<td>Private mail, unattended transmissions</td>
<td>Get up on WP, accept disk for EAB input, online ADR, private mail fund training, online statistics</td>
<td>ADR, tech support for data transfer</td>
<td>ADR, tech support for data transfer</td>
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<td>Central ERIC:</td>
<td>Everyone trained</td>
<td>Everyone trained</td>
<td>Everyone trained</td>
<td>Everyone trained</td>
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<td>Key Contacts</td>
<td>PS</td>
<td>RC</td>
<td>SE</td>
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<td>8 pc's (at's)</td>
<td>4 pc's</td>
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<td>Non-IBM:</td>
<td>9 apples 9 apples 1 mac</td>
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<td>5 Apple</td>
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<td>Communication:</td>
<td>apple access software, access to CrossTalk, kermit, apple term, ProComm</td>
<td>ProComm</td>
<td>AM425</td>
<td>Pc-Talk</td>
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<td>Info Retrieval services:</td>
<td>Dialog, BRS, Source, Plato, GTE</td>
<td>all</td>
<td>BRS, (have used all)</td>
<td>Dialog</td>
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<td>OCLC, SilverPlatter</td>
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<td>Networks:</td>
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<td>BitNet</td>
<td>no</td>
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<td>LAN:</td>
<td>no</td>
<td>dbase</td>
<td>has a system</td>
<td>no current system</td>
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<td>Doc tracking:</td>
<td>Apple II PFS File</td>
<td>dbase</td>
<td>has a system</td>
<td>some interest</td>
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<td>Mailing lists:</td>
<td>WP library notebook</td>
<td>dbase</td>
<td>OSU mainframe system</td>
<td>dbase</td>
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<td>university mainframe system</td>
<td>has a system</td>
<td>Peachtree System</td>
<td>some interest</td>
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<td>Monthly report:</td>
<td>format problems</td>
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<td>no</td>
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<td>Word Processing:</td>
<td>WP, Word Ventura</td>
<td>WP 4.2 &amp; 5.0</td>
<td>AM-425, WP, Ventura</td>
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<td>Desktop Publishing:</td>
<td>Word Ventura</td>
<td>PageMaker</td>
<td>Ventura</td>
<td>WF</td>
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<td>Digests:</td>
<td>in house, typeset Ventura</td>
<td>in house, typeset PageMaker</td>
<td>university printing typeset</td>
<td>jobbed out typeset</td>
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<td>Major pubs:</td>
<td>both inhouse and jobbed out</td>
<td>both PageMaker typeset</td>
<td>both university printing typeset</td>
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<td>Other ideas:</td>
<td>use of mainframe systems esp for budget</td>
<td>working to align curricular material with objectives and goals</td>
<td>training</td>
<td>improved compatibility, Dialog on CD-ROM</td>
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<td>Internal priorities:</td>
<td>get abstracters working with WP, FAX capability, user services programs</td>
<td>training</td>
<td>keep up with new equip and software</td>
<td></td>
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<td>System priorities:</td>
<td>investigate specialized CD-ROM applications, disseminate CD-ROM info to LEAs, full text see above</td>
<td>software compatibility, modernization</td>
<td></td>
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<td>ACCESS ERIC:</td>
<td>bbs for eric, 800 number, coordinated marketing modernization</td>
<td>bbs for eric, 800 number, coordinated marketing modernization</td>
<td>on-line ADR, online feedback on resume editing, automated document status</td>
<td>computerized acquisitions, thesaurus spell check</td>
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<td>improving user friendliness using newer technologies</td>
<td>improving user friendliness using newer technologies</td>
<td>computer expertise</td>
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<td>Dialog, ABC, little</td>
<td>Dialog, SilverPlatter, CLC</td>
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<td>no</td>
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<td>Info Retrieval services: Dialog</td>
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<td>IBM 5 pc's, non-IBM</td>
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<td>4 pc's</td>
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<td>Other ideas: IBM 5 pc's, non-IBM</td>
<td>IBM 5 pc's, non-IBM</td>
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</table>
August 21, 1988

Ms. Dona Holloway  
DIALOG Information Services, Inc.  
3460 Hillview Avenue  
Palo Alto, California 94304

Dear Dona:

The ERIC Technical Steering Committee recently recommended that all ERIC online and CD-ROM vendors be asked to incorporate a "basic ERIC information" panel in their products that would give address and telephone information about ERIC's major referral points. The rationale for this suggestion is that many users, particularly those working independently via CD-ROM, don't know what the next step is after they've located material of interest to them in the ERIC database.

Central ERIC approved the recommendation and asked the ERIC Facility to forward this kind of basic information to the vendors, encouraging them to use it in the desired way. Each vendor would be completely free, of course, to create their own version of such a "basic ERIC information" panel(s).

In accordance with this recommendation, we are sending you herewith a copy of the panel entitled "The Organizations That Make Up ERIC" from the recently updated Pocket Guide to ERIC. We are also sending you a copy of the most recent edition of ERIC Ready Reference #6, that lists all the ERIC Clearinghouses and Support Contractors, together with brief scope notes for the Clearinghouses. We think some lead-in "help" screens based on this material would serve the users well. Please let us know if you decide to use this material or if there is anything we can do to further facilitate its use.

Sincerely yours,

Ted Brandhorst, Director  
ERIC Processing and Reference Facility

WTB:sep

cc: R. Stonehill (Central ERIC)  
L. Barnett (ERIC Technical Steering Committee)

Enclosures: (1) Pocket Guide to ERIC - Panel on "Organizations That Make Up ERIC"  
(2) ERIC Ready Reference #6 - ERIC Clearinghouses and Support Contractors
August 30, 1989

Ted Brandhorst
ERIC Facility
2440 Research Boulevard
Suite 550
Rockville, MD 20850-3238

Dear Ted,

I have received and reviewed your letter of August 21 requesting incorporation of "basic ERIC information" panels in our ERIC products. Given the way the online system is currently configured, there springs to mind no obvious way in which to incorporate this data into File 1, the online ERIC DIALOG product. When a new ERIC "chapter" (the full file documentation) is prepared, we will be happy to include such information in that, but at this time we have not scheduled such a re-write.

However, if I interpret your request correctly, your most immediate concern is with aiding users of CDROM products. Accordingly, I have forwarded your letter and the enclosed materials to Barry Richman, Director of our CDROM Division, for review and any further action by his organization.

Sincerely,

Dona W. Holloway
Senior Product Analyst
General Information Division

cc: B. Richman
FOR IMMEDIATE RELEASE

DIALOG ANNOUNCES DIALOG ONDISC (tm) MANAGER VERSION 3.0,
ADDITIONAL CDROM DEVELOPMENTS

PALO ALTO, CA, 6 November 1989 -- Dialog Information Services, Inc. has announced significant enhancements to its DIALOG OnDisc Manager CDROM software. The enhancements include several features frequently requested by DIALOG OnDisc customers:

* The ability to save and re-execute searches while in the Easy Menu mode
* The addition of menu mode choices and function keys within the Command Search mode
* Options which allow an administrator to control the user's environment
* The capability to dynamically utilize up to 64K of expanded memory if available

DIALOG OnDisc products are searchable via either an Easy Menu mode or a
Command Search mode, which uses the standard DIALOG online commands. Formerly, searches could be saved only in the command mode. Version 3.2 extends that capability to the Easy Menu mode on disc and further allows CDROM searches that were executed in Command Search mode to be re-executed in menu mode, and vice versa.

This allows searchers to quickly search across CDROMs, a feature especially useful where a single CDROM product encompasses multiple discs. It also enables professional searchers to create extensive, sophisticated searches in the Command Search mode, which can then be re-executed by novice users in the Easy Menu mode. All DIALOG OnDisc searches can now be repeated quickly, with few keystrokes and without extensive training.

The addition of Easy Menu mode choices and function keys to the Command Search mode offers searchers the ease of menu mode with the power and flexibility of command mode in one package. Allowing menu mode choices in command mode provides an easy upgrade path for users who have worked with menu mode and now desire the larger number of options available in command mode, while minimizing the need for instruction.

Installation options allow the CDROM administrator to control the user's environment by selecting a number of alternatives, including, among others:

- Setting the number of lines per page
- Setting page breaks to allow printing to fit more aesthetically on the page
- Setting postings on so searchers can determine how many records and...
how many instances of the desired term are present

* Locking into Easy Menu mode to prevent walk-up users from becoming lost in command mode
* Locking out of online mode to prevent unauthorized online use

In addition, Version 3.0 recognizes and uses up to 64K of expanded computer memory to speed up system searching performance for searchers with more than the required 640K of RAM. This is a fully automatic process and requires no prompting or technical steps on the part of the user.

In related developments, Dialog has announced that DIALOG OnDisc MEDLINE (r) will change from quarterly to monthly updating beginning with the January/February 1990 update, giving MEDLINE searchers faster access to recent developments in the medical and biomedical fields.

Dialog has also announced LAN (Local Area Network) pricing for all DIALOG OnDisc products except NTIS. CDROM products for a LAN may be purchased for groups of two to ten workstations for THOMAS REGISTER, and for as many workstations as desired for all other DIALOG OnDisc products currently available.

It is Dialog policy to offer both multi-user and customer network access to DIALOG OnDisc databases for all products for which we have agreements with database suppliers that enable us to provide this type of access. Dialog will license LAN users for a discounted price above the first DIALOG OnDisc workstation price.
Dialog Information Services, Inc. is an established leader in the online industry. Its DIALOG (r) information retrieval service provides more than 250 databases covering business, scientific, and technical areas. Dialog also offers KNOWLEDGE INDEX (r), a low-cost evening and weekend service for the home computer user; a selection of professional menu-driven services; and a variety of DIALOG OnDisc CDROM products.

For additional details on the technical capabilities of DIALOG OnDisc Manager Version 3.0, on LAN pricing for DIALOG OnDisc products, or on any Dialog or DIALOG OnDisc products and services, contact the Marketing Department at Dialog Information Services, Inc., 3460 Hillview Avenue, Palo Alto, CA 94304, or call 800-3-DIALOG (800-334-2564).

*******

DIALOG and KNOWLEDGE INDEX are Servicemarks of Dialog Information Services, Inc., Registered U.S. Patent & Trademark Office. DIALOG OnDisc is a Trademark of Dialog Information Services, Inc., a Knight-Ridder company.
To: SilverPlatter Subscribers  
Subject: Distribution of Release 1.6

We are sending you the new version of the SilverPlatter Information Retrieval Software, Release 1.6, with supporting documentation. To use it follow the Setup Procedures in the revised Installation Guide. You should install Release 1.6 immediately, since failure to do so will result in problems with our next database updates.

We are sending one package to each shipping address. If you have multiple subscriptions and require additional copies of the software or documentation, we have included a form and envelope to request them. The software can be installed on more than one workstation.

Major Features of Release 1.6

**MeSH Thesaurus**

With SilverPlatter's new online MeSH (Medical Subject Headings) thesaurus, you can find the most precise biomedical term for searching, view the hierarchical MeSH tree structure, and explode a term to obtain records indexed to the term and all its narrower terms. [ESC] T brings up the prompt for thesaurus searching. Online context-sensitive help about the thesaurus, accessed by pressing [F1], is available while you are in the thesaurus.

Thesauri will be available for ClinMED-CD and HealthPLAN-CD in the near future, followed by thesauri for other products such as Nursing & Allied Health (CINAHL-CD), ERIC, and PsycLIT.

**DOWNLOAD Command**

The TRANSFER command has been changed to DOWNLOAD. Access it by pressing [ESC] D, or by selecting DOWNLOAD from the Command line at the bottom of the screen. The default file name for downloaded records has been changed from TRANSFER.DOC to DOWNLOAD.DOC. Pressing [ESC] T now brings up the Thesaurus prompt. If you are using a database that does not have a thesaurus, pressing [ESC] T brings up a message explaining that the thesaurus is not available.

**Setup**

Since all of the SilverPlatter software no longer fits on a single 360Kb diskette, floppy diskette installation results in two diskettes, a boot diskette and a software diskette. The software will run on single and dual drive workstations. Revised setup procedures are included in the revised Installation Guide.

**Tutorials**

If you are a MEDLINE subscriber, a new floppy diskette-based tutorial is being shipped with this release. As we announced last spring, floppy diskette-based tutorials for other databases (PsycLIT, ERIC, sociofile, and POPLINE) are being readied for release in 1990 and CD-ROM-based tutorials will gradually be phased out over the next nine months.

**Supporting Documentation**

The enclosed documentation package reflects the changes listed above. Replacement pages for Getting Started document the new DOWNLOAD command and changes to the Search History screen. Chapters 4 and 9 for the Installation Guide have been revised to reflect changes to Setup and for quicker access to information. The System Quick Reference Guide documents the new DOWNLOAD command. MEDLINE subscribers will receive an appendix describing the MeSH thesaurus, to be placed at the end of your MEDLINE chapter.

The release has undergone intensive quality assurance testing at SilverPlatter as well as extensive field testing at several libraries. Should you have any problems during installation or while searching with Release 1.6, please do not hesitate to contact our Customer Support Staff at 1-800-343-0064 (United States), 617-239-0306 (Massachusetts), 0-800-282-133 (United Kingdom), 01-30-81-0898 (West Germany), or 01-995-8242 (Europe).

Sincerely,

Product Development and Support

SilverPlatter Information, Inc.

OY

EIR
SilverPlatter Hires Social Sciences Product Manager

Susan Marleski Bergman has joined the staff of SilverPlatter Information, Inc. as Product Manager, Social Sciences. In this capacity, Ms. Bergman will direct the marketing development, and acquisition of SilverPlatter Products in the field of social science, including PsycLIT, ERIC, sociofile, GPO on SilverPlatter, and NTIS.

Located in the Washington, D.C. area, she will start up a Washington office with responsibility for marketing SilverPlatter Products to the Federal government. She will also maintain contracts with local Information Providers.

Before joining SilverPlatter, Ms. Bergman was Director of Database Services for PsycINFO, the American Psychological Association, where she managed the staff and activities related to marketing and developing PsycINFO's electronic and print products. She also held the position of Manager of User Services at PsycINFO and previously worked as a medical librarian.

Ms. Bergman has been active in various industry organizations, most currently as a member of the NFAIS Board of Directors.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
1-800-343-0064
617-239-0306 (worldwide)
617-235-1715 (FAX)
FOR IMMEDIATE RELEASE
November 8, 1989

Contact: Beverly McDonald
MCI: Alexander Communications
voice: 404/876-4482
fax: 404/876-4516

Or: Laura Muller
Product Manager
CBIS, Inc.
voice: 404/446-1332
fax: 404/446-9164

Or: Elizabeth Morley
SilverPlatter Information, Inc.
voice: 617/239-0306
fax: 617/235-1715

CBIS' CD Connection and CD Server Now Shipping As Components
Of SilverPlatter Information's MultiPlatter CD-ROM Network

CBIS' Products Help Provide 'Total Networking Solution' For CD-ROM Users

NORCROSS, Georgia -- CBIS, Inc. announced today that its CD Connection™ and CD Server™ are being shipped as components of SilverPlatter Information, Inc.'s MultiPlatter™ CD-ROM Network. With the MultiPlatter Network, connected PCs can access any CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

The bundled MultiPlatter Network, including CD Connection and CD Server, is currently installed at several MultiPlatter sites. SilverPlatter is now accepting orders for MultiPlatter installations.

CD-ROMs serve as a medium for distributing vast quantities of information, such as very large databases. A CD-ROM 4.72-inch disc, for example, holds about 550 megabytes of read-only data, which is the equivalent of about 150,000 pages of text. The legal, medical, government, educational, financial, literary and airline industries are among those utilizing CD-ROMs to manage and develop libraries of information without having to maintain the shelves of files and books.

- more -
traditionally used for storing large amounts of data.

CBIS' CD Connection and CD Server provide the MultiPlatter CD-ROM network with the software and hardware needed to access CD-ROM collections. The products replace those previously used by MultiPlatter.

"As a developer of local area network systems, CBIS has a thorough understanding of SilverPlatter's need for a viable CD-ROM network," said Chris Pooley, SilverPlatter's director of special projects. "They are willing to work with us to expand their networking technology to create a superior CD-ROM delivery system. Bundled with MultiPlatter's existing software and backed by SilverPlatter's complete support services, the CD Connection software and CD Server hardware provide the total solution to CD-ROM networking."

CBIS' CD Connection is a software program that allows CD-ROM users to access multiple CD-ROM drives simultaneously over a local area network (LAN). CD Connection runs on top of a network and provides networking capabilities to CD-ROM drives. CD Connection, in conjunction with CD Server, can manage up to 21 CD-ROM drives per server and up to 240 servers per network.

"CD Connection doesn't have the memory constraints of other network management software programs," explained Pooley. "Unlike its competitors, CD Connection doesn't require MSCDEX extensions on each PC workstation -- it requires only 22.5K of RAM per workstation, regardless of the number of CD-ROM drives on the network. Only 2K of main memory is required when the CD Connection software is moved into the extended memory area."

Other CD-ROM networking management software that requires MSCDEX on each workstation uses up approximately 28K of memory which is increased incrementally by 8K per workstation each time another CD-ROM drive is added to the network. In order to manage a network with 14 CD-ROM drives, for example, some competitive network systems would require as much as 132K of RAM per workstation.

CBIS' CD Server provides MultiPlatter with the hardware necessary for users to access
CD-ROM discs on the network. A complete 'plug-and-play' subsystem, CD Server includes an 80286- or 80386-based microprocessor tower server; up to four megabytes of main memory; a CD-ROM drive; a CD-ROM SCSI host adapter; a 1.2 megabyte floppy disk drive; a monochrome video card; a keyboard; and DOS Version 3.3 with MSCDEX. CD Server’s tower server has slots for up to six additional CD-ROM drives, and an expansion unit allows it to handle up to 14 more, so that a single subsystem can support up to 21 CD-ROM drives.

In addition to their CD-ROM serving capabilities, CD Connection and CD Server incorporate a unique disk-caching system to counter the slower disc access speeds of CD-ROM drives, allowing it to deliver data from a shared CD to network users at more than 400 kilobytes of data per second. This means that multiple users can share a single drive without any noticeable degradation in performance.

CBIS is currently working with SilverPlatter to provide an upgrade solution for MultiPlatter’s existing customer base, so that present installations can take advantage of CD Connection and CD Server software without having to replace previously-used hardware. All existing installations of MultiPlatter will be upgraded to CD Connection and CD Server.

MultiPlatter also includes its own software that allows users to build menus and maintain usage statistics. MultiPlatter’s complete bundled package, including network and supporting software, on-site installation, training and upgrades for a 7 CD-ROM drive, 286-tower for 4 workstations, will be available for $19,980.

In addition to the MultiPlatter network, CBIS’ CD Connection also operates with Network-OS, CBIS’ own network, as well as Novell Netware (IPX and NetBIOS) and most other fully NetBIOS-compatible LANs. CD Connection is available for Novell Netware for as little as $695 for one to seven users, and for generic NetBIOS versions, prices begin at $695 for one to seven users.

The company’s CD Server is priced at $5,300 for the basic 80286 system, while a 80386 system is priced at $6,900.
Founded in 1978, CBIS is the privately-held developer of Network-OS, Info-Link, OutBound Plus, Network-OS Bridging, InBound Remote and other network hardware and software options for IBM compatible microcomputers. The company also specializes in preparing custom LAN solutions for value added resellers and original equipment manufacturing needs. For more information, contact CBIS Inc., 5875 Peachtree Industrial Boulevard, Building 100/170, Norcross, GA 30092; or call 404/446-1332 (voice) or 404/446-9164 (fax).

SilverPlatter Information, Inc., founded in 1983, is a group of companies devoted to developing CD-ROM products and providing optical publishing services. The largest publisher of databases on compact discs in the United States, SilverPlatter also has offices in Great Britain and a worldwide network of distributors and agents. For more information, contact SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181; or call 617/239-0306 (voice) or 617/235-1715 (fax).

CD Connection, CD Server, Network-OS, Info-Link, OutBound Plus, Network-OS Bridging and InBound Remote are trademarks of CBIS, Inc.
SilverPlatter is a registered trademark and MultiPlatter is a trademark of SilverPlatter Information, Inc.
Other product and company names are trademarks or registered trademarks of their respective companies.
November 28, 1989

MR TED BRANDHORST  
DIRECTOR  
ERIC FACILITY  
2440 RESEARCH BLVD  
SUITE 550  
ROCKVILLE MD 20850

Dear Mr. Brandhorst:

As per our telephone conversation of this afternoon, we currently have a collection of ERIC microfiche dating from 1970 until June 1979 which is relatively complete. There are a total of approximately 49,000 microfiche in eight filing cabinets with accompanying paperbound indexes.

As we were planning to discard these microfiche, we were hoping to be able to sell as much of this collection as possible to any library needing supplementary ERIC microfiche. We ask that interested libraries also arrange for shipping. The filing cabinets may also be purchased along with the microfiche.

I understood you to say that we have a total value of approximately $10,000.

In the next few months, we hope to be able to sell our entire ERIC microfiche collection.

Any help you could give us in promulgating this information to interested buyers would be greatly appreciated.

Should you need additional information, please feel free to contact me!

Sincerely,

Alex Pittman, M.A., M.L.S.  
Library Director  
Wright State University - Lake Campus  
7600 State Route 703  
Celina, OH 45822  
(419) 586-2365, ext. 233

gb:2288

c Dr. Krischak  
Mr. Wetter
2 Acquisitions

Solicitations for Documents:______

The number of solicitations requesting documents for processing during the reporting period (within Clearinghouse scope area) from any source (including the Facility and Central ERIC).

New Acquisition Arrangements:______

The number of new acquisition arrangements established during the reporting period (includes Facility notification). Blanket release is not required.

Documents Received / Solicited:______

The number of documents received by the Clearinghouse during the reporting period as a result of (1) an acquisition arrangement, or (2) written or verbal contact (requiring staff time) with an author, publisher, association, etc. (includes documents requested from the Facility).

Documents Received / Unsolicited:______

The number of documents received during the reporting period that were not solicited (required no staff time) but received at the Clearinghouse. This number does not include documents received from the Facility, as those documents are "Transferred In".

Documents Received / Transferred In:______

The number of documents received during the reporting period from the Facility, Central ERIC, or other ERIC Clearinghouses unsolicited.

Total Documents Received:______

The sum total of all documents received for the reporting period. [Documents Received / Solicited + Documents Received / Unsolicited + Documents / Transferred In = Total Documents Received]

Documents Rejected:______

The number of documents rejected for the reporting period because of poor reproducibility, lack of content, prior submission by different Clearinghouse, etc. Includes all documents submitted for potential inclusion whether suitable for ERIC or not. Newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis are not included.
2 Acquisitions Continued

Documents Transferred Out:__________

The number of documents transferred out during the reporting period because the documents were in another Clearinghouse's scope area.

Total Available for Processing:__________

The number of documents available for processing after selection at the close of the reporting period. \[\text{Total Documents Received} - (\text{Documents Rejected} + \text{Documents Transferred Out}) = \text{Total Documents Available for Processing}\]

Rejection Rate:__________

The percentage of documents rejected for the reporting period. \[\frac{\text{Documents Rejected}}{\text{Total Documents Received} - \text{Documents Transferred Out}} = \text{Rejection Rate}\]
ERIC DIRECTORS MEETING
(October 27-28, 1989)

ERIC FACILITY REPORT

1. **Physical Location** (Move to Rockville; Accessibility)

2. **Contract** (T&M Contract; December 16 - December 15)
   Three modifications very recently:
   - Lexicographic Assistance (Anita Colby for 5 weeks, helping on 12th edition of Thesaurus; Identifier help for 2 months)
   - RIE Schedule Recovery (By end of 1989)
   - Four Tasks: ERIC Digests Online File, Additional Documents for RIE, CH/ED # Cross Ref List, RIE Complimentary Distribution List

3. **Publications/Brochures/Products**
   - Pocket Guide to ERIC (revised and reprinted)
   - Submitting Documents to ERIC (revised and in process of being reprinted)
   - Bibliography of Publications About ERIC, 1985-1988 (updated and printed)

4. **ACCESS-ERIC Related Matters**
   - ERIC Conference Calendar (1989) raw data to ACCESS ERIC in May.
   - Interchange mailing list to ACCESS ERIC in May.
   - Directory of ERIC Information Service Providers (tape of previous directory and raw input to ACCESS ERIC in June)
   - Fourteen (14) boxes of ERIC products to ACCESS EdIC in June.

5. **ERIC Processing Manual** (EPM Revision (Started in March))
   (18 month project; in data gathering phase; different chapter highlighted every two months; be sure to put in all your major concerns and pet peeves; ERIC Clearinghouse Scope of Interest Guide is Appendix A)
ERIC DIRECTORS MEETING
(October 27-28, 1989)
Page Two

6. **ERIC Digests Full Text Online**
   - Tapes sent to DIALOG and GTE. (318 Digests).
   - DIALOG has mounted the file. Available via "Format 9".
   - Now need to pick up all Digests published since cut-off of old PS file (August 1988).
   - Instructions and lists will be sent out shortly (Instruction handout available now).

7. **RIE and RIE Schedule**
   - Schedule Recovery project on track. RIE August 1989 printed; also semiannual indexes for last half of 1988 and first half of 1989 have appeared.
   - Document quality (application of selection criteria), staying within scope of interest, and document preparation for filming all need to be improved. Too many problems are appearing in all three areas.

8. **Miscellaneous**
   - Project to upgrade amount of and quality of microcomputer equipment at the Facility is now completed. We have a total of 7 PC's, 8 printers, two CD-ROM drives, and a wide variety of new software.
   - Reference Inquiry Referral Guide
     
     With the advent of ACCESS ERIC, it becomes particularly important to get straight on who is answering what, on where and when referrals are made, etc. The "Reference Inquiry Referral Guide" is a preliminary attempt to introduce a system-wide consistency of approach into the reference and user series area.
   - Royalties for Use of the ERIC Database
     
     Documentation was sent to CERIC supporting the concept of royalties from vendors of the ERIC database and citing precedents within the Department of Justice. This data is under study by the Department of Education Contracts Office.
EDRS PRESENTATION AT THE ERIC DIRECTORS MEETING

October 27, 1989

I. STATISTICAL OVERVIEW (CHARTS ATTACHED) 1985 - 1989

a. ERIC Standing Order Subscribers
b. ERIC Average Monthly Gross Sales
c. ERIC Average Monthly Demand Sales
d. ERIC Average Monthly Back Collection Sales

II. EDRS MARKETING INNOVATIONS

a. ERICPHONE 1-800-227-ERIC

   September Summary By State Attached
   1,054 calls received
   37 actual hours used
   2:05.8 average minutes per call
   35 Average calls per day
   49 Average calls per weekday

b. CREDIT CARD PURCHASES

   Use of MasterCard and Visa for the purchase of ERIC documents. Sales have increased by 21% as compared to 1988.
c. ERICHEK

On-line electronic search and demand ordering system being upgraded to respond more quickly in fulfilling demand orders of all types.

d. ERIC Special Products

ERIC Microfiche Indexes
ERIC Starter Kit
ERIC of the 80's
ERIC Education Database full text - with CD-ROM

e. ERIC ADVISER

f. ERICFAX

Receive approximately 5 demand orders per week via ERICFAX.
Fax documents to demand order customers.
About 2 a month.

g. ERIC AFTER HOURS

Direct on line ordering service - between the hours of 5 P.M. and 8:30 A.M. Monday through Friday and 5 P.M. through 8:30 A.M. Friday through Monday morning (Eastern Time).
h. ON-LINE RETRIEVAL

Addition of

BRS. Has had no impact.

OCLC. 64 orders received during the month of September

III. FUTURE

a. ACCESS ERIC INTERFACE

b. EDRS MARKETING BROCHURE of microfilm supplies and equipment available from EDRS at discount prices (file cabinets, viewers, out signals etc.)
AVERAGE MONTHLY GROSS SALES
IN THOUSANDS OF $


$133 $146 $152 $160 $163
ERIC AVERAGE MONTHLY DEMAND SALES
IN THOUSANDS OF $
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COMPUTER MICROFILM CORPORATION

Announces

EDUCATION DATABASE
FULL TEXT - WITH CD-ROM INDEX

The Educational Resources Information Center (ERIC), is the world's largest database of education literature. The ERIC monthly journal, Resources in Education (RIE), announces technical and research reports, conference papers, government documents, and other materials acquired by the ERIC system. It includes over 300,000 documents.

Computer Microfilm Corporation (CMC) is making available a package which will integrate ERIC Indexes on CD-ROM with full-text of ERIC documents on microfiche.

Let your computer do the searching with our CD-ROM package. You can search by Author, Title, Subject, etc. When your search is completed, the microfiche collection provides you with full-text of the RIE documents.

Package Price of $13,975 Includes:

- ERIC Resources in Education Microfiche Collection 1983 - 1989 (Including An Estimated 89,000 Titles)

- CD-ROM Index to the ERIC database 1983 - 1989 (Does not include drive)

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Librarians Look to New Systems and Sources

By Michael Keating
Research Manager

Managing Change was the theme of this year's Special Libraries Association (SLA) conference, held in New York City. The 1500 education librarians who attended the show learned how to manage, or at least cope with, some of the changes taking place in their field and facilities.

One change is that, more than ever, libraries are becoming cramped for space. Meeting sessions showed how to fit bulging collections into limited space. Vendors like Spacesaver, Aurora, Gaylord, and others demonstrated how their shelving conserved space in university law libraries and in other locations. The importance of weeding as a space-saving solution was highlighted. Two schools in North Carolina that incorporated weeding into their total automation program were applauded at one session.

Media centers are automating their circulation and cataloging operations at a fast pace. Software and supply firms like Folllett, Demco, Bibliotech, and NOTIS demonstrated their systems in media centers and academic libraries. More than 80 percent of NOTIS' 124 installations are now in academic and research libraries.

Education librarians see journal and magazine subscription prices skyrocketing. A university librarian from Indiana spoke of the horror of paying $3000 for an annual subscription to a respected international scientific journal. Representatives from Faxon, EBSCO, and other subscription services showed how librarians can cope. Related conference sessions helped librarians choose the best books for their reference collections.

Librarians are actively involved in collective-bargaining units on their campuses. At the conference, the American Association of University Professors expressed its interest in representing academic librarians and library science educators.

One group of conference speakers concluded that students are becoming more information-literate. The speakers—administrators and librarians in leading university MBA programs—pointed out that students now must "make their PC's sing," and must skillfully tap into computer databanks. Mead Data with its Nexis, Dialog, Newsnet, and Disclosure were a few of the show exhibitors displaying computerized information services. Some of these exhibitors offer special discounts to school and college libraries.

Statistics for educators
ERIC (the Educational Resources Information Center) and machine-readable data files were the subject of much discussion at this year's SLA. Specifically, librarians learned about education statistics available on machine-readable datatapes. Many of these tapes are indexed and abstracted on ERIC's Resources in Education journal. Kinds of information administrators and librarians can tap into on machine-readable data files include: academic achievement surveys, enrollment trends, campus crime totals, and statistics on comparable schools and universities.

"A lot of data is collected in education surveys, but only a limited amount is published," pointed out Charles Missar, an
information consultant who spoke at the conference. Missar, who has worked with ERIC and the National Institute of Education Research Library since 1966, pointed out that educators can make detailed analyses of education trends using unpublished information on datatapes. Researchers can also spin off parts or subsets of the data onto separate disks.

At the University of Florida-Gainesville, the academic affairs department and graduate students most often use the school’s 1900 machine-readable data files. According to Suzanne Brown, head of the University’s education library, administrators track enrollment trends, faculty salaries, and statistics on comparable institutions with the files. Tapes are cataloged on the University of Florida’s online system, as well as in a statewide network.

Marydee Ojala, a Kansas information consultant and former academic librarian noted, “Anyone doing any sort of longitudinal study on school population trends and related subjects would find these machine-readable data files very valuable.” What’s needed, says Ojala, is a user-friendly interface. Librarians should also work to get this numeric information out of the mainframe environment and onto a PC, said Ojala.

At the University of Georgia libraries, use of machine-readable data files should continue to grow, predicts Deanna Roberts, head of education resources. Academics at the University who need statistics from the files usually contact the library’s reference department with its 12 staffers skilled in obtaining information from ERIC and other files. The University’s data services department also assists educators who need statistics from machine-readable data files.

Availabilities
To find the kinds of reports and statistics available on machine-readable files, see copies of ERIC’s Resources in Education. The journal is available in many college libraries and online through the ERIC database. Resources in Education began abstracting machine-readable data files in early 1988.

It’s possible to check for information availability on the home campus or school computer center as well as nearby college education departments.

Two other sources are ERIC’s headquarters in the U.S. Department of Education at 202/357-6088 or the ERIC reference facility at 301/656-9723.

To learn more, or to join the Education Division of SLA, call 202/234-7000. There are over 200 librarians and administrators in SLA’s Education Division. The 1990 conference will be held in Pittsburgh, June 9 through 14.
ERIC’s Resources in Education (RIE): A Rich Reservoir of Recent and Retrospective Education Literature

by Jane Henson
Assistant Director, ERIC/ChESS

Located in a large area of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) are eighteen filing cabinets that hold microfiche copies of the important documents in education during the past twenty-three years — research reports, conference proceedings and papers, curriculum guides, evaluation studies, teaching units and lesson plans. These "fiche" comprise the document literature of the ERIC database.

The Educational Resources Information Center (ERIC) began to build its database in 1966 as an attempt to capture and convey the report literature of the post-Sputnik educational reform movement and to make it available to the educational research community. The database has grown over the years to include more than 650,000 records provided by more than 31,000 organizations and individuals. The database contains two different types of records: (1) those annotating the journal literature in education and (2) those abstracting the document literature, e.g., research reports, conference papers, policy papers, curriculum guides, lesson plans, and instructional units.

Annotations of the journal portion of the database are published monthly in Current Index to Journals in Education (CIJE). CIJE was featured in the Fall 1988 issue of Keeping Up.

How Can Educators Find RIE Materials?

Abstract records of recent document literature are published in a monthly volume, Resources in Education (RIE). The abstract record that describes an RIE document includes the author's name, the title of the item, a source of availability, publication date, terms (words) describing the document, and a single paragraph description of the contents of the item. In addition, each RIE volume provides access to the document abstract through various indices, which address the subject, author, institution, and publication type.

The Resources in Education monthly publication is just one of three means to locate document literature in the ERIC database. A second option is searching the database, using the latest information storage and retrieval methods of online computer database vendors. Among the largest companies offering such services are DIALOG, Bibliographic Retrieval Service (BRS), and System Development Corporation's (SDC) Orbit. Through the use of a computer, software, and telephone modem, teachers, students, school administrators, policy makers, and parents can browse the ERIC database. A third mechanism for searching the database is to use a compact disk read-only-memory (CD-ROM) and a reader attached to a personal computer. The same kind of CD disk that is used to play a favorite symphony can be used to store thousands of pages of printed material. The three major sources of ERIC CD-ROM disks are DIALOG, SilverPlatter, and Online Computer Library Center (OCLC).

Each of these tools — Resources in Education, the online database services, and the CD-ROM disks — are available in libraries throughout the world. The Lenin State Library in Moscow, for example, has a subscription to Resources in Education.

Where Can Educators Obtain RIE Documents?

After searching the ERIC database and selecting relevant RIE abstracts, educators may view the complete documents using the microfiche collection located at any of more than 890 public-access sites worldwide, usually a university or public library. If, after viewing the document, a person wants to obtain a paper copy of the item, he or she can order it from the ERIC Document Reproduction Service (EDRS) located in Alexandria, Virginia. If an author does not permit ERIC to provide a paper copy of the document through EDRS, the document can be obtained directly from the author or producing organization. Information for obtaining a document from the original source is available in the RIE abstract record.

How Do Educators Use RIE Documents?

Teachers use RIE documents to provide additional lesson plans or activities for special teaching units. RIE documents help the local curriculum committees develop high-quality curricula that comply with revised state guidelines. Researchers use RIE documents to substantiate the need for pursuing a research question or to lend support to a hypothesis. Administrators use RIE documents to review policies from school systems across the nation and incorporate the information in a new local policy. Parents, a child's first educators, employ the database to find RIE documents that explain how computers are used in elementary social studies programs. Policy makers need RIE documents to survey recent literature before revising existing policy or issuing new directives.

How Does ERIC/ChESS Contribute to RIE?

Since 1986 ERIC/ChESS has contributed more than 2,600 documents to the database. Those documents were selected from among the 8,000 documents received by the Clearinghouse. The ERIC selection criteria help the staff continue to provide the educational community with the (continued on page 2)
ERI: Document Depository Rich in Resources

(continued from page 1)

best documents available. Examples of the many discipline areas that ERIC/ChESS covers are history, geography, economics, civics, sociology, psychology, political science, anthropology, art, and music. Ex- samples of topics in the domain of the Clearinghouse are equity, law-related education, bias and discrimination, and aging.

Documents useful to the education practitioner are of special interest to ERIC/ChESS. Lesson plans, student activities, study units, annotated bibliographies on selected topics, and curriculum guides are all examples of practitioner documents.

How Can Educators Become ERI Contributors to the ERI Database?

Members of the education community can become contributors to the ERIC database by sending copies of their best work to the Clearinghouse: research papers, practitioner documents, conference papers, policy papers, annotated bibliographies, state department of education materials, reports of professional associations and organizations, and materials developed by local schools. ERIC/ChESS requests that contributors provide two copies of the document in a standard format on white or light colored paper and that the document be printed by a high quality typewriter and ribbon, or a letter-quality or laser printer, or be professionally typeset. Illustrations, charts, or graphs must not be taken from copyrighted material without obtaining prior clearance, and quoted sources must be cited adequately.

The ERIC database can continue to serve as the repository of the best educational literature available only if it receives from the education community quality documents that can be abstracted in ERI. ERIC is supported through tax dollars; so in a very real sense everyone has a stake in the database. The nation's educators need to share their ideas with the education community through the ERIC database. Send ERIC/ChESS the best ideas today; access the ERI abstracts tomorrow and locate the best efforts of others; and use those materials to prepare outstanding works in the future for ERIC and the education community.

Exemplary ERI Documents from the ERIC Database.

These ERI documents are cited in the ERIC database and available in paper and/or microfiche from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia 22304-6409. The items typify the quality materials that are found in the ERIC database.


Jane Henson is the Assistant Director of the ERIC Clearinghouse for Social Studies/Social Science Education. She is currently serving as Chair of the ERIC Technical Steering Committee.
ERIC is a valuable resource, but not the universal panacea for all researchers and practitioners.

ERIC

Sphinx or Golden Griffin?

MANUEL D. LOPEZ
State University of New York at Buffalo

You may not be aware that your colleagues and peers are "working smarter" by using ERIC in a variety of ways and for diverse purposes: On a personal level, they upgrade skills, learn new techniques, and enhance their professional development while remaining cognizant of current issues and changes in outlooks and emphases. On a professional level, ERIC is used to review and identify organizational priorities, develop comparative techniques to benefit from the solution of problems by others, and make the user aware of such problems before the damage is done; determine regional and national trends; and assist in research decisions and in the writing of grants applications. ERIC has been serving elementary and secondary school teachers, librarians, school board members, college students, educational administrators at every level, teacher union officials, and officers and members of the PTA and other educational organizations, as well as individuals in a wide variety of professions and academic disciplines for nearly 25 years. Consequently, the ignorance and confusion about ERIC—its scope, purposes, and functions—are difficult to understand. Yet Tauber (1985b: 213) summarizes the situation, "Surveys of classroom teachers and students training to be teachers reveal that one of the best international databases available, Educational Resources Information Center (ERIC), is too often overlooked as a source of information."

HISTORY

While detailed histories and summarizing discussions exist (Brandhorst, 1986a; Burchinal, 1983; Hoover and Brandhorst, 1982; Trester, 1979), it is useful to review the development of ERIC. In 1966, the Educational Research Information Center was created to "capture" and provide bibliographic control and access to the research and project reports funded by the Office of Education. In 1967 the word "Research" in the title was changed to "Resources," reflecting a shift to a wider scope—curricula, instruction guides, conference proceedings, dissertations, syllabi, tests, questionnaires, and various types of studies, as well as the other fugitive literature created by educators for the use of educators in an educational context—and an expanded audience: all those who participate in the educational process. Unfortunately, as Burchinal (1983: 57) points out, "ERIC has never completely overcome the impression that it only serves the research community, despite the Fry and King usage data"; this in spite of the fact that while research documents constitute the largest single category, they are numerically a minority. Consistent with its mandate to disseminate as widely as possible and at the lowest possible cost, ERIC has produced abstracting journals, online access, specialized bibliographies, and information/analysis publications (Brandhorst, 1986a). One of its best known products is the Current Index to Journals in Education (CIJE). Started in 1969, it covered 211 journals and cited 1,118 articles. By 1971 CIJE cited about the same number of articles as documents abstracted in Resources in Education (RIE), but since 1972 CIJE has surpassed the number of RIE documents indexed and is likely to remain the foremost service/product of the ERIC system, now indexing some 780 journals.
ORGANIZATION

Like the elephant examined by five blind men, the distortions and misconceptions concerning ERIC's organization and functions are, in part, a result of its unusual composition and the general lack of an overall perspective on the part of commentators. Briefly, ERIC is a "colony" of governmental and nongovernmental components that include both profit and nonprofit organizations. Central or Federal ERIC functions as an editorial and a computing facility with responsibility for policy formation, administration, management, and funding activities, as well as overseeing the operations of the Clearinghouses and the support contractors.

The Clearinghouses, now 16, are contracted out to academic institutions, educational organizations, or professional associations that have a particular interest or expertise in a discipline. Their responsibilities are to solicit and identify materials from as many sources as possible; to acquire, evaluate, catalog, index, and abstract such educational and related documents. They also index and abstract those periodicals and serial publications within their contracted sphere of interest. The Clearinghouses can be categorized into three groups: those concerned with a level of education (e.g., higher education), a discipline (e.g., social studies, reading), or problem orientation (e.g., urban education, the handicapped and gifted). The Clearinghouses not only seek material from specific communities but also generate newsletters, bibliographies, literature reviews, interpretations and summaries of research, state-of-the-art reports, and so on to return to the educational community at large the results of their efforts. Exhibits, demonstrations, columns and articles in professional journals, and contacts with the relevant professional organizations are part of their continuous public relations and educational programs.

As one of the first generation of the major databases, "Studies have shown that ERIC is the fourth most used bibliographic database in the U.S. ranking behind LEWIS (Legal Data), CAS (Chemical Data), and MEDLINE (Medical Data)" (Brandhorst and Eustace, 1986: ii). Connolly (1982) describes the information needs of teachers, students, and administrators in rural areas and how they are met by ERIC, illustrating the theory in successful practice. Some statistics may provide another perspective concerning ERIC usage. Annually, there are 2.7 million uses of ERIC, with more than 30 million bibliographic records provided to clients (Heinmiller, 1981: 6-9). Database service was available at over 700 locations while Clearinghouses and Central ERIC responded to over 100,000 telephone and written inquiries (Brandhorst, 1986). It has been estimated that some 250,000 computer searches are made of the ERIC database annually (Office of Educational Research and Improvement, 1988a). ERIC itself is available at 3,269 different locations in the United States, and some 780 organizations have complete ERIC microfiche collections with current subscriptions to EDRS. There are also 90 foreign subscribers. In all, 20% of the 4,000 subscribers to RIE are foreign institutions and individuals, while there are 2,000 subscribers to CIJE (Burchinal, 1983). The ERIC Fact Sheet (Office of Educational Research and Improvement, 1988a) also provides additional and impressive figures which indicate that ERIC is an unqualified success, though the reality of the situation seems to be otherwise. ERIC attempts "to serve all levels of users including the researchers in the laboratory, the administrator in the office, and the teacher in the classroom," (Hoover and Brandhorst, 1982: 8), but Tauber (1985b: 218) points out, "ERIC can turn the problem of too little information available to make a decision into one of too much information being available." Mecagni (1984) concurs, "But ERIC's strength (comprehensiveness) is also its weakness (overwhelming). Finding information in ERIC has become an art form practiced by university libraries and librarians. As a result most teachers do not use ERIC."
CRITICISMS

Even after 25 years of service and public education efforts, ERIC suffers from problems of perception. Recently, a 13-member panel of college and school administrators, appointed by Chester E. Finn, Jr., the Department of Education's Assistant Secretary for Educational Research and Improvement, criticized ERIC for being a "closed club" (Chronicle of Higher Education, 1986: 18), used primarily by scholars; the technical reports, research papers, and speeches not being of interest to the general public. The panel complained that most of the information was stored in computers, and therefore difficult for most people to use, and the computers were in libraries not used by a wide range of people. These administrators advocated that the ERIC system should include government reports, journal articles, and published studies that would interest parents, journalists, and state and local policymakers, and that such information should be made available in a wide range of formats and methods of distribution. This panel observed, "ERIC is more like a well stocked warehouse of exotic garments than a mass retailer to the millions who need and want the educational equivalents of shirts and socks as well as an occasional feather boa." Such statements revive memories of the comments made by the Department of Education's Publications and Audio Visual Council and the Publications Review Board, (U.S. Congress, 1986: 30), "The testimony of the PAVAC chair and PRB chair indicated that they were not knowledgeable about availability of ERIC, and were making decisions about dissemination in ERIC on the basis of inaccurate information and assumptions."

TIME LAG

Educational historians lament the lack of retrospective acquisitions in ERIC. True, the bibliographic references in the items available since 1966 provide citations to materials published before ERIC began, but many of them are difficult to obtain, and there is a vast body of information that cannot be manipulated, searched, or obtained using ERIC products and services. Not infrequently, the neophyte researcher limits his literature search to ERIC and, as a consequence, conclusions are based upon hypotheses distorted because only part of the data are available, that is, an educational practice that is standard and conventional in the 1970s may have been innovative and daring in the 1950s.

Another "time" complaint is the amount of time required for documents to appear in RIE. Jung and Kirst (1986: 81-82) comment on their ERIC search, "The limitations of this search stem largely from the extended lag time between the findings of empirical investigations in this area [Federal government role in education] and the reporting of findings from these studies in the professional publications." In response to an inquiry concerning the time necessary to process ERIC documents, Ted Brandhorst, Director of the ERIC Processing and Reference Facility, explains that different Clearinghouses perform their functions of acquisitions, evaluation, cataloging, indexing, and obtaining permission from the author to reproduce at different rates. "In summary, the absolute best a document could do from acquisition to announcement would be 2 months. Average time is probably more like 3-4 months. Different documents (e.g., ones where you can't find the author) could take even longer." (Brandhorst, 1988, personal communication). He also explains that while journals don't require the same processing steps, "the processing time is dependent primarily in getting the journal from the publisher." It should be noted here that ERIC receives, by formal agreement with organizations, only about half of its documents. Individuals, associations, and so on submit the remainder and are not under any time constraints as to when they do so.
CLEARINGHOUSES

Within the ERIC configuration, the Clearinghouses have a pivotal role involving the creditability of the total system as well as its particular audience. Recently, the National Council of Teachers of English, which operated the Clearinghouse on Reading and Communication Skills since 1972, lost its contract but leveled charges against Finn and had complaints concerning the contract competition (Chronicle of Higher Education, 1988b: A28). External criticism came from the National Center for Fair and Open Testing, which charged that the Educational Testing Service, operator of the Clearinghouse on Tests, Measurements and Evaluation, had a conflict of interest and was using the Clearinghouse to further its own objectives (Phi Delta Kappan, 1986: 255-256). ETS lost its contract, which was awarded to the American Institute of Research (Chronicle of Higher Education, 1988a: A18).

ACQUISITION POLICY

While such matters seldom interest the individual teacher, student, or researcher, they are often involved in the continuous and ongoing controversy concerning the acquisitions and quality of ERIC documents. ERIC’s national network of formal agreements and contracts attempts to obtain “copies of all significant educational documents in the U.S.” (Hoover and Brandhorst, 1982: 9). Unsolicited submissions (Heinemiller, 1982: 6; Barnett, 1983: 110) account for the rest. These methods are condemned by ERIC critics as an indication of poor quality and are justified by ERIC supporters with the argument that a high standard of selection requires an extensive collection program (Tauber, 1985a). While not every item is accepted, a number of issues contribute to the dissatisfactions, such as inadequate quality controls “resulting in the appearance of an unacceptably high proportion of trivia or ephemeral items” (Hounsell et al., 1977: 2). Tabulated data for 1977 through 1979 indicate that nearly 35,000 items were acquired annually, the Clearinghouses accepting about 16,000 or 46% per year (Burchinal, 1983: 52). Paisley (1980: 3) makes the point, “The fact that the ERIC database was unrefereed offended documentalists, but criteria of scientific merit are hard to apply to typical ERIC documents such as state curriculum guides and locally developed teaching materials. A field oriented database has not only ‘something for everybody’ but also ‘something from everybody’.”

A survey of the internal Clearinghouse mechanisms (Tauber, 1985a; Sellen and Tauber, 1984) examined the acceptance rate, the criteria, and the evaluators’ qualifications. Ranging between 30% and 85%, the average acceptance rate was 50%. The standing arrangements with professional organizations (technically, the document submitted had already survived organizational evaluation and review) was the explanation for the Clearinghouse on Higher Education’s acceptance rate of 85%.

Clearinghouse evaluators, according to the survey, in most cases had Ph.D.s in their fields, 15 years ERIC experience, a national reputation, and often served as referees or were members of the editorial board of one or more professional journals. Question: Do the evaluators of the documents submitted and accepted by professional organizations and then forwarded to the Clearinghouse on Higher Education have these qualifications?

Documents, according to Burchinal (1983), are rejected for being beyond scope, duplicates, of poor quality, and below standards for microfilming. The selection criteria include contributions to knowledge, relevance, newness, effectiveness of presentation, innovativeness, thoroughness of reporting, relation to current priorities, authority of source, timeliness, comprehensiveness, intended audience, and significance (Brandhorst et al., 1980). Tauber (1985a: 51) observes, “There seems to be little recognizable difference between the criteria used by Clearinghouses for RIE publications and the criteria used for traditional scholarly journals,” but he retreats.
from this position with this statement: "The ERIC review process described in the article suggests that they [ERIC documents] should carry weight at least equivalent to conference papers for recognized national and state conferences." He does not explain why they should not have the same weight as "traditional scholarly journals."

While committees on appointment, promotion, and tenure, and department chairs attempt to resolve the question of how much "weight" or value to assign to "published" ERIC documents, Tauber (1985a: 50) states the basic problem: "ERIC is still perceived as a system which accepts and disseminates anything and everything submitted to it." However, Vockell and Asher (1974: 250) assert that there is "considerable evidence" that ERIC's output is of poor quality, and that their study "raises questions regarding the utility of rapid dissemination without appropriate quality control."

Another problem associated with the quality of RIE documents was delineated. "Research Specialists" and "Decision Makers" were asked to evaluate the same RIE documents. The former's rejections were based on "poor design and educational triviality" (Vockell and Asher, 1974: 253-254), and recommended rewrites when the design was unclear, the report was too long, or the analysis was incomplete. The latter were clear about rejection or revision; poor design was the basis for both recommendations with complexity and extremes of technicalities resulting in the decision for revision.

Those were not reasons cited by the Research Specialists: "Many of the Decision Maker's reasons for revision focused on making the report more meaningful and useful in practical situations" (Vockell and Asher, 1974: 256). A total of 11 documents accepted by the Decision Makers were rejected by the Research Specialists for more than minor flaws. Obviously, who is going to use the document and for what purposes determine its "validity" and value to the inquirer.

The lack of a readily accessible explanation of the scope of ERIC's acquisitions policies is also a general problem, as indicated in the Hartman and Lopez (1988) survey of dissertation coverage by online databases including ERIC. What is selected, on what basis, and when a particular category of publication was added to the ERIC information base are all reasonable questions. According to Brandhorst (1986, personal communication) dissertations, for example, have been included in ERIC since 1974 if the granting institution does not participate in Dissertations International or the dissertation is of "special importance" and may be included even if it is going to be listed in Dissertation Abstracts International. Also, foreign dissertations may be included only when they are in English and are "exemplary." Such information is available in the ERIC Processing Manual, but users would be better served if such information were made available in one of ERIC's more accessible periodic publications.

INDEXING

There is considerable literature devoted to another problem area of ERIC. Foskett (Hounsell et al., 1977: 2) criticized the indexing system for being unstructured and inconsistent, owing to inadequate definitions of terms, whereas Seiser (1987) pointed out the ambiguous divisions between indexing terms and suggested the use of grade- and student levels to increase precision. Fox et al.'s (1978: 18) analysis of the sixth edition of the *ERIC Thesaurus* found fault with the length of the introductory notes, was confused by the system of indentations in the hierarchical display, and felt the bibliography was "marred by a misleading method of indicating the hierarchy of government departments." He did like the rotated descriptor display, but in his evaluation and comparisons of the fifth, sixth, and seventh editions of the Thesaurus he found problems concerning sports terms; descriptors related to environment, religion, and political ideology; and lack of definitions for "adults" and the various stages of childhood. Consequently, the conclusion was that the Thesaurus included a "seemingly arbi-
trary and haphazard choice of descriptors” (Fox et al. 1978: 27), and because of trivial and meaningless (out of context) descriptors, multiword descriptors taken to the extreme (information seeking, nonfarm youth), and the use of synonyms (jobs, occupations, teaching methods, teaching practices), he “became rather uneasy as to the reliability of coverage (Fox et al., 1978: 25). Other complaints included the lack of scope notes, the use of scope notes that were “erratic,” an inadequate use of parenthetical qualifiers for descriptors, and a lack of British equivalents for American spellings and school-age levels. While the original intent of the study was admittedly hypercritical, it is conceded that the Thesaurus is “actually very easy to use once its idiosyncrasies have been understood” (Fox et al., 1978: 30).

Greaves (1978: 10) voices the reason for another dissatisfaction, “Many of the terms given in the ERIC bibliographic record are analytical in that they apply to part of the document only, but give additional subject approaches for the searchers. Too many analytical terms in systems of this type, without some kind of links or roles, may result in recall of too many marginally relevant or irrelevant documents.” Studies of the Library of Congress subject headings assigned to books indicate a range, depending on the topic, of averages of 1.3 reported by McClure (1976: 10), the 1.4 reported by O’Neill and Aluri (1981: 70), to the 1.54 determined by McCallum and Godwin (1981: 196), with the high average of 2.2 calculated by Knutson (1986: 45). In contrast, Barnett (1983: 114) and Seiser (1987: 76) and the ERIC Processing Manual (Brandhorst et al., 1980) report that an average of 11 descriptors (or subject headings) are assigned to each ERIC document, but only up to six major descriptors are given to one document. The minor descriptors do not appear in the printed subject indexes of CIJE and RIE, but are operative during online and CD-ROM searches. Summers (1985: 8) notes that “an average of nine descriptors are assigned to each article.” As the average CIJE or RIE publication is considerably shorter than the average book, Greaves’s observations explain the source of the researcher’s frustration with the high percentage of citations that are both expensive and essentially worthless in terms of information. Barnett (1983: 120) explains, “All indexable concepts are assigned descriptors” and lists the common types of indexable information. While ERIC indexing rules and procedures are explained and codified in the ERIC Processing Manual (Brandhorst et al., 1980) and in the Indexing ERIC Processing Manual (Brandhorst and Houston, 1980), there are essentially two basic indexing rules: Index only what is in the document and index at the level of specificity of the document (McLaughlin, 1987: Seiser, 1987). The major descriptors characterize the main focus of the document while the minor descriptors reflect the less important points or supplementary concepts. Consequently, an exhaustive search on a broad topic (e.g., Secondary Education) requires that each of the narrower levels also be included in the search, in this case, Junior High Schools, High Schools, and High School Equivalency Programs. Barnett (1983: 140) maintains that for ERIC “effective retrieval remains the objective.” But there are some problems unique to ERIC: a diverse clientele, coverage of a wide range of specialties and subject fields, and the retrieval techniques for both the manual and computerized systems. Also, the terminology of the social sciences lacks precision: Different terms have almost the same meanings (continuing education, adult education, lifelong learning), social awareness decrees that a term is outmoded (handicapped/disabled; Negro/Black), new words replace older ones (socially deprived/poor), other words and concepts are created (burnout), or standard words or phrases take on new meanings. Jargon and synonyms contribute to the confusion.

Another indexing problem is the indexable information/concepts not codified in the ERIC Thesaurus — words and phrases used for geographic locations, personal names, organization, test/programs, specific legislation, and other concepts. With the number of Clearinghouses (16 now) and the lack of
control these "identifiers" proliferated and, for example, it was possible to have many forms of citation for the same item of legislation.

ERIC THESAURUS

By 1976, there were 216,000 identifiers and some 4,500 "miscellaneous ones" (Barnett, 1983: 137) which lacked the structure and control the ERIC Thesaurus provided for the descriptors. The main section of the Thesaurus provides an alphabetic listing of the descriptors, the scope notes, the date a particular descriptor was added to the Thesaurus, the number of postings (how many articles or documents have had this particular descriptor assigned to it), the Descriptor group number, the Used For references, list of Narrow Terms (NT), Broader Terms (BT), and Related Terms (RT). Parenthetical qualifiers discriminate between possibly confusing terms, that is, Letters (alphabet) and Letters (Correspondence).

The second format in the Thesaurus is the Rotated Descriptor Display (RDD), which provides an alphabetic listing of all the words found in the descriptors or in their USE references. For example,

Learning Laboratories
Language Learning Levels
Lifelong Learning
Mastery Learning

The RDD is useful for quickly determining the usage of a particular word and for identifying related terms/concepts often widely separated in the alphabetical section. The third section of the Thesaurus is the Hierarchical Display, which provides the "generic trees" for each descriptor, including the broader and narrower relationships of all indexable Thesaurus terms. The Introduction of the Thesaurus includes a very clear explanation of the organization and functions of all three sections.

The Thesaurus provided the consistency and guidelines for the descriptors that the identifiers lacked, but it was not without its critics. In 1977, in response to those critics, it was decided to revise the Thesaurus completely: "an unprecedented effort for an established, ongoing information system" (Barnett, 1986: xi), which took the form of the Vocabulary Improvement Project (Barnett, 1983: 138-139) and resulted in similar control being sought for the identifiers. The Identifier Authority List (IAL), for purposes of consistency in indexing and searching, was first published in 1980 with 26,500 terms. Created by the Clearinghouses assigned to work on particular categories of identifiers—to verify names/titles, merge or combine similar types, and standardize formats—it was an alphabetic listing of preferred identifiers with postings and some scope notes. New identifiers can be added to the IAL, but now there are ERIC systemwide rules and guidelines.

INTERNATIONAL A "ECTS"

ERIC'S international status is not based on its content, as foreign publications constitute only 2-3% of the collection, and those are primarily from Australia, Canada, and the United Kingdom (Ely, 1985: 9), with some from international organizations such as UNESCO, Council of Europe, World Health Organization, World Confederation of Organizations of Teaching Professions, International Federation of Library Associations, and so on. Rather, it is its use by satisfied foreign subscribers that accounts for its multinational reputation. In 1984, 57 countries subscribed to RIE, there were subscriptions to CIJE in 50 countries, and the ERIC documents collection on microfiche was available in 23 countries. Sellen and Tauber (1984: 26) state that 5,000 individuals or organizations in 60 countries subscribed to RIE, which supports Burchinal's (1983: 43) observation, "Today ERIC is the major national and international educational information and document retrieval..."
system," and as such, according to Ely (1985), has served as a model for the European Documentation and Information System, the Ontario Educational Research Information System, and the Australian Education Index Database. Greaves (1978) lists several reasons for ERIC’s international importance: Educationally parallel situations exist in other countries, in many countries educational research is not as extensive as in the United States, and the comparative aspects of education has made the international exchange of educational research increasingly important. Tauber (1985b: 215) concurs and stresses the value of ERIC internationally, and points out that CIJE indexes a number of British educational journals. As Burchinal (1983: 51) notes, “Unintentionally, ERIC has become a significant channel for the international dissemination of American educational philosophy and practice, which can only be in our national interest” and “contributors are offered an international system by which to disseminate ideas” (Tauber, 1985a: 51)

COMPARATIVE STUDIES

The international status of ERIC sometimes results in overlooking or questioning the necessity of using another education-related information system, particularly in the areas of cross-cultural and/or comparative research. Middleton and Di’Orio (1984) analyzed the redundancy between ERIC and the Australian Education Index (AEI) and between AEI and the Australian Public Affairs Information Service (APAIS), noting that because of ERIC’s low coverage of Australian materials and the fact that neither AEI nor APAIS has educational comprehensiveness, searches in both AEI and APAIS would be necessary for high recall.

Julian’s (1978) study provides another English perspective on ERIC and the Education Index with the conclusion that although both systems had their strengths and weaknesses, “it has been both interesting to note that in many cases the subject headings approach is much more precise than the Thesaurus, yet the Thesaurus has the advantage of the display of structure in one glance.” (Julian, 1978: 48)

Another study compared the terms used in four educational retrieval systems (Greaves, 1978). ERIC and UNESCO: IBE had the greatest similarities, second was EUDISED and UNESCO: IBE, while BNB (PRECIS) and EUDISED were least similar. EUDISED was least like any of the other three. These differences were attributed to arbitrary differences (learning disorders, learning disabilities, learning difficulties), specificity of terms, and differences of scope. Compound terms were used by one system (Deaf Children) while another used a single word (Deaf). National and cultural terms are a source of problems because they often have no equivalents. ERIC and BNB: PRECIS included national terms but the others did not. Different spellings and different terms for the same concept also were obstacles.

Library Science and Information Abstracts, an English publication, was compared with ERIC in a study done at Drexel University (La Borie and Halperin, 1981). When either database was searched first it produced two-thirds of the relevant citations, the remaining third was produced by the other database. The final recommendation of this study, considering that ERIC costs are about half of LISA’s, was that “ERIC is the preferred database when an exhaustive search is not required.” (La Borie and Halperin, 1981: 32).

More recent research on these two systems emphasized the terms used to index documents/articles. Calculating the average and mean number of terms assigned by ERIC and LISA, Sievert and Verbeck (1987: 100) conclude, “The wider range between the maximum and minimum in LISA is additional evidence that there is greater disparity in the number of terms assigned than in ERIC.” It should be noted that ERIC, the more general system, in comparison, performed quite well indeed.
Psychological Abstracts, another specialized resource relevant to the educational community, was studied in relation to ERIC. It was determined that of the journals they indexed, one-fourth were covered by both of these indexing services, but the results of an online search would not necessarily reflect the overlap. "Differences in selectivity of coverage, topics of the search, indexing practices of the two databases, differences in full coverage, or lack of abstracts in many citations in CIJE would affect search results considerably." (Caldwell and Ellingson, 1979: 63-64)

Such comparative studies are more than just interesting theoretical exercises. Databases proliferate and overlap disciplines. Being online or on a CD-ROM, they appear to offer easy access and comprehensiveness, but in reality they create very practical problems for the student, the practitioner, and the scholar who generally bear the costs. How do you select the most appropriate database for your needs? Which one will give you the most for the money? How much duplication will be necessary for comprehensiveness? Should I do the search myself or have an information specialist/librarian do it?

CONCLUSION

In his analysis of the British Education Index, Hounsell (1982: 32) lists the following factors to be considered in the evaluation of a retrieval system: the inquirer’s experience in bibliographic research, prior knowledge of the subject, the structure and sophistication of the inquiry, the objectives of the search, and the researcher’s confidence in using the materials obtained. "In other words, whether a research collection is useful depends as much on the user as it does on the collection" and "However, positive results seem to require a strong, thoughtful, judgmenental, integrative user willing to investigate and extend the product of research collection" (Jackson, 1986: 10). Specific recommendations echo that position. Reese and Steffey (1987: 52) state, "We feel the technology enhances the printed indexes, but should not be viewed as an absolute end. Reference staff must make sure patrons use all reference tools available, not just the computerized ones." Tauber (1985b: 222) advises that all educators should be able to do complete and extensive literature searches, not just those with the funds and access to computerized indexes, "Teacher-educators should first make sure their preservice and inservice teachers can do hand searches before any thought is given to computer searches." His point is illustrated by Fox et al.'s (1978: 14) comparison of two searches of the British Education Index. The online search took only three minutes, whereas the manual search on the same topic required 24 minutes, however, it provided seven additional citations.

ERIC, like any other aid or tool, is most effective only when the user is completely aware of its limitations and strengths and does not naively expect it to compensate for a lack of planning, thoroughness, and intelligent effort. Obviously, the Sphinx doesn't necessarily provide all the answers nor does the Griffin guard only one treasure.

REFERENCES


BRANDHORST, T. (1986b) "Distributing the ERIC database on SilverPlatter compact disc - a brief case history." Presented at ONLINE Conference, November 5, Chicago. (ERIC Document Reproduction Service no. ED 277-394)


Seiser, V. (1987) "ERIC through the ages: searching for information about specific age groups in the ERIC database." Database 10 (4): 75-82.


CUSTOMER SERVICE REPORT

OCTOBER 1989

NEW

U.S. GOVERNMENT DOCUMENTS DIVISION
OKLAHOMA DEPARTMENT OF LIBRARIES
200 N.E. 18TH. STREET
OKLAHOMA CITY, OK 73105

INCARNATE WORD COLLEGE
LIBRARY
4301 BROADWAY
SAN ANTONIO, TX 78209-6397

THE UNIVERSITY OF CHARLESTON
ATTN: LIBRARY
2300 MACCORKLE AVENUE, S.E.
CHARLESTON, WV 25304

RENEWED

HE2433 WIESBADEN MS
ATTN SUPPLY CLERK
APO, NY 09457-0005

CANCELED

NEW HAMPSHIRE STATE LIBRARY
GOVERNMENT INFORMATION SERVICES
20 PARK STREET
CONCORD, NH 03301

917
CUSTOMER SERVICE REPORT

NOVEMBER 1989

NEW

INDIANA UNIVERSITY/KOKOMO
LEARNING RESOURCES CENTER
2300 SOUTH WASHINGTON ST.,
KOKOMO, IN 46904-9003

TEXAS LUTHERAN COLLEGE
BLUMBERG LIBRARY
100 W. COURT STREET
SEGUIN, TX 78155

RENEWED

UNIVERSITY OF NEW ENGLAND
DIXSON LIBRARY, SERIALS DEPT.
ARMIDALE, N.S.W. 2351
AUSTRALIA

MISSISSIPPI VALLEY STATE UNIV.
JAMES HERBERT WHITE LIBRARY
SERIALS DEPARTMENT
ITTA BENGA, MS 38941

MEXICO DADE COMMUNITY COLL.
PERIODICALS, SOUTH CAMPUS LIB.
11011 S.W. 104TH. STREET
MIAMI, FL 33176

CANCELLED

FLORIDA EDUCATORS INFORMATION SERVICE
2003 APALACHEE PARKWAY - 3RD. FLOOR
TALLAHASSEE, FL 32301
December 8, 1989

CIJE SOURCE JOURNAL INDEX UPDATE FOR FEB90

Name Changes

EC  Pointer to Preventing School Failure

Journal Additions

EA  Curriculum and Teaching
CS  ALAN Review
CS  Computers and Composition
CS  Forum for Reading
CS  Journal of Business and Technical Communication
CS  Journal of Memory and Language
CS  Journal of Technical Writing and Communication
CS  Management Communication Quarterly
CS  Pre/Text: An International Journal of Rhetoric
CS  The Writing Notebook: Creative Word Processing in the Classroom
IR  Government Publication Review
IR  Performance Improvement Quarterly
PS  Dimensions

Journal Deletions

EA  Curriculum Inquiry
CS  The Clearinghouse (for the Contemporary Educator in Middle and Secondary Schools)
CS  Horn Book Magazine
CS  Illinois School Research and Development
CS  Perspectives on Dyslexia
CS  Feedback
CS  Human Factors
IR  Australian Library Journal
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# TABLE OF CONTENTS

## OERI/IS NEWS
- IS Management Rearrangement .................................................. 5
- IS Goals and Priorities for the Next Six Months .......................... 5
- State of the Union: National Education Goals (from the "Education Summit") .................................................. 5

## CENTRAL ERIC NEWS
- Monthly Statistical Report ...................................................... 5
- Journals to be Surveyed .......................................................... 5
- Compact ERIC and ERIC SchoolDisc -- Basic Assumptions and Selection Criteria (Drafts) .................................................. 6

## EDRS NEWS
- Price Increase (January 1990) .................................................. 6
- New EDRS Order Form ............................................................. 6
- More on FENCO Microfiche File Cabinets .................................. 6
- Most Popular Titles (On-Demand) in 1989 (Including, for One Title, A Comparison of Distributions from All Sources, Including ERIC) .................................................. 7

## ERIC FACILITY NEWS
- New Ready References ............................................................ 7
- CREN/BITNET Response ......................................................... 7
- New ERIC Telephone Directory in Progress .............................. 7
- Accession Number Problem in CIE October 1989 ......................... 7

## ACCESS ERIC NEWS
- National Advisory Board Meeting (September 27, 1989) ............... 8
- ERIC Review Dissemination Plan .............................................. 8
- ERIC Conference Calendar Dissemination Plan .......................... 8
- Conclusion Brochures Dissemination Plan .................................. 8
- Miscellaneous Handouts ....................................................... 8
- Education Daily News Item (January 18, 1990) ........................ 8
VENDOR NEWS

SilverPlatter

- SilverPlatter Changes Address and Telephone Number
- SilverPlatter Releases Retrieval Software for the Mac
- Disc Return Plan Changed to Disc Disposal Plan
- Two New Interfaces
  -- Personal Bibliographic Software
  -- Reference Manager

CLEARINGHOUSE NEWS

- Student Financial Aid Packets (1989-1990)
- Electronic Validation of Descriptors Used in Indexing
- Feedback: Ask and Ye Shall Receive
- Association for Institutional Research (AIR) Submits 29 Level 1's to HE
- Jonathan Sher Donates Papers to AEL (and, Indirectly, to ERIC)
- HE Meets with Japanese Higher Education Officials
- Susan Imel Staffs Multi-Clearinghouse Exhibit at North American Conference on Adult and Adolescent Literacy

PERSONNEL NEWS

- Staff Changes at RC
- RC Journalist Dispatched to the Front
- Don Erickson (EC Director) Bids ERIC Adieu After 20 Years

PUBLICATIONS

- HE Produces New Information Product
- ASHE-ERIC Publication is Featured in USA Today
- Family Living Offers Resources for Parents
- New ERIC/EECE Publication Looks at Group Learning
- Forthcoming Indian Education Publications from RC
- Special Project with RC Partner
LIST OF ATTACHMENTS

1. OERI/IS Management Rearrangement (Memo from Sharon Horn to IS Staff, January 18, 1990)

2. OERI/IS Goals and Priorities for the Next Six Months

3. State of the Union: National Education Goals (From the "Education Summit")


5. Journals to be Surveyed by Central ERIC

6. Compact ERIC and ERIC SchoolDisc—Basic Assumptions and Selection Criteria (Drafts)

7. New EDRS Order Form (February 1990)

8. Microfiche File Cabinets Available Via EDRS
   ---Detailed Catalog

9. Revised ERIC Ready References
   ---ERIC Price Codes (#5)
   ---ERIC Fact Sheet (#7)

10. CREN/BITNET Response

11. ERIC Telephone Directory—Revised ERIC Facility Page

12. ACCESS ERIC Documentation

   A. Notes from National Advisory Board Meeting (September 27, 1989)
      (request directly from ACCESS ERIC)
   B. The ERIC Review Dissemination Plan
   C. ERIC Conference Calendar Dissemination Plan
   D. "Conclusion Brochures" Dissemination Plan
   E. Miscellaneous Reports and Handouts
   F. Education Daily News Item (January 18, 1990)

13. SilverPlatter News Releases

   A. SilverPlatter Releases Retrieval Software for Mac
   B. Disc Return Plan Changed to Disc Disposal Plan
   C. Two New Interfaces
      ---Personal Bibliographic Software
      ---Reference Manager

14. CE Feedback

15. Association for Institutional Research (AIR) - Papers Available Through ERIC

16. Donald Erickson Letters
17. EDRS Customer Service Reports---New and Canceled SOC's
   A. December 1989
   B. January 1990
   C. February 1990

18. CUE Monthly Report
   A. February 1990
   B. March 1990

19. CUE Source Journal Index Update (April 1990)

The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
IS MANAGEMENT REARRANGEMENT

On January 18, 1990, Sharon Horn announced a management rearrangement within IS. Art Sheekey (Acting Director of the Education Information Resources Division) has been detailed to head a special IS Dissemination Task Force. Bob Stonhill is named Acting Director of EIRD (as well as Acting Branch Chief, Research Library Branch). Pat Coulter becomes Acting Branch Chief, ERIC. A copy of Ms. Horn's announcement appears as Attachment 1.

KEVIN ARUNDEL (CERIC)

IS GOALS AND PRIORITIES
FOR NEXT SIX MONTHS

The new Assistant Secretary, Christopher Cross, recently requested all OERI Program Directors to report to him on their specific missions and how these are linked to administration and agency priorities.

Sharon Horn's response, covering IS, concentrates on selected new initiatives rather than the core functions with which the Assistant Secretary is already familiar. (See Attachment 2.)

KEVIN ARUNDEL (CERIC)

STATE OF THE UNION:
NATIONAL EDUCATION GOALS

At the historic Education Summit meeting of the President with the State Governors, that took place in Charlottesville, Virginia in late 1989, a set of six National Education Goals were announced. A copy of the White House press materials covering these goals is provided here as Attachment 3, together with an OERI memo detailing specific telephone numbers for handling public inquiries about the goals and elaborating on certain statistics cited in these goals.

KEVIN ARUNDEL (CERIC)

MONTHLY STATISTICAL REPORT

The question is..."what do we do with the statistics we collect every month." Go ahead---say what you think---go ahead, I can take it!

Well...here is the truth! As you know, we use the statistics at the end of the year for the ERIC Annual Report. But we also use them throughout the year. We receive requests for quantitative information about the ERIC system regularly. Requests come in the form of direct questions such as "How many Digests has ERIC produced so far this year?" or the data may be used in writing budget justifications, task orders, prospectuses, control correspondence, etc. In addition, the monitors use the statistics to evaluate the progress a Clearinghouse is making towards the goals for that particular year.

Before we regularly collected statistics, the monitors were contacting the Clearinghouse for statistical information every time we received a request or needed it for a management report. Those requests always seemed to come at the busiest times and often became a burden on the Clearinghouses. That's why we developed a more systematic approach to statistical collection.

P.S. Beginning in 1990, stats will be kept monthly, but will only be sent (via your monitor) on a quarterly basis with your quarterly narrative report.

P.P.S. The very latest version of the definitions for each field requested in the Monthly Statistical Report is provided as Attachment 4.

NANCY KREKELER (CERIC)

JOURNALS TO BE SURVEYED

Central ERIC is expanding its survey of journal editors to determine their position concerning the publishing of articles that are based on documents that have been announced in RIE. The revised survey letter and the expanded list of journals to be surveyed appears as Attachment 5.

NANCY KREKELER (CERIC)
SPECIAL ANNOUNCEMENT
ERIC Document Reproduction Service (EDRS)
Granted Price Increase
(Effective January 1, 1990)

EDRS has been granted an across the board price increase of 1.6% for all products, based on increases in labor and materials costs.

The new prices are:

1. Standing Order MF Subscriptions
   Diazo Fiche  $0.092/fiche
   Silver Halide Fiche  $0.188/fiche

   Diazo/Vesicular (Mixed)  $0.086/fiche

3. On-Demand Paper
   Copy Reproduction
   1-5 MF (60% of titles)  $0.86/title
   Each MF additional  $0.17

4. On-Demand Paper
   Copy Reproduction
   Each 25-page increment  $2.03

EDRS order forms are being revised immediately to reflect the new prices. Other ERIC brochures and information materials will reflect the new prices as they are revised.

NEW EDRS ORDER FORM

Attachment 7 provides a reproducible copy of the new EDRS Order Form (dated February 12, 1990). This form incorporates the 1990 price increase granted by OERI, the new USPS/UPS rates, the many new ways of ordering documents (including FAX), and numerous recommendations for improvement of the form.
Copies have been sent to all ERIC Clearinghouses. Additional copies are available from EDRS, as needed.

...Vic Fortin (EDRS)

MORE ON FENCO
MICROFICHE FILE CABINETS

EDRS has previously offered microfiche file cabinets to the ERIC system components. We now have a more detailed catalog showing the various FENCO microfiche storage system products and it is displayed here as Attachment 8.
In order to give you some prices, we are also repeating the EDRS flyer that made the original announcement.

—Vic Fortin (EDRS)

MOST POPULAR TITLES (ON-DEMAND) IN 1989 (INCLUDING, FOR ONE TITLE, A COMPARISON OF DISTRIBUTIONS FROM ALL SOURCES, INCLUDING ERIC)

Nancy Krekeler of Central ERIC has put together a short list (see below) of the 10 most popular titles (on-demand) in 1989 from EDRS. The list was used in connection with Nancy's presentation to the Lab and Center Project Officers.

Furthermore, Nancy took one title (#9 on the list) and analyzed its distributions from all sources, in order to compare these data with the ERIC data. The motivation for such analysis is hopefully to demonstrate that EDRS distributions do not materially affect publisher sales.

—Vic Fortin (EDRS)

**10 MOST POPULAR**

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<td>2.</td>
<td>110</td>
<td>The Cookbook = Manual de Cocina</td>
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<td>Food Service Technical Terms, English-Spanish Lexicon</td>
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<td>Organizing and Managing the Elementary School Classroom</td>
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<td>5.</td>
<td>57</td>
<td>Educational Planning for the Gifted, Overcoming Cultural, Geographic and Socioeconomic Barriers</td>
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<td>Day Care Personnel Management</td>
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<td>Learning Styles: Implications for Improving Educational Practices</td>
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<td>9.</td>
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<td>The Intern Teacher Casebook</td>
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**The Intern Teacher Casebook**

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PC: Paper Copy; MF: Microfiche; SO: Standing Order Customers (Libraries)

(Sales through December 31, 1989)
NEW READY REFERENCES

The start of a new year typically requires us to update several of the ERIC Ready References. As these are completed, we will, of course, distribute stock to the Clearinghouses. The revised versions will also be published in the EAB in order to remind readers of the revised product.

The first two appear as Attachment 9.

#5 ERIC Price Codes
#7 ERIC Fact Sheet

The new prices in #5 match with the new EDRS price increase.

...Ted Brandhorst (ERIC Facility)

CREN/BITNET RESPONSE

The ERIC Facility recently made an approach to the Corporation for Research and Educational Networking (CREN), the new manager of the BITNET network. The objective was to see what would be involved administratively and cost-wise for all the ERIC components to be granted access to BITNET. As it turns out, virtually all the university-based Clearinghouses (11) already have access via their host institutions, but the other components (Facility, Oryx, Access ERIC, EC, FL, RC, SP, TM) do not.

The CREN response is given as Attachment 10. Central ERIC plans to visit CREN and discuss the options. It would not be feasible for Central ERIC to fund full membership fees for the eight components without access listed above, but we are hopeful that something more economical might be worked out.

...Kevin Arundel (Central ERIC)

ACCESSION NUMBER PROBLEM IN CIJE OCTOBER 1989

A variance between the tape used to produce the printed CIJE for October 1989 and the tape sent to the ERIC Facility for addition to the Master Files has resulted in 195 accessions having a different EJ number on the tape (and hence on the online and CD-ROM products) than they have in the printed issue.

The problem begins with EJ 391 095 and extends through EJ-391 289. The numbers are off by one. For example, El 391 095 in the printed product is really El 391 096 on the Master File, and so on, with the exception of the last number in the printed sequence, EJ 391 289, which is really EJ 391 095 on the Master file. A detailed errata has been prepared by Oryx Press for binding in with the October 1989 issue.

This is believed to be the first time this problem has occurred in the history of CIJE. It has pointed up the absolute need for the tape used to print the issue to be identical to the tape used to update the ERIC Master Files.

...Pat Brown (ERIC Facility)

NEW ERIC TELEPHONE DIRECTORY IN PROGRESS

Elizabeth Pugh is working on a new 1990 edition of the ERIC Telephone Directory. It will be printed sometime in March. Requests for Clearinghouse data and information have already gone out and responses have been received in most cases.

The new Directory will list the three new "Adjuncts" and will incorporate all changes (staff, title, telephone number, work schedule, and specialty) that have been sent us.

Because the Facility has recently changed floors and telephone numbers, we are enclosing here (Attachment 11) the revised page for the ERIC Facility.

...Elizabeth Pugh (ERIC Facility)
ACCESS ERIC NEWS

ACCESS ERIC has completed its first 9 months of existence and has achieved a solid record of accomplishment during this relatively short period.

A variety of materials is provided here to document these accomplishments (see Attachments 12A-F):

- Notes from the first meeting of the National Advisory Board Meeting (September 27, 1989)
- The ERIC Review Dissemination Plan
- The ERIC Conference Calendar Dissemination Plan. (This product has been produced and distributed.)
- "Conclusion Brochures" Dissemination Plan
- Miscellaneous Report and Handouts
- Education Daily News Item (January 18, 1990)

The Education Daily news item is critical of ACCESS ERIC for not being a "one-stop shopping center," but this is unfair insofar as ACCESS ERIC was never intended to be a center where "shopping" for ERIC products or information was to be actually completed. It was conceived of as a referral center, referring the user to the proper location where his/her request could be fulfilled, and ACCESS ERIC’s various products and systems are all designed to achieve this more modest objective.

—Pat Coulter (Central ERIC)

VENDOR NEWS

SILVERPLATTER CHANGES
ADDRESS AND TELEPHONE NUMBER

SilverPlatter Information has a new address, telephone number, and FAX number for their U.S. Headquarters:

SilverPlatter Information

TEL: 0-800-282-133
617-969-2332
FAX: 0-800-282-133

TEL: 0-800-282-133
617-969-2332
FAX: 0-800-282-133

SilverPlatter News Releases (see Attachments 13-A-D).

- SilverPlatter Releases Retrieval Software for the Mac
- Disc Return Plan Changed to Disc Disposal Plan
- Two New Interfaces Announced
  - Personal Bibliographic Software
  - Reference Manager (Research Information Systems, Inc.)

—Pat Brown (ERIC Facility)
STUDENT FINANCIAL AID PACKETS (1989-1990)

The 1989-90 edition of the "Student Financial Aid" (SFA) packet is finally ready. Although ERIC/HE is not responsible for student scholarships or financial assistance programs, we often receive requests for information in this area. Consequently, we have compiled our SFA packet as a resource to assist in steering users in the right direction for financial aid. This is not a comprehensive guide to financial aid, but simply a guide to the sort of information available, how to apply, and where to go for additional information.

Copies have been sent to each of the Clearinghouse User Service Coordinators and to the Facility, ACCESS ERIC, and Central ERIC. Please feel free to copy and distribute as needed. If you have not yet received a copy, please contact me at HE.

Jan Burt (HE)

ELECTRONIC VALIDATION OF DESCRIPTORS USED IN INDEXING

RC can provide other Clearinghouses with a computer routine (based on Wordperfect 4.2) to provide electronic validation of Descriptors used in indexing. The tools are simple. They include:

- a dictionary file of all Descriptors through mid-1988 (obtained from the Facility) and
- a WP 4.2 macro that writes Descriptors from resumes to a temporary file and then checks the dictionary. RC has developed simple documentation that explains how to load and use both the dictionary file and the macro.

According to Dianna Simms, the RC secretary, there are unexpected benefits to using the routine: RC abstractor/indexers have started to pay closer attention to being more accurate in the first place. Dianna reports that the validation routine (now in use at RC for about 5 months) is finding fewer and fewer errors in the Descriptor fields of draft resumes.

Send two formatted 360K floppies to Dianna with your request, and RC will ship the materials to you. The documentation explains how the routine works, so adapting it to Wordperfect 5.0 would not be a major chore (providing, however, you understand the use of macros and dictionary files in general).

Craig Hoyer/RC

FEEDBACK: ASK AND YE SHALL RECEIVE

In an effort to obtain feedback about how well we are meeting the needs of our users and how our products are being used, we included an article and response form in the Fall issue of The ERIC File, our newsletter. The response has been overwhelming!

The request was attached to an order form for our no-cost products; to date we have received over 375 product requests, most of which have comments. Responses are still being compiled, so far the following general categories have received the most "votes":

- research, reference, resource
- program development
- staff development
- student use
- personal use
- workshops
- curriculum development
- proposal development
- teacher education

Many responses indicate that the materials are being shared.

A couple of folks wrote to us. Our favorite letter talks about "...that great Clearinghouse in the sky..." It and the material from The ERIC File are presented here as Attachment 14.

Judy Wagner (CE)
ASSOCIATION FOR INSTITUTIONAL RESEARCH (AIR) SUBMITS 29 LEVEL 1'S TO HE

Each year, the Association for Institutional Research (AIR) appoints a committee to review the papers submitted and presented at their Annual Forum. Those papers that pass this peer review are then submitted to the Higher Education Clearinghouse for inclusion at Level 1 in RIE. Once the final ERIC Accession Numbers have been assigned, AIR develops an order sheet and sends this information along with their newsletter to their membership (Attachment 15).

...Jan Burt (HE)

JONATHAN SHER DONATES PAPERS TO AEL (AND, INDIRECTLY, TO ERIC)

Seven boxes of materials recently arrived at AEL, RC's host, from Jonathan Sher. Sher, as noted in an earlier issue of the EAB, is both a perceptive and highly respected observer of rural America for the last decade and a half. As AEL catalogs the materials, RC staff will examine them for their possible historical interest to the ERIC system as a whole. As a result, RC staff would like to hear from other ERICians about the art of getting reproduction releases from reorganized, reincarnated, or defunct organizations (and authors, even).

...Craig Howley (RC)

HE MEETS WITH JAPANESE HIGHER EDUCATION OFFICIALS

Jan Burt (ERIC/HE) met with administrators and professors from the Japan Association of Private Colleges and Universities, on October 6, 1989. The group sends approximately 50 mid-level administrators, every two years, to study higher education in Europe and the United States.

The ERIC system is very familiar to educators in Japan, due to the online searching capabilities of many college and university libraries. Many of the officials present boasted of being able to search online through their own personal computers. Surprisingly, the burning questions of the hour among Japanese higher education administrators were:

- "What is CD-ROM?"
- "Is the ERIC database available on CD-ROM?"
- "Do we anticipate that it will be around for a long time," etc.

...Jan Burt (HE)

SUSAN IMEL STAFFS MULTI-CLEARINGHOUSE EXHIBIT AT NORTH AMERICAN CONFERENCE ON ADULT AND ADOLESCENT LITERACY

At the recent North American Conference on Adult and Adolescent Literacy, materials from three ERIC Clearinghouses were available to participants during a 4-hour "Swap and Shop." Susan Imel, Director of ERIC/CE, hosted the ERIC table and distributed materials on literacy from ERIC/CE, ERIC/RCS, and ERIC/LE (officially known as the National Clearinghouse on Literacy Education). The conference, which was sponsored by the International Reading Association, was held in Washington, DC, January 12-14, 1990. Susan also presented a workshop, "Resources in Workplace Literacy," during the conference.

...Judy Wagner (CE)

PERSONNEL NEWS

STAFF CHANGES AT RC

A number of staff changes have taken place recently at RC. Changes in key staff were approved verbally by OERI early in January. Gary Huang joined the staff in late December, replacing Linda Miller, who served as coordinator of acquisitions and processing from June 1988 to September 1989. Gary is a native of the People's Republic and has an MLS and PhD from Kent State University. In the same week in January, Gary successfully defended his dissertation and was reunited with his 6-year-old son Gaoyuan (called "Grant"), whom he had not seen since arriving in the U.S. five years ago. Gary's new
RC JOURNALIST
DISPATCHED TO THE FRONT

Topper Sherwood, RC abstractor/indexer
and sometime ERIC author ("TES" in the abstract fields of RC's recent resumes), is also a freelance journalist. He's on assignment in East Germany for several months (not longer, we hope). He reports that he is covering developments in education for the Chronicle of Higher Education and other newspapers and magazines. All we know is that he is fascinated by what he sees, finds that his German (unused for 15 years) is still functional, and has found comfortable digs. We hope he'll be able to produce a monograph on rural education in the Eastern Bloc or a trends and issues paper on a new category of migrant education upon his return.

...Craig Howley (RC)

DON ERICKSON (EC DIRECTOR)
BIDS ERIC ADIEU AFTER 20 YEARS

Dr. Donald K. Erickson, after 20 years in the EC Director's chair, relinquished his position as he shifted jobs within the Council for Exceptional Children (CEC). Don's replacement will be Frederick Weintraub. Don's heartfelt goodbyes were expressed in two letters, one to the Director of ERIC and one to his fellow Directors. (See Attachments 16A-B).

...Bob Stonehill (ERIC)

PUBLICATIONS

HE PRODUCES NEW INFORMATION PRODUCT

The User Services Department at ERIC/HE has developed a new information product geared to specific group needs. Each "CRIB Sheet" (Critical Issues Bibliography), will serve as a mini-bibliography for upcoming workshops, conferences, and meetings in the area of higher education. "CRIB Sheets" will be a regular product of the Clearinghouse available through the ERIC database. Topics covered thus far are:

- Multiculturalism in Higher Education
- Academic Forecasting
- Educational Leadership
- Graduate Student Retention

...Jan Burt (HE)

ASHE-ERIC PUBLICATION IS FEATURED IN USA TODAY

ASHE-ERIC Higher Education Report number 89-2 entitled Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions, was featured in a USA Today news item on November 21, 1989. The report, co-authored by Valora Washington, Vice President of Antioch College in Ohio, and William Harvey, Professor of Education, was mentioned in an exclusive interview with Dr. Washington on the topic of minority faculty shortages.

...Jan Burt (HE)

FAMILY LIVING OFFERS RESOURCES FOR PARENTS

A new ERIC/EECE publication, Family Living, features 33 articles by Lilian G. Katz on aspects of family life. The articles cover children's emotions, learning, and behavior, as well as practical approaches to parenting. Such topics as answering children's questions about sex and death, dealing with childhood fear and depression, and helping children cope with divorce are also addressed. Family Living also includes...
ERIC/EECE Digests and Resource Lists on various topics concerning family life and young children's education. An ERIC/EECE ReadySearch on family life is also provided. The contents of Family Living are printed on loose-leaf sheets which have been placed in a convenient packet folder. Each sheet can be easily removed for photocopying.

...Brad Goeas (PS)

NEW ERIC/EECE PUBLICATION LOOKS AT GROUP LEARNING

A new ERIC/EECE publication, Children Learning in Groups and Other Trends in Elementary and Early Childhood Education, by John Hollifield and others, describes cooperative learning processes and examines their use in elementary schools. Dr. Hollifield, who is Associate Director of the Center for Research on Elementary and Middle Schools at Johns Hopkins University, presents the University's Student Team Learning processes as a prime example of cooperative learning. He goes on to describe a variety of cooperative learning methods developed by researchers in numerous locations who have used cooperative learning theories in order to produce practical programs for schools. The publication also features a second paper by Dr. Hollifield, Trends in Early Childhood and Elementary Education, which offers detailed analysis of trends in kindergarten, preschool, and child care. A section on elementary education covers trends regarding class size, use of microcomputers, and academic push-down. (Cat. #204, 111 pages, $8.75.)

...Brad Goeas (PS)

FORTHCOMING INDIAN EDUCATION PUBLICATIONS FROM RC

RC is developing six Digests relevant to the education of American Indians and Alaska natives. Topics include:

- unbiased teaching about American Indians at the elementary level;
- developing culturally relevant curriculum materials for American Indians;
- the characteristics of effective teachers of American Indians and Alaska natives;
- good math instruction for Mexican-Americans, American Indians, and migrant students;
- emerging literacy among American Indians and Alaska natives; and
- use of the case method in preparing teachers to serve native and minority populations.

In addition, RC is developing a curriculum packet about cultural journalism and participatory research in substance abuse education programs that involve American Indians and Alaska natives. RC expects that most of these publications will be completed in 1990.

...Craig Howley/RC

SPECIAL PROJECT WITH RC PARTNER

An offshoot of RC's work with one Partner, the National Rural Development Institute, is guest editorship of a theme issue of the Journal of Rural and Small Schools on the topic of "rural education and economics". We've received five manuscripts and have been promised additional manuscripts by four other authors. Edited copy is due to be forwarded to the publisher in mid-May. It's not too late to submit. Prospective authors should contact Craig Howley at RC.

...Craig Howley (RC)
MEMORANDUM

TO: All IS Staff

FROM: Sharon K. Horn
      Director
      Information Services

DATE: JAN 18 1990

SUBJECT: Management Detail

For approximately one year now, Art Sheekey has served as Acting Director of the Education Information Resources Division. During this time, Art has been instrumental in making important technology contacts for IS. He has also provided critical planning support for my immediate office. It is for just this reason that I recently asked him to participate in the work of the IS Dissemination Task Force and to oversee the development and completion of a number of special planning projects in the Director's office.

Because of the importance of these new assignments and their time-consuming nature, I have asked Bob Stonehill to take over as Acting Director of EIRD, and I have made this detail effective as of January 22, 1990. In this capacity, Bob will also serve as the Acting Branch Chief for the Research Library Branch.

In addition, I have asked Pat Coulter to serve as the Acting Branch Chief for ERIC, and this detail will also become effective on January 22.

Just as in the case of Outreach, I intend to conduct a national competition for the Director of the Education Information Resources Division as soon as current staffing constraints are eased.

In the meantime, I know that these details will unfortunately stretch our staff. Still, I sincerely believe that the outcomes from the dissemination strategies now being planned will provide Information Services with national exposure to get the word out. And by demonstrating the excellence of our program, we are, in turn, better positioned to expand our dissemination reach.

I know all of you will join with me in thanking Art for his past service and in supporting Pat, Bob, and Art in their new positions.

cc: C. Cross
    B. Manno
    A. Love
MEMORANDUM

TO : All IS Staff
FROM : Sharon K. Horz
       Director, IS
SUBJECT: Select IS Goals and Priorities for the Next Six Months

Recently, the Assistant Secretary asked each of the OERI Program Directors to let him know about specific missions within each office for the next six months and how each is linked to the priorities of the President, Secretary and himself.

Attached is a copy of my response to him. Each of you will notice that each specific function within IS has not been identified. This was done on purpose. My intention was to identify a select set of new initiatives for the next six month period. The ongoing core functions have been discussed with him during our regular one-on-one sessions.

I believe that this information is important for each of you to have and I hope that you will take the time to read it thoroughly. In addition, I hope it will serve to stimulate thought for other activities we might pursue in the future.

Attachment

cc: Christopher Cross
MEMORANDUM

TO: Christopher T. Cross
   Assistant Secretary

FROM: Sharon K. Horn
       Director
       Information Services

SUBJECT: Goals, Priorities and Assessment

GOALS AND PRIORITIES

In late December of last year, you asked each of us Program Directors to let you know how each of us plan on linking our specific missions to the priorities of the President, Secretary, and you. I am pleased to respond because I am very excited about many of the things we are doing and will be initiating in the near future.

Great expectations have come from the historic 1989 Education Summit in Charlottesville. The goals that were developed were in large part dependent upon a sharing of information on education research, statistics, and practices by the President and the Governors.

Sharing education information is our business in Information Services — it is a goal of the President, the Secretary, and yourself — and we will concentrate on it. However, to more effectively disseminate education information there are four areas, I intend to concentrate on during the next six (6) months. These are:
   o Institution Building;
   o Marketing;
   o Targeted Product Development; and,
   o Links (Team Building)

* * * * * * * *

INSTITUTION BUILDING

I think if we intend to 'launch' education information, we must first be assured that our 'launching pad' has a secure foundation. One of my primary concerns and priorities is to address an ongoing "identity crisis" within Information Services. In part, this could be caused by its dual roles as a service provider to other OERI programs (particularly through its publications activities) and as the primary Federal force in education dissemination. Now for the important part — What do I intend to do?

Develop Expertise. It is my firm conviction that excellent service is founded in expert content staff. One economist has stated that one of the major reasons the Japanese are so well situated in the world economy today is that the only natural resource Japan possesses are its people. Therefore, this nation constantly invests in their own people. We intend to do the same. Within the next six months, we will:
   o Purchase graphics software so our writing/marketing staffs can develop 'total package' articles.
Page 2 — IS Goals, Priorities and Assessment

- Target training for specific staff at the Horace Mann Learning Center (HMLC) in the areas of copy preparation, graphics, contract monitoring, technology skills.
- Pursue the possibility of establishing a Total Quality Management (TQM) unit project within IS.
- Renegotiate selected PMRS and GPAS agreements to include sections on Professional Development and Individual Initiatives.

Publishing, Editing, and Preparation. Most of CERI is highly dependent on IS to provide editing, graphics, and production oversight services for their respective manuscripts. In the future, we intend to greatly expand the expertise of this staff and provide additional writing and publications development services before pen is ever put to paper (or hands to keyboard). Within the next six months, we will continue to proceed in four areas:
- Work with your office and Contracts and Grants (CGS) to establish an editing contract for CERI.
- Work with the Government Printing Office to establish a system to expedite the typesetting and printing functions.
- Investigate the use of a software package to perform light edits.
- Initiate a purchase request for specially configured computers for publications development using program funds.

Computer Disseminated Information. Information Services has primarily been associated with the dissemination of education information in various printed formats. During the next six months, IS will focus on issues concerning computer disseminated information, such as: new product development (e.g., diskettes and CD-ROM), developing more targeting electronic networks, and strengthening networks with NCES on confidentiality and archival concerns.

Dissemination Task Force. IS will continue to build upon the work of the IS Dissemination Task Force and expand the circle of those involved.

Marketing

Implied in a concern for dissemination is the necessity to not just get the information out but to determine strategically — audiences, formats, and assessment. Within the next six months, the Outreach Staff will initiate several endeavors to create an advertising and marketing posture within CERI, in addition to the writing and liaison work they have concentrated on.

Several activities will include:

Training. Preliminary contacts have been made to the Bureau of the Census to copy a non-profit marketing initiative undertaken by Census several years ago.

Pilot Project. IS will strategically market the upcoming "Helping Your Child Learn Geography" report. This report, specifically targeted at parents has been a collaborative effort with the U.S. Geological Survey (Interior) and Hammond Inc. Three thrusts have been identified:
Outreach staff have initiated contacts with National Geographic, the PTA, Parents magazine and the National Association of Elementary School Principals for highlighting this report. An article in The School Administrator recently noted this report as a resource.

The Consumer Information Center (Denver, CO) will market the report and sell copies at a subsidized cost of $.50 each.

Upon its joint release with the upcoming NAEP Geography report, two Radio News Service announcements will be prepared concerning the release of the report and another linking this parental "helping" report to the performance problems noted in the NAEP document.

TARGETED PRODUCT DEVELOPMENT

On numerous occasions the point has been made that it is not only important to disseminate but to assure that the right people are getting the right information. Therefore, over the next six months Information Services will focus staff attention on developing a series of products tailored to the intended audience. Four specific endeavors are underway:

Policy Perspective Series. Near the end of FY 1989, I initiated a series of commissioned papers with the desire to determine six areas of concern to policymakers and then acquire the services of nationally-respected experts in each area to prepare a synthesis paper to encourage debate and enlighten policy perspectives. Draft papers were written, discussed before an audience of peers, and final manuscripts are being delivered. Within the next six months, the first of this series will be edited, typeset, and printed. Concurrently, a strategic dissemination program will be developed to assure that the original intent is followed through.

Education Daily. Largely through your efforts, Education Daily has agreed to provide OERI with space in this publication. Within the next six months, IS will work with this periodical to make this initiative a reality.

Trade Publication Insert. In a meeting with you at the beginning of this year, you requested that Information Services investigate the development of an association insert to meet the needs of the professional community. Work has begun on this project and within six months IS will develop a mock-up which can be shared with several associations.

The Assistant Secretary's Column. To better project OERI as an identified leader in promoting education research and statistics, IS intends to develop an "Assistant Secretary's Column" prepared on a regular basis to highlight recent developments in education statistics, research and practice.

LINKS (Team Building)

Perhaps because of Information Services unique position as a program office within OERI that provides assistance to all of our units, we are particularly sensitive
to the necessity to encourage team building and developing links. We are pleased with the tremendous favorable response we have received concerning our internal and external liaisons — so much so we were compelled to realign staff and work duties; however, I still believe that much more needs to be done. Within the next six months, there are three particular goals we will accomplish.

**Satellite Library (FUB#6).** Most of the required administrative sign-offs have been completed within the Department to allow Information Services to determine what needs to be done to give OERI a valuable presence at headquarters. Within the next six months, IS intends to assess the current area and holdings, reconfigure the space, begin retraining current Office of Legislation staff, move in new equipment and necessary holdings, hold ribbon-cutting ceremonies, and provide special tours for respective Principal Operating Components.

**IERL Executive Seminar Series.** Thanks to seed money from the Assistant Secretary, within the next six months Information Services will prepare a sole source grant to the Institute for Educational Leadership to conduct several seminars to develop better working relationships between legislative and executive branch senior staff around specially targeted policy issues.

**Outreach Seminar Series.** To date, the IS Outreach Seminar Series has been often conducted ad hoc and primarily reactive to the availability of last minute guests. Within the next six months, Information Services will develop a more integrated and planned program. In addition, discussions are already underway with the Horace Mann Learning Center to jointly sponsor selected seminars at FUB#6 on content areas. Further discussions are planned for a joint effort (OERI/IS and HM/LC/ON) to videotape selected seminars and offer these programs to persons within the Department and particularly for the ED Regional Offices.

Although these are not all of the goals Information Services has planned within the next six months, I believe it does identify a number of exciting new endeavors we will be able to identify success stories in the near future.

* * * * * * *
MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : ALL IS STAFF
FROM : Lee Eiden
Acting Senior Program Manager, IS

SUBJECT: State of the Union: National Education Goals — Information and Inquiries

Information. Attached is a copy of press materials from the White House concerning the President's National Education Goals. Sharon Horn has asked that it be sent to each staff person in Information Services to keep each of you abreast of current issues in education. She hopes that each of you will not only review it but read it since OERI (particularly NCES and OR) played a central role in the development of this material.

Inquiries. Any staff receiving questions, particularly from the press, regarding information relating to the State of the Union should direct these inquiries to the Education Information Branch (P1D):
Toll-free ...... (800) 424-1616
Metro D.C. ...... (202) 626-9854

NOTE TO EIB STAFF
We anticipate that there will be a number of telephone calls concerning "High School Completion Rates" (Goal 2) from the White House press supplement. The following information has been provided by NCES to address these inquiries:

1. The White House background paper, in reference to the goal to achieve a 90% high school completion rate by the year 2000, cites a completion rate of 72% in 1988.

2. This rate was supplied by NCES.

3. This rate is the percent of 18-19 year olds who are high school graduates.

4. This rate has several known problems:
   o A high share of 18 year olds and some 19 year olds are still enrolled in high school. Thus, this rate understates the percent of those youth who are still working towards their diploma.
   o These figures include students who have completed high school with an alternative certificate, such as GEDs or other equivalency certificates. Thus, this rate overstates the share of students who are traditional completers with high school diplomas.

5. NCES is working to refine the measure of high school completion that would be best to use in monitoring the progress towards attainment of the completion goal. This will involve consideration of alternative measures, refinement of the calculation of measures, and possible changes to data collection instruments.

If there are any problems, please take a message and contact Lew Walker (357-6651) immediately.

cc: C. Cross
S. Horn
E. Elliott
NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.

2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The President and members of the Governors' Task Force on Education jointly developed these goals with the advice of scores of education associations and organizations, business and community leaders, parents, teachers, and state and local administrators. The announcement of these six national performance goals represents a first phase in carrying out the commitment made in Charlottesville. These goals will be part of a comprehensive goals and objectives statement and presented to all the Governors at their Winter meeting in late February.
These goals are about excellence. They are about recognizing that every child, regardless of background or disability, can learn. They are based on a recognition that education is a lifelong enterprise. They are about restructuring and revitalizing the education system of the United States. They are designed to encourage a renaissance in American education.

Meeting these goals will require that our education system boosts the performance of our highest achievers to levels that equal or exceed the performance of the best anywhere; substantially increases the performance of our lowest achievers to far higher levels than their current performance; and ensures that what our best students can achieve now, our average students be able to achieve by the turn of the century.

A strong education system is essential to maintaining a vigorous and responsible democracy and a prosperous and growing economy. The President and the Governors have developed a clear set of national education goals that they believe are worthy of our people and our times, and that will provide a measure by which our responsible leaders can be held accountable for results.

In order for national education goals to be meaningful, progress toward achieving these goals must be measured accurately and adequately, and reported to the American people on a timely basis. Present data collection efforts and activities in progress to improve assessment tools and statistics provide a solid foundation on which to build. However, more work is needed. The President and the Governors agree that this effort will require a substantial national commitment over several years to further develop and refine our national measurement capabilities.

The President's FY 1991 budget recognizes the importance of measuring how the nation progresses toward achievement of these goals. The President has requested a fifty percent increase, from $40 million to $60 million, in the federal investment for statistics for the U.S. Department of Education. In addition, the President's budget includes $20 million for follow-up activities related to the President's Education Summit with Governors. A portion of this request may provide additional funding for assessment and statistics development. In the coming months, the Administration and the Governors will work with other interested groups to develop fully the range and quality of measures needed to report on progress.
MEASURING PROGRESS TOWARD NATIONAL GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Assessments indicating readiness for school generally are not administered by schools. Nor do the President and the Governors recommend that such an assessment, especially one that could wrongfully be used to determine when a child should start school, be developed for purposes of measuring progress toward this goal. Other current indicators of readiness may serve as proxies, and still others need to be developed.

The National Center for Education Statistics' (NCES) National Household Education Survey will be designed to furnish as much useful data as possible on a child's early learning experiences and the extent of parental involvement. In addition, the Current Population Survey, the Administration on Children, Youth, and Families, and other units of the U.S. Department of Health and Human Services collect information on learning experiences and the social and physical status of young children that will provide essential data for measuring appropriate dimensions of readiness.

High School Completion

GOAL 2: By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

According to best estimates, approximately 72 percent of the nation's 18 to 19-year-olds had completed high school in 1988. Presently, national data on high school completion rates are available from the Current Population Survey. New measurement and collection efforts will be necessary to gather comparable state-level data on dropout and high school completion rates.

Student Achievement

GOAL 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

Demonstrating competency is not merely a function of successfully completing courses. It involves mastering a meaningful level of knowledge and skills. Assessment tools must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. While the focus of this goal specifies competency in several subject areas, the list is not to be interpreted as exhaustive, nor as recommending a
national curriculum. Furthermore, in order to demonstrate a meaningful level of competency at certain points in the educational process, performance at every grade level and among all quartiles of achievement must increase substantially. Only in this manner will our entire educational system be lifted toward excellence.

Appropriate measures of achievement must be accurate, comparable and constructive. While comparable state-level data is not presently available, the National Assessment of Educational Progress (NAEP) will be a principal mechanism for measuring student achievement in grades four, eight, and twelve in reading, writing, mathematics, science, history and geography on a national, and eventually state-by-state, basis. The National Center for Education Statistics is working with NAEP and others to extend and improve appropriate national assessments in a variety of subject areas. Thirty-seven states will participate in the NAEP pilot state-level assessment this year. It is expected that all States will participate in future state-level assessments.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

While no international comparisons of student achievement to date are considered adequate, available measures suggest that U.S. 13-year-olds perform near the bottom in science and mathematics compared to their peers in other industrialized countries. Significant work must be accomplished to ensure that international comparisons of achievement are reliable.

The National Academy of Sciences is working with the U.S. Department of Education and the National Science Foundation to develop recommendations for the creation of a permanent international framework for coordinating international assessments that compare the performance of U.S. students in mathematics and science to that of their counterparts in other industrialized countries. In 1991, twenty-two countries will participate in a comparative study in mathematics and science conducted by the International Assessment of Educational Progress. In 1993, the International Association for the Evaluation of Educational Achievement will conduct its third cross-national mathematics assessment.

In addition, several groups, including the National Council on Teachers of Mathematics, the Mathematical Sciences Education Board, the American Academy for the Advancement of Science, the National Assessment Governing Board and others, are working to improve assessments of mathematics and science achievement.
Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

No good data relating to dimensions of literacy and lifelong learning currently exist. While work is required to develop meaningful measures, the National Survey of Adult Literacy now underway will provide important information on functional literacy skills by 1993. The National Center for Education Statistics also gathers data on indicators of lifelong learning such as participation in post-secondary education and degrees received. The Department of Labor is a source of survey data on employer activities and the labor force, and is leading efforts to develop measures of workforce literacy skills.

Safe, Disciplined, and Drug-free Schools

GOAL 6: By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

No single or comprehensive source of data exists to measure the extent to which our schools are safe, disciplined, and drug-free. The Justice Department collects national juvenile and crime survey data. The National Institute of Drug Abuse conducts annual surveys of student drug use and attitudes. The Department of Education's Schools and Staffing Survey provides information on school climate and environment. Further data collection efforts may be required.

A National Challenge

These national education goals are not the President's goals or the Governors' goals, they are the Nation's goals. Achieving them will require a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically our nation's education system and the performance of each and every student.

###

-5-
February 2, 1990

Note to ERIC Clearinghouses:

I have sent along the new templates for 1990 statistics. As you can see, I have added new and eliminated some items from the collection process.

Most notably, I added a section on SECONDARY DISTRIBUTION. Central ERIC is interested in knowing if ERIC generated materials are being used by other organizations in communicating with their constituents--and if so, how much. We realize that sometimes it is difficult to know if and when something is being used by others, but your best effort is all we are asking.

I have eliminated the section on RESPONSES TO INQUIRIES. The DISTRIBUTION sections will be picking up that information. In one sense, we were double counting before.

There are some changes in definitions so you should read through them again. If you have questions, don’t hesitate to call.

Instead of sending your statistics to me on a monthly basis. We will begin collecting them quarterly--with your quarterly and annual (4th quarter) reports. Send your diskette to your monitors along with your reports. They will pass them on to me.

Thanks for your perseverance on this task! We are getting very good and consistent data these days--thanks to all of you!

WASHINGTON, D.C. 20208
<table>
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| **STAFF**                       | Staff Hours/CHARGED TO CONTRACT  
                                 | Staff Hours/CONTRIB. BY HOST INSTITUTION  
                                 | TOTAL Hours of Effort                                                             |
| **ACQUISITIONS**                | SOLICITATIONS for documents  
                                 | New ACQUISITION ARRANGEMENTS  
                                 | Documents Received/SOLICITED  
                                 | Documents Received/UNSOLICITED  
                                 | Documents Received/TRANSFERRED IN  
                                 | TOTAL Documents Received  
                                 | Documents REJECTED  
                                 | Documents TRANSFERRED OUT  
                                 | REJECTION RATE                                                            |
| **DATABASE BUILDING**           | RIE Documents SUBMITTED TO FACILITY  
                                 | RIE Documents SELECTED BUT NOT SUBMITTED  
                                 | RIE Documents UNABLE TO PROCESS (Backlog)                                         |
| **CIJE**                        | CIJE Issues Processed/COMPREHENSIVELY  
                                 | CIJE Issues Processed/SELECTIVELY  
                                 | CIJE Issues Processed/ONE-SHOT  
                                 | CIJE Articles SUBMITTED TO FACILITY  
                                 | CIJE Articles SELECTED BUT NOT SUBMITTED  
                                 | CIJE Issues UNABLE TO PROCESS (Backlog)                                      |
| **LEXICOGRAPHY**                | New Descriptors SUBMITTED  
                                 | Current Descriptors, CHANGES RECOMMENDED  
                                 | New or Current Descriptors REVIEWED                                              |
| **FORMS OF INQUIRIES**          | LETTER INQUIRIES  
                                 | TELEPHONE INQUIRIES  
                                 | ELECTRONIC INQUIRIES  
                                 | Clearinghouse VISITORS  
                                 | TOTAL Inquiries/Visitors                                                   |
| **OUTREACH/TRAINING**           | MEETING/CONFERENCES/WORKSHOPS  
                                 | PRESENTATIONS  
                                 | EXHIBITS  
                                 | Distribute MATERIALS                                                      |
| **PUBLISHING**                  | Newsletter ISSUES  
                                 | Journal COLUMNS  
                                 | Journal ARTICLES  
                                 | ERIC DIGESTS  
                                 | MAJOR PRODUCTS  
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<td>ERIC SYSTEMWIDE MATERIALS</td>
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<td>Conference PARTICIPANTS</td>
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DEFINITIONS FOR ITEMS IN THE MONTHLY STATISTICAL REPORT

STAFF

Staff Hours/Charged to the Contract: The number of staff hours (not FTE's) charged to the contract for clearinghouse and ERIC system activities for the reporting period. Freelancers and subcontractor's hours for indexing and abstracting activities should be figured as: 2 abstracts or 3 annotations = 1 hour of work.

Staff Hours/Contributed by Host Institution: The number of staff hours the host institution or a significant third party contributed to clearinghouse and ERIC system activities during the reporting period.

Total Hours of Effort: The total number of hours charged to or contributed by the host institution during the reporting period. [Staff Hours/Charged to the Contract + Staff Hours/Contributed by the Host Institution = Total Hours of Effort]

ACQUISITIONS

Solicitations for Documents: The number of solicitations requesting documents within the Clearinghouse scope area (specific titles and general requests) during the reporting period from any source (including the Facility and Central ERIC).

New Acquisition Arrangements: The number of new acquisition arrangements established during the reporting period (includes Facility notification). Blanket release is not required.

Documents Received/Solicited: The number of documents received during the reporting period to be reviewed for inclusion in the database during the reporting period and identified as from a Clearinghouse acquisition arrangement or from written or verbal contact (requiring staff time) with an author, publisher, association, Central ERIC and the Facility.

Documents Received/Unsolicited: The number of documents received and to be reviewed for inclusion in the database during the reporting period that were not solicited (i.e. from an author, conference, etc.) or from a clearinghouse acquisition arrangement. This number does not include documents received from the Facility, as those documents are "Transferred In" and does not include newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis.
2 - Definitions for Items in the Monthly Statistical Report

Documents Received/Transferred In: The number of documents received during the reporting period from the Facility, Central ERIC, or other ERIC clearinghouses unsolicited.

Total Documents Received: The sum total of all documents received for the reporting period. [Documents Received/Solicited + Documents Received/Unsolicited + Documents/Transferred In = Total Documents Received]

Documents Rejected: The number of documents rejected for the reporting period because of poor reproducibility, lack of content, prior submission by different clearinghouse, etc. Includes all documents submitted and reviewed for potential inclusion whether suitable for ERIC or not. Newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis are not included.

Documents Transferred Out: The number of documents transferred out during the reporting period because the documents were in another clearinghouse’s scope area.

Rejection Rate: The percentage of documents rejected for the reporting period. [Documents Rejected/(Total Documents Received - Documents Transferred Out) = Rejection Rate]

DATABASE BUILDING

RIE Documents Submitted to the Facility: The number of processed documents (i.e. selected, cataloged, indexed and abstracted) that were transferred to the Facility during the reporting period.

RIE Documents Selected but not Submitted: The number of documents selected for the database but have not been transferred to the Facility by the end of the reporting period (i.e. documents on hold waiting for better copy, copyright release, missing pages, etc. or in process). Some documents may be counted more than once if held for longer than one reporting period.

RIE Documents unable to Process (Backlog): The number of documents received and determined appropriate to the clearinghouse’s scope area, but for which processing was not begun during the reporting period due to limited financial resources. Some documents may be counted more than once if held for longer than one reporting period. (In some instances, excellent documents are held because the Clearinghouse receives too many documents on the same topic or the number received exceeds the RIE quota. To be able to process them, additional resources are needed.)
3 - Definitions for Items in the Monthly Statistical Report

**CIJE Issues Processed/Comprehensively**: The number of journal issues (not articles) receiving total coverage for the reporting period.

**CIJE Issues Processed/Selectively**: The number of journal issues receiving selective coverage for the reporting period.

**CIJE Issues Processed/One-Shot**: The number of journal issues not regularly covered for CIJE but receiving one-time coverage during the reporting period. One or more articles were determined significant to clearinghouse scope area.

**CIJE Articles Submitted to Facility**: The number of processed journal articles (i.e. indexed and annotated) that were transferred to the Facility during the reporting period.

**CIJE Articles Selected not Submitted**: The number of journal articles selected for inclusion in the database at a future time, but for which the indexing and annotation of articles has not been completed. Some documents may be counted more than once if held for longer than one reporting period.

**CIJE Issues unable to Process (Backlog)**: The number of journal issues received and determined appropriate to the clearinghouse's scope area, but for which processing was not begun during the reporting period due to limited financial resources. Some issues may be counted more than once if held for longer than one reporting period. (In some instances, journal issues are be held because the Clearinghouse receives a new journal or the number received exceeds the CIJE quota. To be able to process them, additional resources are needed.)

**LEXICOGRAPHY**

**New Descriptors Submitted**: The number of new descriptors submitted to the Lexicographer during the reporting period.

**Current Descriptors, Changes Recommended**: The number of changes recommended for existing descriptors submitted to the Lexicographer such as scope notes, BT/NT/RT displays, deletions, etc. during the reporting period.

**New or Current Descriptors Reviewed but not Submitted**: The number of descriptors researched and reviewed by Clearinghouse staff during the reporting period but a determination was made that no formal action was needed.
FORMS OF INQUIRIES

**Letter Inquiries:** The number of letters received at the clearinghouse during the reporting period requesting ERIC publications or requesting information on the ERIC system, clearinghouse activities, scope specific topics or general education. A letter is counted as only one inquiry, even if more than one action is taken in response.

**Telephone Inquiries:** The number of telephone calls received at the clearinghouse during the reporting period requesting ERIC publications, or requesting information on the ERIC system, clearinghouse activities, scope-specific topics or general education. A call is only counted once, even if more than one action is taken in response.

**Electronic Inquiries:** The number of electronic messages directed to the clearinghouse (via MultiLink, Bitnet, etc.) during the reporting period. This number does not include MultiLink messages exchanged between ERIC components, unless it is user service oriented. If more than one action is taken in response to an electronic request it is counted as only one inquiry.

**Clearinghouse Visitors:** The number of individuals coming to the clearinghouse's physical location during the reporting period. This does not include visitors to a clearinghouse booth or exhibit at a conference. In addition, if the ERIC microfiche collection is located physically with the clearinghouse, visitors to the reading room are counted as visitors. If the ERIC microfiche collection is physically located away from the clearinghouse, visitors to the collection are not included in the count of visitors.

**Total Inquiries/Visitors:** The sum total of all requests received by the clearinghouse during the reporting period. [Letter Inquiries + Telephone Inquiries + Electronic Inquiries + Clearinghouse Visitors = Total Inquiries/Visitors]

OUTREACH/TRAINING

**Meetings/Conferences/Workshops:** The number of meetings, conferences, and workshops attended, participated, or convened by clearinghouse staff during the reporting period. Participation does not necessarily need to be related to the ERIC program but to the professional development of staff, such as professional associations, data user groups, etc.

**Presentations:** The number of formal or invited presentations made by clearinghouse staff at meetings, conferences and workshops about the ERIC system or clearinghouse scope area during the reporting period.

**Exhibits:** The number of ERIC program exhibits staffed at meeting, conferences and workshops by the clearinghouse during the reporting period.
5 - Definitions for Items in the Monthly Statistical Report

**Distributed Materials:** The number of times during the reporting period materials were distributed to meetings, conferences and workshops outside the clearinghouse, whether or not the meetings were attended by clearinghouse staff (including unstaffed exhibits).

**PUBLISHING**

**Newsletter Issues:** The number of issues of the clearinghouse newsletter distributed during the reporting period.

**Journal Columns:** The number of recurring (i.e. every month, every issue, etc.) journal columns related to the ERIC system or the clearinghouse scope area published and attributed to the clearinghouse during the reporting period.

**Journal Articles:** The number of journal articles or newsletters related to the ERIC system or the clearinghouse scope area published (one-shot basis) and attributed to the clearinghouse during the reporting period. This does not include paid or unpaid advertisements for clearinghouse products or services.

**ERIC Digests:** The number of ERIC Digests completed and available for distribution during the reporting period.

**Major Products:** The number of major clearinghouse products (i.e. monographs, trends and issues, directories, etc.) completed and available for distribution during the reporting period.

**Other Clearinghouse Products:** The number of clearinghouse products (other than clearinghouse newsletters, major products and ERIC Digests) completed and available for distribution during the reporting period such as catalogs, topical bibliographies, ready made searches, brochures, ERIC system materials, instructions for accessing the database, etc.

**DISTRIBUTION BY CLEARINGHOUSE OR HOST ORGANIZATION**

**ERIC Digests:** The number of ERIC Digests distributed during the reporting period by the Clearinghouse. Count each ERIC Digest as an individual item, even if the Clearinghouse distributes the Digests as a volume. For example, if a volume of 10 digests is sold, it should be counted as 10 Digests and not as a major product.

**Newsletters:** The number of clearinghouse newsletters distributed during the reporting period by the Clearinghouse.

**Major Products:** The number of major clearinghouse products distributed during the reporting period by the Clearinghouse.
6 - Definitions for Items in the Monthly Statistical Report

Other Clearinghouse Products: The number of clearinghouse products (other than ERIC Digests, clearinghouse newsletters, and major products) distributed by the Clearinghouse during the reporting period such as catalogs, ready made searches, brochures, etc.

ERIC Systemwide Materials: The number of systemwide brochures (e.g. Pocket Guide, Submitting Documents to ERIC, Directory of ERIC Service Providers, Ready References, etc.) distributed during the reporting period by the Clearinghouse.

Total: The total number of clearinghouse materials distributed during the reporting period. [ERIC Digests + Newsletters + Major Products + Other Products + ERIC Systemwide Brochures = Total]

SECONDARY DISTRIBUTION

ERIC Digests: The number of ERIC Digests distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouses.

Newsletters: The number of clearinghouse newsletters distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouse.

Major Clearinghouse Products: The number of major clearinghouse products distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouses.

Other Clearinghouse Products: The number of clearinghouse products (other than ERIC Digests, clearinghouse newsletters, and major products) distributed by other organizations, including ACCESS ERIC and other ERIC Clearinghouses during the reporting period such as catalogs, ready made searches, brochures, etc.

ERIC Systemwide Materials: The number of systemwide brochures (e.g. Pocket Guide, Submitting Documents to ERIC, Directory of ERIC Service Providers, Ready References, etc.) distributed during the reporting period by other organizations.

Total: The total number of clearinghouse materials distributed during the reporting period. [ERIC Digests + Newsletters + Major Products + Other Products + FRIC Systemwide Brochures = Total]
7 - Definitions for Items in the Monthly Statistical Report

RESPONSES OTHER THAN DISTRIBUTION OF MATERIALS TO CLEARINGHOUSE INQUIRIES

Placed on Mailing List: The number of names/groups placed on the clearinghouse's mailing list during the reporting period.

Requests Referred Elsewhere: The number of requests the clearinghouse referred elsewhere (including ACCESS ERIC) during the reporting period because the request was not relevant to the ERIC system, not scope specific, or required additional information from other sources.

Searches Completed: The number of manual and online searches using ERIC tools completed by clearinghouse staff during the reporting period. Pulling a microfiche from the ERIC collection for a user does not constitute a search.

ANALYSIS OF USERS
(Visitors to exhibits/displays at conferences are not included in analysis of users. If an individual contacts the clearinghouse at a later date, the user should be counted at that time.)

Elem/Sec Teachers: The number of elementary and secondary school teachers (including counselors, teachers aides, resource teachers, specialists, etc.) requesting the services of the clearinghouse during the reporting period.

Elem/Sec Principals/Administrators: The number of elementary and secondary school-based principals, administrators and counselors requesting the services of the clearinghouse during the reporting period.

Elem/Sec Librarians: The number of elementary and secondary school librarians requesting the services of the clearinghouse during the reporting period.

Elem/Sec Students: The number of elementary and secondary school students requesting the services of the clearinghouse during the reporting period.

Elem/Sec LEA's, School Boards, Etc.: The number of school district officials requesting the services of the clearinghouse during the reporting period, including LEA's, School Boards, PTA's, etc.

Total for Elementary/Secondary: The total number of elementary and secondary school users during the reporting period. [Elem/Sec Teachers + Elem/Sec Principals/Administrators + Elem/Sec Librarians + Elem/Sec Students + Elem/Sec LEA's, School Boards, Etc. = Total for Elementary/Secondary]
8 - Definitions for Items in the Monthly Statistical Report

**Postsec Professors/Researchers:** The number of Professors and Researchers (including researchers working with institutional research projects) at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

**Postsec Administrators:** The number of Administrators (including professional staff working in planning and finance; student services; counselors, support staff; etc.) at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

**Postsec Librarians:** The number of Librarians at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

**Postsec Students:** The number of Students at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

**Total for Postsecondary:** The total number of postsecondary level users requesting the services of the clearinghouse during the reporting period. 
\[
\text{Total for Postsecondary} = \text{Postsec Professors/Researchers} + \text{Postsec Administrators} + \text{Postsec Librarians} + \text{Postsec Students}
\]

**Government Agencies-Federal:** The number of individuals working in the Federal Government (including Congressional offices) requesting the services of the clearinghouse during the reporting period. This number includes OERI and ED (including ED Research Library staff) but does not include Central ERIC staff unless it is a user service request.

**Government Agencies-State:** The number of individuals working in State Governments such as the Governor’s office or State Education Departments, requesting the services of the clearinghouse during the reporting period (does not include LEA’s).

**Government Agencies-Local:** The number of individuals working in Local Governments requesting the services of the clearinghouse during the reporting period.

**Government Agencies-Foreign:** The number of individuals working with Foreign Governments, embassies and international organizations such as OECD requesting the services of the clearinghouse during the reporting period.

**Total for Government Agencies:** The total number of individuals working for Government Agencies, foreign and domestics, requesting the services of the clearinghouse during the reporting period. 
\[
\text{Total for Government Agencies} = \text{Government Agencies-Federal} + \text{Government Agencies-State} + \text{Government Agencies-Local} + \text{Government Agencies-Foreign}
\]
9 - Definitions for Items in the Monthly Statistical Report

**Other Librarians:** The number of librarians not affiliated with an elementary, secondary or postsecondary institution requesting the services of the clearinghouse during the reporting period. This number includes association librarians or Library of Congress staff.

**Journalists:** The number of journalists (newspaper, magazine, radio, and TV) requesting the services of the clearinghouse during the reporting period.

**Other Professionals:** The number of professionals who are not affiliated with a school, college or university such as a research contractor, not-for profit association staff, publishers, business persons, etc. requesting the services of the clearinghouse during the reporting period. Information brokers (other than librarians and journalists) are categorized as Other Professionals.

**Parents:** The number of parents seeking information about the care, development, or education of their children.

**General Public:** The number of individuals not identified under any other user category is requesting the services of the clearinghouse during the reporting period.

**Total Other Users:** The total number of other users requesting the services of the clearinghouse during the reporting period. [Other Librarians + Journalists + Other Professionals + Parents + General Public = Total Other Users]

**Total Users:** The total number of users requesting the services of the clearinghouse during the reporting period. [Total for Elementary/Secondary + Total for Postsecondary + Total for Government Agencies + Total Other Users = Total Users]

**Conference Participants:** The number of participants at conferences at which the Clearinghouses had a staffed exhibit during the reporting period. The number of registered participants is usually announced by the organization after the conference.

Date: Revised, January 31, 1990
Note to ERIC Directors:

From: Nancy Krekel

We had a Copyright Forum for OERI Lab and Center Project Officers to discuss the new copyright laws as they pertain to the acquisition and dissemination of OERI sponsored work. The feedback I got was very positive. I sensed more of a willingness to cooperate than before. I am sure we will begin to see a "flood" of documents into the system!

I developed two handouts in preparing for the Forum that you might find interesting. The first one lists ERIC's (i.e. EDRS) "best sellers" and then compares EDRS' sales to the sales by the host organizations. Our point was--that putting a document into ERIC does not affect the sales of the publisher.

The second handout is the list of journals we intend to survey and the letter we plan to send to the editors about their publishing policies. If you would like us to add any journals to this list please send them to me via Multilink or mail. We will be sending the letters out by mid-March. I hope to report the findings at the May Directors Meeting. We did survey a sample of 25 editors and found that announcing it in ERIC does not prohibit it from being published in the journal. We hope to get the same support from all the major education related journals. Your help on this project will be appreciated.

I hope you find these handouts interesting. I look forward to hearing from you soon. Thanks!
Dear (Editor):

I am writing to inquire about any policy your journal may have on publishing papers that were previously announced in the Educational Resources Information Center (ERIC) database. ERIC, sponsored by the U.S. Department of Education, is the world’s largest information system covering the literature of education.

The ERIC system actively solicits papers, conference proceedings, literature reviews and curriculum materials from researchers, practitioners, educational associations and institutions, and federal, state and local agencies. Each year about 13,000 documents are selected, cataloged, indexed and abstracted, and announced in ERIC’s monthly abstract journal Resources in Education (RIE). Documents are made available to the general public in microfiche and paper copy. ERIC similarly announces current journal literature in a separate monthly publication titled Current Index to Journals in Education. Together, the RIE and CIJE indexes form the ERIC database, which now contains over 650,000 citations.

ERIC speaks of "announcing" documents, not of "publishing" them; in fact, many of the documents announced in ERIC later appear (usually condensed or modified) as articles in professional journals. Nevertheless, we often hear authors express a belief that journal editors are reluctant to publish papers that have been announced by ERIC. If that assertion is unfounded--as I hope it is--the ERIC system would like to be able to assure potential contributors that putting a document into ERIC does not hinder an author from subsequently publishing that paper, or a revised version of it, in a professional journal.

Your response to the following two questions would be of great value in assisting us in our acquisition activities:

1. Does your journal currently have a formal policy on publishing papers that were previously announced in ERIC?

2. If your journal does not have a stated policy, what is the practice?
ERIC is committed to facilitating the flow of research and other information to the educational community. Your thoughts on these issues—and any other comments you may have about the ERIC program—will help us to better carry out this mission.

I look forward to hearing from you at your convenience. My address is:

ERIC Program
U.S. Department of Education/OERI
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5720.

If you have any additional questions please contact me at (202) 357-6088.

Sincerely,

Robert M. Stonehill
Director, ERIC
JOURNALS TO BE SURVEYED

Academe
Academic Computing
Adult Education Quarterly
Administrative Science Quarterly
American Educational Research Journal
American Educator
American Journal of Distance Education
American Libraries
American Psychologist
American Scholar
American School Board Journal
American Sociological Review
Arithmetic Teacher
Art Education
British Educational Research Journal
Change
Child Development
Childhood Education
Cognition and Instruction
Cognitive Psychology
College and Research Libraries
College Composition and Communication
College English
College Teaching
Community College Review
Computers and Education
Computing Teacher
Contemporary Sociology
Counselor Education and Supervision
Developmental Psychology
Economics of Education Review
Education Libraries
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Measurement: Issues and Practices
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<td>Electronic Learning</td>
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<td>The Journal of Higher Education</td>
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<td>Journal of Physical Education, Recreation and Dance</td>
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<td>History of Education Quarterly</td>
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Page 3 - Journals to be Surveyed

Language Learning
Learning
Measurement and Evaluation in Guidance and Counseling
Memory and Language
Music Educators Journal
NASPA Journal
NASSP Bulletin
Peabody Journal of Education
Phi Delta Kappan
Planning and Changing
Planning for Higher Educator
Principal
PTA Today
Psychological Review
Public Administration Review
Reading Research Quarterly
The Reading Teacher
Research in Science and Technological Education
Research in the Teaching of English
Review of Educational Research
The Review of Higher Education
Review of Research in Education
Rural Educator
School Administrator
Science and Children
Science Education
Science Teacher
Social Education
Social Studies Professional
Sociology of Education
Teaching and Teacher Education
Teaching Exceptional Children
Technology Teacher
Thought and Action
Writing Instructor
TO: Directors of ERIC Components

FROM: Klein with contributions from Stonehill, Coulter, Imel, Piele, Spencer, ERIC Executive Committee Meeting Participants, MacFarlane's notes, and staff from EC

SUBJECT: Early Ideas on the Selection of Documents for the Compact ERIC and the ERIC SchoolDisc

REQUESTED ACTION: Please provide Sue Klein with your additions and suggestions for improving these assumptions and criteria by March 1, 1990.

ASSUMPTIONS FOR COMPACT ERIC

1. Everything in the Compact ERIC should be indexed in the database. However, ERIC may expand the search for important items (including books*) that may not be picked up from normal acquisitions procedures. (As usual, ERIC will not duplicate existing indexes and services such as those that contain education information from the popular press.)

2. The publication types most appropriate for Compact ERIC include:
   - information analyses and digests
   - viewpoints, position papers, etc.
   - reports
   - speeches
   - books
   - journal articles

3. Select a few journals for full-coverage for the year. Otherwise select special articles from journals not comprehensively covered.

4. For the Compact ERIC, the full text of documents and articles should, as a general rule of thumb, not exceed 150 pages. Substitute executive summaries or key or introductory chapters for the full text of massive tomes.

5. Dates of documents to be included would be those documents published since Jan. 1, 1990 if possible.

6. A limited number of items selected for Compact ERIC may also be included in the ERIC SchoolDisc.

7. The audience for the Compact ERIC is to include educational professionals and policy makers concerned with all levels of education.

* Look for more documents like books, that may not be generally sought for ERIC. If publishers will only give level 3 release, maybe they will provide an executive summary for Compact ERIC.
QUALITY SELECTION CRITERIA For The COMPACT ERIC

- Consider those that have high ratings using regular ERIC screening criteria (Section 3: Selection in the EPM), particularly as they relate to:
  -- increasing the knowledge base
  -- national educational significance
  -- interest to many in the Compact ERIC target audience
  -- being unique or innovative
  -- relevance, responsiveness to current priorities
  -- authority of author, source, sponsor, in particular consider documents from national commissions, ERIC and other clearinghouses.
  -- the quality of information (value, amount, accuracy) -- Does it have adequate topic coverage and references?
  -- the quantity of information or effectiveness of presentation -- Is it especially concise or well written?

- Add criteria of media exposure. Was this document mentioned in the national press, at conferences, etc.?

- Add criteria of popularity. Was it frequently requested from EDRS and other ERIC system components or other information centers such as the Education Information Branch?

- Add criteria related to utility. Is the research sufficiently applied to have implications for practice?
ASSUMPTIONS FOR THE ERIC SchoolDisc

1. Everything in the ERIC SchoolDisc should be indexed in the database. However, ERIC may expand the search for important commercial items such as directories or resource guides that may not be picked up from normal acquisitions procedures.

2. The publication types most appropriate for the ERIC SchoolDisc include:
   - information analyses and digests
   - guides particularly for school use such as approaches to instruction, teaching tips, curriculum materials
   - information on audiovisual/non print materials
   - books
   - reference materials such as directories, resource lists of exemplary materials and programs, etc.
   - journal articles with strong implications for practice
   - evaluation instruments

3. Most of the documents to be included would be published since Jan. 1, 1990, however, older tools may be included if they are the most recent and best of their type.

4. Shorter documents may be more useful to school practitioners. As a rule of thumb, the full text of documents should not exceed 50 pages. Substitute executive summaries or sample curriculum units for the full text of massive tomes.

5. There would be both an elementary and a secondary version of the Toolbox with some overlapping entries. There would also be some overlap with Compact ERIC.

6. The audience for the ERIC SchoolDisc would include educational practitioners in elementary and secondary schools, including teachers, administrators, guidance counselors, nurses or health professionals, parent-teacher organizations, etc.
QUALITY SELECTION CRITERIA FOR THE ERIC SchoolDisc:

Consider those that have high ratings using regular ERIC screening criteria (Section 3: Selection in the ERPM), particularly as they relate to:

-- interest to many in the ERIC SchoolDisc target audience

-- being unique or innovative

-- relevance, responsiveness to current priorities

-- authority of author, source, sponsor, in particular consider documents from national commissions, ERIC and other clearinghouses.

-- the quality of information (value, amount, accuracy) -- Does it have adequate topic coverage and references?

-- the quantity of information or effectiveness of presentation -- Is it especially concise or well written?

- Add criteria relating to exemplary nature -- Would it serve as a model for others? Is there evidence of effectiveness?

- Add criteria related to utility. Is the research sufficiently applied to have implications for practice?

- Add criteria of media exposure. Was this document mentioned in the national press, at conferences, etc.?

- Add criteria of popularity. Was it frequently requested from EDRS and other ERIC system components or other information centers such as the Education Information Branch?
**IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM**

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

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**UNIT PRICE SCHEDULE**

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**RESIDENTS OF VA., MD, AND DC — ADD APPLICABLE SALES TAX**

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<td>1-7 Microfiche ONLY</td>
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- Federal Express
- UPS Next Day Air
- FAX transmission of your document

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EDRS SALE OF MICROFICHE FILE CABINETS

I've heard it said that the ERIC collection is too big, and for a while I must admit that I thought the same thing, but not after we received the new microfiche file cabinet we ordered from FENCO. If your collection is in 4 X 6 file card cabinets, or worse yet in brown boxes, you're probably wondering where you will get the room for all the microfiche that are yet to come.

We have the answer. As a FENCO dealer we can offer you a Model 1830 file cabinet that will store 129,000 microfiche (the capacity stated in the attached brochure of 81,000 microfiche capacity is incorrect) in a cabinet just 21 1/4" inches wide and 58 1/2" inches high. You can probably store an entire collection in just 3 of these cabinets, and in only a little over 5 feet in width. This is approximately 15 square feet of space. At the cost of space, this is an excellent savings.

FENCO also has a Model 1838, 8 drawer cabinet that holds approximately 100,000 microfiche (the brochure figure of 64,800 microfiche is also incorrect) and takes up the same 15 square feet of space.

So, if you're in need of a microfiche file cabinet to either put your collection together or you don't like the sight of all those brown boxes, give us a call. You will not only save yourself space, but we can save you 35% off the retail price on your purchase. These are our prices (shipping not included):

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<th>Model</th>
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Not only will you save space and money, you will also beautify your office as well because these cabinets come in 20 decorator colors.
Microform Storage Systems

Assured Security Achieved Through
Creative Design and Quality Manufacturing
FENCO's microform storage product line reflects security grade construction inside an efficient, contemporary design, built to the same construction standards as the FENCO Security line so that the life of the cabinet exceeds the life of the microform it houses. All major microforms—microfiche, microfilm and aperture—utilize two concepts of retrieval available in alternative product model lines... the industry's only removable drawer concept and the industry standard of a fixed drawer compartment storage.

The simplest way to identify which concept is implored by model is this... any model with a flush pull handle is a fixed drawer compartment storage and any removable drawer model utilizes an extending carry/grab type handle. In addition, the product line features interchangeable, universal designed models in both fixed and removable drawer concepts whereby the file can change as you change. Model #1800 (fixed drawer) or Model #1880 (removable drawer), has eight levels of storage available.

Advise us as to how many levels of fiche, film or aperture is required; i.e., 3 for film, 3 for fiche and 2 for aperture.

FENCO doesn’t stop there. As your system changes, so does the file. Let’s say you dropped all aperture from your system. Just advise your FENCO dealer and they can send you additional levels of fiche or film inserts to interchange with your existing aperture levels. Security is assured through FENCO’s plunger lock on every file at no additional cost. With standard features such as lifetime drawer suspension guarantee, five-year workmanship warranty, infinitely adjustable follower blocks, two-tone standard paint finishes and much more, shouldn't you call FENCO? Great design in microform storage... FENCO.
**MODEL SERIES 1800 MICROFORM STORAGE CABINETS**

**MICRO FICHE**
- Model 1830—Capacity: 81,000
  - H: 58 1/4, W: 21 1/4, D: 28 1/4 (OD)
- Model 1839—Capacity: 72,900
  - H: 52 1/4, W: 21 1/4, D: 28 1/4 (OD)
- Model 1838—Capacity: 64,800
  - H: 52 1/4, W: 21 1/4, D: 28 1/4 (OD)
- Model 1835—Capacity: 40,500
- Model 1832—Capacity: 16,200
  - H: 14 1/2, W: 21 1/4, D: 28 1/4 (OD)

**MULTI-MEDIA LATERAL STORAGE**
- Model 1840—Capacity: 828 - 16mm Rolls; 545 - 35mm Rolls
  - Unit H: 51 1/4, W: 22 3/4, D: 28 1/4 (OD)
- Model 1845—Capacity: 520 - 16mm Rolls; 340 - 35mm Rolls
  - Unit H: 33 1/4, W: 22 3/4, D: 28 1/4 (OD)
- Model 1842—Capacity: 210 - 16mm Rolls; 140 - 35mm Rolls
  - Unit H: 15 1/4, W: 22 3/4, D: 28 1/4 (OD)

**APERTURE CARD STORAGE**
- Model 1870—Capacity: 89,000
  - Unit H: 57 1/4, W: 25, D: 28 1/4 (OD)
- Model 1878—Capacity: 65,000
  - Unit H: 42 3/4, W: 25, D: 28 1/4 (OD)
- Model 1875—Capacity: 40,500
  - Unit H: 27 1/4, W: 25, D: 28 1/4 (OD)
- Model 1872—Capacity: 16,200
  - Unit H: 12 1/4, W: 25, D: 28 1/4 (OD)

**MULTI-MEDIA STORAGE**
- Model 1880—
  - Unit H: 51 1/4, W: 22 3/4, D: 28 1/4
- Model 1885—
  - Unit H: 33 1/4, W: 22 3/4, D: 28 1/4
- Model 1882—
  - Unit H: 15 1/4, W: 22 3/4, D: 28 1/4
  - Fiche capacity per level = 8,000
  - Aperture capacity per level = 8,100

**WORK STATION**
- MWS 3048—
  - H: 57 1/4, W: 48, D: 30
- S 3060—
  - H: 27 1/4, W: 60, D: 30
- SWS 3068—
  - W: 48, D: 30 x Systems cabinet height
- SWS 3060—
  - D: 30 x Systems cabinet height
Time Saved is Money Earned
Use FENCO Check Flow Retention Systems

At today's interest rates, float time is a key to "lost and found" dollars. Create additional "found" dollars utilizing FENCO's C.F.R.S. FENCO has designed two different sized check processing trays so strong apart from the competition that they are guaranteed for life. Models #5010, #5020 and #5030 are vacuum formed in General Electric's ultimate plastic, Noryl. The competition uses A.B.S. or, at the best, a flame retardant A.B.S. plastic. Put a match to fire retardant A.B.S. and it catches aflame . . . not so with Noryl, although it will eventually melt around the documents inside. The physical properties of Noryl dictate that it is 2.7 times as strong as A.B.S., yet 20% lighter in weight. Options include infinitely adjustable follower blocks, factory riveted label holders and a locking lid (for Model #5010 only).

To store the industry's only guaranteed trays, FENCO needed to design the ultimate storage unit. Hence, we proudly introduce Models #5092 and #5094, the industry's only center locking aluminum tambour door design. This unique FENCO design features an all aluminum tambour door construction that meets and locks in the center of the unit. All competitive units are designed so that the door meets and locks at the bottom of the unit. Only FENCO relieves you of the strain of the bottom locking tambour door. FENCO's design allows you to stand erect and, as you push the center handle up, the bottom automatically recedes. Interior drawer construction and a unibody arc-welded exterior offer unmatched security in tambour door check processing storage.

FENCO also offers stainless steel fixed or mobile open shelving. Designed for daily check processing use, these units are not only good looking, but rugged as well. The design allows you to build as you row. Start with a 4 shelf unit and row to as much as 10 shelves. FENCO, thinking with you, thinking for you!
## ERIC Price Codes

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### Microfiche

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---

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES)

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION THEREOF
ERIC Fact Sheet

I. Database Building

A. Documents
1. Documents Evaluated Annually for Possible Addition to ERIC Database
   25,000
2. Documents Added to ERIC Database (Resources in Education file)
   a. Monthly (Average)
      1,025
   b. Annually (Current Level)
      12,500
   c. To Date (1966 through December 1989)
      302,187

B. Journal Articles
1. Journal Titles Covered (i.e. regularly analyzed for education-related articles)
   762
2. Journal Articles Added to ERIC Database (Current Index to Journals in Education file)
   a. Monthly (Average)
      1,500
   b. Annually (Current Level)
      18,000
   c. To Date (1969 through December 1989)
      394,599

C. Total Accessions in ERIC Database (1966-1989)
   696,786

D. Organizations Contributing Documents to ERIC
1. Total to Date (1966-1989)
   ~32,000
2. Active Within Last Five Years
   12,000
3. Standing Acquisition Arrangements
   (Organizations Automatically Sending ERIC Their Documents)
   1,250

II. Document Delivery

A. Microfiche Production Activity
1. Titles Microfiched
   a. Monthly (per RIE issue)
      1,000
   b. Annually
      12,000
2. Microfiche Cards per Title (Average)
   1.4
3. Microfiche Cards Delivered per Subscriber
   a. Monthly (per RIE issue)
      1,400
   b. Annually
      16,500

B. Sales Activity (from EDRS)
1. Standing Order Subscriptions for ERIC Microfiche
   820
2. Microfiche Cards Sold Annually (in 1989)
   a. Standing Order Subscriptions
      14,951,312
   b. Back Collections
      4,306,816
   c. Collections by Clearinghouse
      114,069
   d. On Demand Orders
      22,266
   Total 19,394,463
3. On-Demand Document Orders Processed Annually
   (Microfiche or Paper Copy)
   12,000

* Many of the statistics reported here are constantly changing and therefore have been rounded.
III. Publications

A. ERIC Clearinghouse Publications (all types) (1967-1989) 5,47
B. ERIC Digests (Highlights and syntheses of research findings on major topics)
   1. Total ERIC Digests (through 1989) (Increase Approx. 160/y.) ~850
   2. ERIC Digests Available Online 318
C. Abstract Journals
   1. Subscriptions to Resources in Education (RIE) 2,000
   2. Subscriptions to Current Index to Journals in Education (CIJE) 1,800

IV. User Services

A. Subscriptions to ERIC Magnetic Tapes 40
B. ERIC Information Service Providers
   1. Offering Access to ERIC Microfiche Collections and Other Services
      a. Domestic 791
      b. Foreign 114
      Total 905
   2. Offering Computer Searches of ERIC Database 500
C. Inquiries/Questions Answered Annually
   1. ERIC Facility 3,000
   2. Clearinghouses (16) 115,000
D. ERIC on CD-ROM Subscriptions (All Vendors) ~1500
E. ERIC Online Searching Usage (Connect Hours — All Vendors)** ~100,000

V. Authority Lists

A. Thesaurus of ERIC Descriptors
   Total Vocabulary Terms (as of 11th edition, 1987) 9,459
B. Identifier Authority List
   Total Identifiers (as of June 1987) 41,149
C. Institutional Source Directory (Complete)
   Organizations/Institutions that have Contributed Documents to the ERIC Database
   (as of December 1988) 29,647
D. Other Authority Lists
   a. Languages 168
   b. Geographic Locations 217
   c. Publication Types 38
   d. Government Levels 5
   e. Target Audiences 11

** Includes DIALOG, BRS, ORBIT, and Foreign Vendors
January 3, 1990

Mr. Ted Brandhorst
Educational Research Institutional Center Processing & Ref. Facility
2440 Research Blvd.-Suite 530
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for your interest in CREN and its networks, BITNET and CSNET. CREN, the Corporation for Research and Educational Networking, replaces the old BITNET, Inc. corporation as the provider of BITNET and CSNET networking services to facilitate education, research, and development through electronic collaboration and information dissemination throughout the world.

CREN offers its members the ability to communicate worldwide via electronic mail, both individually and in self-determined interest groups. CREN also provides convenient file transfer and information-access capabilities, electronic access to computer-based data and documentation, and mail access to other networks via "gateways."

This CREN Information Packet provides, in three "chapters," information on becoming a Member or Affiliate of CREN, on the CSNET network, and on the BITNET network. Becoming a Member or Affiliate of CREN is a prerequisite to participation in the BITNET and/or CSNET networks and the services they provide. If you know which CREN network you are interested in, you may wish to ignore the material on the other network. Otherwise, you should browse through both to get a flavor of the two.

Please call the CREN Information Center or the BITNET Network Information Center at EDUCOM (202-872-4200), or the CSNET Coordination and Information Center at BBN Systems and Technologies Corporation (617-873-2777), for additional information and/or answers to any questions you may have.

We look forward to further communication with you -- ultimately via BITNET and/or CSNET.

Sincerely,

Amanda L. Spiegel
Executive Assistant
Corporation for Research and Educational Networking

1112 16th Street N.W. - Suite 600, Washington, DC 20036  (202) 872-4200  Fax (202) 872-4318
ERIC PROCESSING AND REFERENCE FACILITY
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238

Telephone: (301) 258-5500  FTS Number: None
FAX Number: (301) 948-3695  E-Mail (Multilink) (301) 590-0357
OERI Monitor: Kevin Anundel  Business Hours: 8:00 - 4:45

**TITLES OF DIRECTORS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Tr'4 Brandhorst</td>
<td>258-5458</td>
</tr>
<tr>
<td>Assistant Director, Computer Systems</td>
<td>Pat Brown*</td>
<td>258-5402</td>
</tr>
<tr>
<td>Assistant Director, Operations</td>
<td>Carolyn Weller</td>
<td>258-5463</td>
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</table>

**TITLES OF STAFF MEMBERS**

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<th>Title</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Elizabeth Pugh</td>
<td>258-5444</td>
</tr>
<tr>
<td>Secretary/Receptionist</td>
<td>Cheri Burnham</td>
<td>258-5454</td>
</tr>
<tr>
<td>Acquisitions/Reference Librarian</td>
<td>Gail Mathews</td>
<td>258-5426</td>
</tr>
<tr>
<td>Reference Specialist</td>
<td>Maureen Roberts</td>
<td>258-5456</td>
</tr>
<tr>
<td>Document Control Supervisor</td>
<td>Michael Davis</td>
<td>258-5406</td>
</tr>
<tr>
<td>Editor (RIE), Senior</td>
<td>Mary McGeehan</td>
<td>258-5428</td>
</tr>
<tr>
<td>Editor (RIE)</td>
<td>Gita Bhatia</td>
<td>258-5404</td>
</tr>
<tr>
<td>Editors (RIE)**</td>
<td>See list below:</td>
<td></td>
</tr>
<tr>
<td>Paginator</td>
<td>Miren Loveland*</td>
<td>258-5422</td>
</tr>
<tr>
<td>Lexicographer</td>
<td>Jim Houston</td>
<td>258-5418</td>
</tr>
<tr>
<td>Computer Operations and Data Entry Supervisor</td>
<td>Daniel Kautz</td>
<td>258-5421</td>
</tr>
<tr>
<td>Data Entry Operator</td>
<td>Joanie Miller*</td>
<td>258-5439</td>
</tr>
<tr>
<td>Word Processing Operator</td>
<td>Millie O'Donnell</td>
<td>258-5442</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>Earl Frazier*</td>
<td>258-5484</td>
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<td>Earl Frazier*</td>
<td>258-5484</td>
</tr>
</tbody>
</table>

*Indicates Part-Time
**Part-time Editors

Kay McGoff 258-5429
Lyn Richmond 258-5449
Edith Ritter 258-5452
The ERIC Review
Dissemination Plan

ERIC is introducing a new systemwide publication: The ERIC Review. The purpose of The ERIC Review is to reach beyond ERIC's "traditional" audiences and provide education practitioners with education research information and news they can use.

The ERIC Review, produced by ACCESS ERIC, is designed to help readers stay informed of recent research findings and critical trends and issues in education. It will also be a tool for announcing and promoting important ERIC System developments, new products, and services.

The ERIC Review is written and designed for the education practitioner in the broadest sense. This includes teachers, professors, principals, and education students. Although The ERIC Review's main audience is the practitioner, information in this publication will be useful to policymakers, librarians, researchers, and others who need to stay abreast of what is happening in education and in ERIC.

Test Market

Based on recommendations by its Advisory Board, ACCESS ERIC plans a test mailing of the pilot issue. A test mailing will help ACCESS ERIC refine the content of The ERIC Review before it is distributed to a broad national education audience. It will allow ACCESS ERIC to solicit feedback from readers on the content's usefulness and the format's effectiveness, collect ideas for improvement, and determine subject areas of interest to readers.*

Approximately 5,000 copies of the pilot issue will be printed at GPO for free distribution. Of these, 2,000 will be distributed to the ERIC System for review and evaluation as follows:

- Central ERIC (100)
- Clearinghouses and Facility (500 total)
- Partners (500)
- Standing Order Customers (900, many of which are college and university libraries)

(Total ERIC System Distribution--2,000)

* To collect this information, the pilot issue will include a reader survey. (The survey is being developed with input from OERI and the Clearinghouses.)
In addition to evaluation by the ERIC System, a test audience representative of the proposed readers of The ERIC Review will receive review copies of the pilot issue. ACCESS ERIC is tapping many sources, both within the ERIC System and outside of it, to compile the mailing list for the test market. Sources include the ACCESS ERIC databases, OERI's mailing lists, and association directories and mailing lists.

A total of 2,970 copies will be sent to the test audience, which is broken down into three key groups: education practitioners, policymakers, and librarians. The test audience and dissemination methods for reaching these groups are described below.

**Education Practitioners**

The education practitioner is one of The ERIC Review's primary target audiences. Thus, ACCESS ERIC has allocated the bulk of the pilot copies to readers in this user group.

The American Federation of Teachers is providing ACCESS ERIC with mailing labels for deans of colleges of education. ACCESS ERIC will randomly select 100 names and send each dean five copies of the pilot issue: one review copy, two copies to pass on to education professors, and two for senior education majors.

Using the National Education Association Directory, ACCESS ERIC will send seven review copies to the presidents of State teachers associations. We will ask them to review a copy and give the remaining six to fellow teachers for evaluation.

ACCESS ERIC is working with the assistant director of membership at the National Association of Elementary School Principals to acquire free mailing labels for the names of 350 randomly selected principals. We also have contacted the National Association of Secondary School Principals and will receive 350 names.

To summarize the breakdown for education practitioners:

- Deans of Colleges of Education -- 100
- College Education Professors -- 200
- Senior Education Majors -- 200
- Teachers -- 350
- Elementary School Principals -- 350
- Secondary School Principals -- 350

Total distribution to education practitioners -- 1,550
**Education Policymakers**

To reach education policymakers at the State level, ACCESS ERIC has acquired a mailing list of executives of each State school board association. The staff has also contacted the National Governors' Association to request the names of education representatives from each State governor's office.

In addition, ACCESS ERIC has requested a random sample of 300 subscriber names from the National School Board Association's journal. This mailing list is available for $60 per 1,000 names; ACCESS ERIC will contact Deborah Hepp of member services to try to obtain a partial list for free. The National Conference of State Legislatures has agreed to send ACCESS ERIC mailing labels for 100 names.

**Breakdown:**

- School Board Members--300
- District Superintendents--250
- Executives of State School Board Associations--60
- Education Policymakers in State Government--60
- National Conference of State Legislatures--100

**Total distribution to education policymakers--770**

**Librarians**

ACCESS ERIC has contacted the American Association of School Librarians and the Public Library Association to obtain the names of librarians from each association. College and research librarians will be reached through the mailing of 900 copies to ERIC Standing Order Customers, the majority of which are college and research libraries.

**Breakdown:**

- Elementary, Middle, and Secondary School Librarians--200
- Public Librarians--100
- Special Librarians--100
- College and Research Librarians--(Included in the mailing to 900 Standing Order Customers)

**Total distribution to librarians--400**

In addition, about 250 individuals have requested information by calling ACCESS ERIC's toll-free telephone line. Callers include teachers, librarians, school superintendents, principals, researchers, and others interested in education. These individuals represent key audiences for *The ERIC Review* and will be included in the test market. They will receive a pilot issue with a cover letter asking them to review and complete the reader survey.
Format, Style, and Content

Published three times a year, The ERIC Review will be an 8 1/2"x11" publication approximately 20 pages in length. It will have a two-color cover on coated paper stock. The text may include tables, charts, graphs, and photographs.

The text of The ERIC Review will be derived in some part from materials already written and approved for publication by other ERIC System Components and the Department of Education. However, ACCESS ERIC staff may revise the text to interest a general education audience by making it more journalistic.

ACCESS ERIC follows GPO style, but not at the expense of clarity and audience. By keeping the nontechnical audience in mind, we will set the tone for the publication.

The ERIC Review will contain the following sections:

1. From the Director--A column from the ERIC Director.
2. Lead article--The lead article will present recent study findings on a current issue in education or a major ERIC System development. It will provide a synthesis of Research being conducted by scholars on topics of interest to practitioners, policy makers, and educators. Although the lead article will focus on a specific topic, the topic will be of interest to a wide audience within the education community. For example, the topic of a future lead article may be AIDS and education--administrators are interested in the policies other school districts have implemented; teachers need resources to help them educate their students about AIDS; parents are concerned about the AIDS education curriculum in their child's school and how to respond to their child's questions about AIDS. The following criteria will be used to evaluate documents considered for The ERIC Review.

1) Candidate documents will provide comprehensive coverage of the subject and make a significant contribution to discipline knowledge.
2) Documents will be timely, authoritative, and normally, of interest to a significant segment of the educational community.
3) Documents will not be rejected solely on the basis of positions taken by the author.
4) Documents will provide information in the form of studies that present a thesis as a result of research or investigation; reports that provide descriptive or evaluative accounts of programs or projects; and works that examine problems and provide specific solutions in the discipline.

**Research in Action**--This column will consist of reprints of ERIC Clearinghouse Digests. One to three Digests (subject to space availability) will be selected for each issue based on the following criteria:

1. Published in the current year.

2. Broad scope of interest to a majority of The ERIC Review's audience. For example, a Digest on "Improving Teaching Techniques" would be selected over one on "Teaching Science to Elementary School Children". A digest on a narrow subject may be used if it is currently a "hot" topic in education.

3. Relevancy to the lead article. If, for example, the lead article deals with multicultural education, a Digest may be selected on the topic of foreign languages, special education programs for minorities, bilingualism, or biculturalism.

**New Titles in Education**--This column will announce acquisitions to the database that have been published in the current year as well as new Clearinghouse publications. Each title will also include author, ED or other order number, price, availability, and a brief abstract. Clearinghouses should submit, on a regular basis, titles that meet the following criteria:

1. Published in the current year.

2. A. Covers a "hot" topic, a subject of national interest, or a significant topic in a Clearinghouse's subject-specific area.

   B. Promotes a new Clearinghouse publication.

**For Your Information**--Provides an opportunity for ERIC Components to announce:

1. Services such as custom searchers or the ERIC Users Electronic Bulletin Board.

2. Programs, including training seminars.

3. New products other than books, including Information Packets, ERIC Clearinghouse Digests, etc.

4. Miscellaneous items, such as a call for papers.
Calendar--Announces upcoming education-related events, including conferences, seminars, and workshops. Each listing will contain the event title; sponsoring agency; contact person's name, address, and telephone number; event location; and date.

Order form--A mail-back order form will allow readers to order products that are mentioned in The ERIC Review and produced by ERIC Components.

Miscellaneous--Letters from readers discussing ERIC issues and/or commenting on articles.

Quality Control and Evaluation

Several evaluation methods will be used to gauge the effectiveness of The ERIC Review. A reader feedback and subscription tear-off form (see attached sample questions) will be included in the pilot publication as well as future issues. The return rate of the forms and the information they provide will indicate The ERIC Review's usefulness to readers and their interest in the content. Reader's input will be valuable in making improvements to The ERIC Review. Once the results have been tabulated and studied, a summary of the survey results and recommendations will be distributed to the ACCESS ERIC Advisory Board, The ERIC Review Editorial Board, and Central ERIC.

Returned order forms will also serve as an evaluation tool. The number of orders received as a result of announcements in The ERIC Review will indicate its effectiveness in communicating specific messages.

As part of an ongoing evaluation process, ACCESS ERIC will actively solicit feedback from readers. ACCESS ERIC will use "From the Director" and "Letters to the Editor" columns to invite readers to call or write with their comments and suggestions. Staff will also encourage feedback from the ERIC Components, Clearinghouses, Partners, and other ERIC constituencies.

Editorial Review Board

The ERIC Review is expected to play a major role in describing, presenting, and promoting ERIC System products and services, and will be a vehicle to assist OERI's dissemination efforts. To ensure the quality of the publication's content, the ACCESS ERIC Advisory Board has recommended an editorial review board be established.
ACCESS ERIC invited six people, selected from the ACCESS ERIC Advisory Board, OLRI/ERIC, and the ERIC Clearinghouses, to be members of an editorial review board for The ERIC's Review. The following have agreed to sit on the Editorial Review Board:

Pat Coulter
Stuart Smith
Bob Stonehill
Todd Strohemenger
Judy Wagner
Garry Walz

The Editorial Review Board's role is to advise ACCESS ERIC on the long-range schedule of theme-oriented issues for the publication. Board members will help ACCESS ERIC identify contributors most suited and willing to provide lead articles. In addition, the Review Board will be the final step in the quality verification cycle.
The ERIC Review Reader Survey

To help us improve future editions of The ERIC Review and provide you with useful and timely education information, please take a few minutes to complete the questions below in the space provided. For questions with multiple responses, check the box of the one most appropriate answer. Return the survey to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20872.

1) Have you ever used the ERIC System, i.e., ERIC services or resources?

- [ ] Yes (Please select all that apply.)
  - [ ] Resources in Education
  - [ ] Thesaurus of ERIC Descriptors
  - [ ] ERIC online database
  - [ ] ERICTools
  - [ ] ACCESS ERIC
  - [ ] Current Index to Journals in Education
  - [ ] ERIC on microfiche
  - [ ] ERIC on CD-ROM
  - [ ] ERIC Clearinghouses
  - [ ] Other

- [ ] No

2a) In this issue of The ERIC Review was the information found in the sections listed below useful?

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<th>Section</th>
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<th>Somewhat</th>
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<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Research in Action</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>New Titles in Education</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>[ ]</td>
<td>[ ]</td>
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2b) What did you like/dislike about the feature article?

- [ ] Like
- [ ] Dislike
- [ ] N/A

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<th>Dislike</th>
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<tr>
<td>Readability</td>
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<td>[ ]</td>
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<tr>
<td>Presentation of viewpoints</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Well-known author</td>
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<tr>
<td>Timeliness</td>
<td>[ ]</td>
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Comments: _______________________________________________

__________________________________________________________

Completion of information on this form is voluntary. This information shall not be duplicated, used, or disclosed in whole or in part for any purpose other than to evaluate The ERIC Review.

Public reporting burden for this collection of information is estimated to average .50 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of this information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget. Paperwork Reduction Project 1850-NEW, Washington, D.C. 20503.
The ERIC Review Reader Survey

3) What subjects in education would you like to see future issues cover? ______________________________

__________________________________________________________________________________________

4) What types of articles would you like to see more of in The ERIC Review?
[ ] Evaluation   [ ] Hot topics   [ ] Research
[ ] Opinion    [ ] Resources    [ ] Other. Please specify ______________________________

5) Would you like a free subscription to The ERIC Review?
[ ] Yes.
[ ] No. Why not? ______________________________

__________________________________________________________________________________________

6) How would you make The ERIC Review accessible to your staff and colleagues?
[ ] Circulate   [ ] Photocopy   [ ] Other. Please specify ______________________________

__________________________________________________________________________________________

7) Who else in your organization should receive this publication?

(Name) ______________________________ (Title) ______________________________

8) Would you recommend The ERIC Review to a colleague?
[ ] Yes.
[ ] No. Why not? ______________________________

__________________________________________________________________________________________

9) What is your position? (Please select the most appropriate category.)

A. Local Schools

<table>
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<th>Principal</th>
<th>Counselor</th>
<th>Librarian</th>
<th>Teacher</th>
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<td>Elementary School</td>
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<td>Middle/Junior School</td>
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<td>Senior High School</td>
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The ERIC Review Reader Survey

B. Local/County Districts
[ ] Superintendent  [ ] School Board Member  [ ] Other. Please specify ______

C. State Level
[ ] State Education Office  [ ] School Board Member  [ ] Other. Please specify ______

D. Postsecondary Level (college/university)
[ ] Administrator  [ ] Professor/Instructor  [ ] Counselor  [ ] Student  [ ] Other. Please specify ______

E. Library
Administrator  Librarian
Public Library  [ ]  [ ]
Special Library  [ ]  [ ]
Academic Library  [ ]  [ ]

10) Comments/suggestions to help The ERIC Review better serve your needs: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Please complete this section only if you are requesting a subscription or to be placed on our mailing list.

[ ] Yes, I would like a free subscription to The ERIC Review.

[ ] Please place me on your mailing list. I would like more information about ERIC resources and products.

Full Name ____________________________________________________________
Title ________________________________________________________________
Organization __________________________________________________________
Street Address _________________________________________________________
City, State, ZIP ______________________________________________________
Telephone Number ____________________________________________________
The ERIC Conference Calendar

Dissemination Plan

The ERIC Conference Calendar was originally designed as an annual publication listing all conferences attended by Clearinghouse staff and those at which papers and documents are solicited for the ERIC database. It was distributed in hard copy by the ERIC Processing and Reference Facility and used by the ERIC System Components for conference planning. The Calendar ensured that ERIC was well represented at conferences and prevented duplication of efforts should more than one component plan to attend the same conference.

To increase the Calendar's usefulness, ACCESS ERIC is recommending that the publication expand its listings to include education-related conferences in addition to those at which ERIC is represented. This will make it a product helpful to and desired by current ERIC users as well as new user groups—practitioners, policymakers, and education students—ACCESS ERIC is cultivating.

The new ERIC Conference Calendar published by ACCESS ERIC will provide essential information users need to make decisions regarding conference participation and attendance. The Calendar will be an extensive, though not exhaustive, listing of education-related conferences and will include the following pertinent information:

- Conference title
- Sponsoring agency
- Conference contact person
- Registration fees and deadlines
- Subjects covered at conferences
- ERIC Clearinghouse participation
- Conference date
- Location
- Estimated number of attendees

To reflect its broader function, ACCESS ERIC recommends that the Calendar title be changed to the ERIC Calendar of Education-Related Events.

ACCESS ERIC will solicit conference information from each ERIC Component. Staff will search EVENTLINE to identify other education-related conferences that may be of interest to ERIC users. In addition, a one-page announcement in each Calendar will invite readers to submit announcements of their organizations' conference, workshop, or seminar.
Information will be input to a dBase file that is searchable by ACCESS ERIC staff on request. The resulting data file will also be searchable online through a vendor. (See Exhibit 1 for a complete listing of searchable fields.)

The main Calendar entries will be arranged chronologically. Five indexes, arranged alphabetically, will help the users easily locate information on a specific conference:

- Clearinghouse participation
- Conference name
- Geographic location
- Sponsor
- Subject

Dissemination

The Calendar will be ACCESS ERIC's first fee-for-service product. However, two hundred Calendars will be printed for free distribution to Central ERIC, the Clearinghouses, and Components (20 copies each).

As a fee product, the Calendar will be available in two formats: on floppy disk and in paper copy. Fees will be determined based on reproduction, handling, and postage costs. ACCESS ERIC will set single copy prices as well as prices for multiple paper copies. The Calendar will also be accessible through online vendors; fees for searches and printouts will be determined by individual vendors.

Although these mediums have overlapping audiences, the primary users for paper copies include State and local education policymakers and superintendents, principals, and teachers. The floppy disk version and online availability will appeal more to users with access to computer terminals such as university researchers, faculty, and librarians and education students.

Specific Strategies

As part of its dissemination plan to inform current and potential ERIC users of this new product, ACCESS ERIC will prepare an announcement flyer and a press release. Outlined below are six specific promotional strategies to reach the target audiences discussed above.

1. Provide announcement flyers to the Clearinghouses and the ERIC Facility for distribution to their constituents.

2. Mail the announcement flyer to the ACCESS ERIC mailing list, ERIC Information Service Providers, Education-Related Information Centers, and ERIC Partners.
3. Send press release to members of the education press (a mailing list is available from OERI).

4. Announce the Calendar in All About ERIC and The ERIC Review as well as other ERIC publications and the OERI Bulletin.

5. Distribute announcement flyers at conferences sponsored by:

American Association of School Librarians
American Society for Information Science
Association for the Study of Higher Education
American Federation of Teachers
National Education Association
National Association of Elementary School Principals
National Association of Secondary School Administrators
National School Boards Association
National Alliance of Black School Educators

Note: Distributing the flyers at conferences that ACCESS ERIC or other ERIC Components are attending is an effective and efficient method of dissemination. Whenever possible, staff will take advantage of this direct, one-on-one method of reaching members of associations. (See Strategy 6 for reaching members of other associations.)

6. Contact the following associations and request that they either distribute announcement flyers to their constituents or run the press release in their association publication:

American Association of State Colleges and Universities
American Educational Research Association
American Library Association
Education Commission of the States
National Association of Counties
National Association of State Boards of Education
National Association of School Superintendents
National Conference of State Legislatures
National Council of State Education Associations
National Governors' Association

Feedback

Feedback will be used to evaluate the Calendar's usefulness and to improve and update the content. ACCESS ERIC will track subscription requests resulting from each promotional effort to evaluate user interest in the Calendar. Staff will monitor and record the number of Calendar requests and the number of times it is used as a reference tool by ERIC information specialists. They will also analyze renewal statistics to identify the Calendar's primary audiences. Blank forms will be included in the back of the Calendar to permit organizations to submit changes and suggestions.
Exhibit 1

Searchable Fields

- Conference name/sponsor--The name of the conference.
- Conference sponsoring organization--The organization identification number for the agency sponsoring the conference.
- Acronym for conferences--An acronym often used in lieu of the conference name.
- Conference beginning date--The first day of the conference.
- Conference ending date--The date the conference is scheduled to end.
- Deadline for registration--The deadline for registering for the conference.
- Conference city--The city where the conference will be held.
- Conference State--The State where the conference will be held.
- Conference country--The country in which the conference is being held (if held outside the United States).
- Conference contact--Name and/or title of the organizational contact for information concerning the conference.
- Contact telephone--The telephone number of the conference contact person.
- Street address of hotel--The street address of the hotel where the conference will be located.
- Hotel or center hosting the conference--The name of the hotel and/or conference center hosting the event.
- Hotel telephone number--The telephone number of the hotel's reservation/information desk.
- ZIP code of hotel--The ZIP code of the hotel where the conference will be held.
- Conference details--Details of the conference, including any registration fees, preconference information, and other useful facts. (This is not a searchable field.)
- Estimated number of attendees--The estimated number of people who will be attending the conference.
- Participating ERIC Component--The acronym for the ERIC
Component participating in the conference.

- Space available for exhibit--Indicates that an ERIC Component will be exhibiting at the conference.

- Materials sent for exhibit--Indicates that materials will be sent by an ERIC Component for exhibit at the conference.

- Non-ERIC funding--The number of staff participating in the conference who are attending on non-ERIC funding.

- Soliciting papers for the conference--Indicates that conference papers will be solicited for the ERIC database.

- Presentation--Indicates that the participating ERIC Component will make a presentation at the conference.

- Participating ERIC staff--The number of conference participants from each ERIC Component.

- Date conference added--The date the conference was added to the ACCESS ERIC database.

- Date of last update--The date this record was last updated.
January 29, 1990

Mr. Ted Brandhorst  
ERIC Processing and Reference Facility  
ARC Professional Services Group  
Information Systems Division  
2440 Research Boulevard, Suite 400  
Rockville, Maryland 20850-3238

Dear Ted,

Enclosed please find two copies of the ERIC Calendar of Education-Related Conferences. Should your clearinghouse need additional copies, please call Paula Seidman at 251-5199 or 1-800-USE-ERIC.

The Calendar, in a new, completely updated format, provides information on a wide variety of international, national, State, regional, and local education-related conferences. It is designed to help practitioners stay abreast of events scheduled for the next 12 months as well as continue to be a resource for ERIC System conference participation. The Calendar's new features include five indexes that allow users to quickly and easily identify conferences of interest.

This fee-for-service product is available to requesters for $10, plus shipping and handling costs. Please refer all Calendar inquiries to ACCESS ERIC at the 800 number and we will promptly fill requests.

I welcome suggestions for improving the next edition of the Calendar and making it a more useful tool for education practitioners.

Sincerely,

Sam Fustukjian  
Project Director, ACCESS ERIC
CONCLUSION BROCHURES
DISSEMINATION PLAN

Conclusion Brochures are publications synthesizing and summarizing significant conclusions of recent educational research on topics of interest to parents and educators. These publications are in response to the realization that educators and parents alike need to be aware of the latest findings in educational research; yet few of them have enough time to keep abreast of developments by reading lengthy reports or journal articles. Conclusion Brochures present the results of educational research to parents and educators in language that is jargon-free. The brochures also contain directory information on national organizations that could provide help to parents on the subjects covered in the text.

In a 1987 pilot project, 12 brochures were written, reviewed, and printed. The titles of these brochures were as follows:

- What Can Kindergarten Teach Children About Reading?
- How Can I Be Involved In My Child's Education?
- How are Textbooks Selected?
- How Do I Help My Child Say "No" To Drugs?
- Is Repeating A Grade A Sign Of Failure?
- How Can I Improve My Child's Reading?
- How Are Teachers Selected?
- How Can I Help Develop My Child's Language Skills?
- How Can We Keep Students In School?
- Should Gifted Students Be Grade Advanced?
- Do Schools Teach Us Enough About Our Constitution?
- What Alternative Do Public Schools Offer?

To determine the reception among target audiences and to test the success of various dissemination strategies, a small number of four of these brochures were distributed in Onondaga County, New York, in late 1987 to public and parochial schools, a day care facility, school superintendents, principals, school and public librarians, PTO/PTA presidents at elementary and middle schools, newspapers, and radio and television stations.

Results of this distribution effort indicated that parents and educators judged the brochures to be helpful and readable. Despite their brevity (500 to 600 words), more than half of the responses indicated that coverage of the subject was adequate. ACCESS ERIC's dissemination strategies will build upon the strengths of these results.
Content and Design

Annually, ACCESS ERIC will produce up to 10 Conclusion Brochures. It will review, update, and republish some of the existing brochures. It will also solicit from ERIC Clearinghouses other topics considered helpful to the targeted audiences, as well as attempt to produce two brochures that were planned for publication but were not delivered. These two titles are:

Improving Learning in Elementary School Science
Improving Learning in Elementary School Math

The design and content of Conclusion Brochures are premised on clarity, simplicity, and ease of comprehension. Two design comprehensives and the list of proposed topics will be presented to OERI. The designs will reflect the purpose of the brochures: to present research findings to a wide audience in an attractive format that is easy and inexpensive to reproduce. The design selected by OERI will be used for each brochure, giving the series a uniform look. ACCESS ERIC will also indicate if there are topics that require lengthier treatment than the norm. This may be necessary in writing about such controversial topics as choice of schools. Enlarging the brochures could easily be done by adding panels.

Market Testing

To ensure that the dissemination strategies described below will develop into an effective and comprehensive promotion plan for the Conclusion Brochures, ACCESS ERIC recommends that regional dissemination be done first. Before attempting national dissemination, ACCESS ERIC suggests testing the market in the Washington Metropolitan area. For example, copies of the brochure with an evaluation card would be sent to a sampling of public libraries, pediatric doctors, local PTA groups, local newspapers, and children's hospitals. (OMB clearance may be necessary for the evaluation card.) Based on the results of the returned evaluations, ACCESS ERIC would evaluate and revise as necessary the dissemination plan.

Dissemination

ACCESS ERIC has already begun dissemination of the Conclusion Brochures. To date, copies were distributed at the Association of American School Libraries Conference in Salt Lake City, Utah, and the National Black Child Development Institute Conference in Washington, D.C. Staff observed at both events that the brochures were quite popular with teachers, school librarians, and parents.

In addition, copies of How Do I Help My Child Say "No" To Drugs, How Can I Improve My Child's Reading? and What Can Kindergarten
Teach Children About Reading? were placed at the emergency room at Shady Grove Adventist Hospital in Rockville, Maryland. In response to an information request, ACCESS ERIC sent 100 copies of *What Can Kindergarten Teach Children About Reading?* and 200 copies of *How Can I Improve My Child's Reading?* to the Bradley Beach PTA in New Jersey.

In keeping with OERI's emphasis on expanding the audience for ERIC products, Conclusion Brochures will be distributed to parents, teachers, school librarians, pediatricians, other front line practitioners, and media education writers. This section describes the avenues that ACCESS ERIC will use to reach these audiences.

1. **Associations**
   Outreach for parents will be through the National PTA, American Pediatric Association, and ALA/Public Library Association. The American Association of School Libraries will be the primary avenue by which ACCESS ERIC will reach the school libraries. ACCESS ERIC will develop a press release announcing the Conclusion Brochures and network with the following associations to arrange placements in their member publications.

   - American Association of School Libraries
   - ALA/Public Library Association
   - American Academy of Pediatrics
   - American Pediatric Society
   - Council for American Private Education
   - Council for Exceptional Children
   - National Association for the Education of Young Children
   - National Association of Elementary School Principals
   - National Conference of State Legislatures
   - National Congress of Parents and Teachers
   - National Parent Teacher Association

2. **Camera-Ready Art**
   ACCESS ERIC will prepare multiple copies of the camera-ready art for each Conclusion Brochure. Through conference networking, general response inquiries, and ads in newsletters and journals i.e. *PTA Today, Education Weekly,* and *Instructor,* ACCESS ERIC will announce the availability of the camera-ready art. Individuals and/or organizations can borrow the art to print multiple copies of the Conclusion Brochures for dissemination to their constituencies. This type of distribution will be ongoing throughout the year. It will enable a mass distribution of the Conclusion Brochures without incurring printing costs. Lending the camera-ready art will be encouraged to all agencies representing the audiences ACCESS ERIC is attempting to reach.
3. Editors of Local Weekly Newspapers
ACCESS ERIC will acquire a list of editors of local newspapers. This list will most likely need to be purchased. A press release regarding the Conclusion Brochures, as well as a sample, will be sent to approximately 200 newspapers. The newspapers will be encouraged to run the press release and/or the sample Conclusion Brochure. Readers will be encouraged to call ACCESS ERIC to obtain further information regarding the brochures. Each caller will be mailed single copies of any title requested and informed about the availability of the camera-ready art to print multiple copies.

4. Children's Hospitals
A list of approximately 100 children's hospitals across the country will be obtained by ACCESS ERIC. We will mail 10 to 20 copies of each title to the hospital library. While sitting in waiting rooms, parents are apt to read short, concise literature regarding their children's education. The citations at the end of each Conclusion Brochure provide parents with references to additional reading material.

5. Medical Journals
ACCESS ERIC will prepare and place drop-in ads in pediatric journals. The ads will describe Conclusion Brochures and invite doctors to call or write for free copies for their waiting rooms.

Evaluation and Critique
All manuscripts submitted for publication will be subjected to rigorous critique. After initial editing by ACCESS ERIC, the text will be reviewed by 1) ACCESS ERIC Project Director and 2) an outside expert from ACCESS ERIC Advisory Board, ERIC Partners, Clearinghouses, regional labs and centers, and OERI.
For release: Immediately
For more information, contact: Diane Loulou, 1-800-USE-ERIC or 301-251-5789

Make the Most of Your Child's Education--
Free Pamphlets for Parents and Teachers

You can't afford to be uninformed about your child's education but where should you turn for current and reliable information?

In response to parents' concerns about issues in education as reported in a recent Gallup Poll, the Educational Resources Information Center (ERIC), a nationwide education information network, has prepared the free Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

Written by experts in the education field, each of the 12 pamphlets provides practical information, including answers to commonly asked questions, organizations to call for help, and additional reading materials. The titles in the series are:

- Do Schools Teach Us Enough About Our Constitution?
- How Are Teachers Selected?
- How Are Textbooks Selected?
- How Can I Be Involved In My Child's Education?
- How Can I Improve My Child's Reading?
- How Can I Help Develop My Child's Language Skills?
- How Can We Keep Students In School?
- How Do I Help My Child Say "No" To Drugs?
- Is Repeating A Grade A Sign of Failure?
- Should Gifted Students Be Grade Advanced?
- What Alternative Do Public Schools Offer?
- What Can Kindergarten Teach Children About Reading?

Additional titles reflecting emerging trends and issues in education will be available in the future.

Order one or more titles by calling toll-free 1-800-USE-ERIC. (On request, bulk quantities are available to parent/teacher associations, schools, libraries, and other agencies.)

ERIC, a program sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, helps those interested in education stay abreast of the most important developments in the field. Available toll-free (1-800-USE-ERIC), ACCESS ERIC keeps you informed of the wealth of education information offered by ERIC.

Call ACCESS ERIC today and gain entry to a world of education information. For more about ERIC, call 1-800-USE-ERIC, Monday through Friday, 8:30 a.m. to 5:30 p.m. (eastern time). Requests can also be made by writing: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX: 301-251-5212).
February 1, 1990

Mr. Ted Brandhorst  
Director  
ERIC Processing & Reference Facility  
2440 Research Blvd  
Rockville, MD  20850

Dear Ted,

It has been a while since my last correspondence of October 24, 1989. Since then we have celebrated a merry season and embarked upon a new decade. I'd like to take this opportunity to express my hope that yours was a warm, safe, and joyous holiday season.

As promised earlier, we would like to provide you with a progress report of what has been happening at ACCESS ERIC, as well as send a summary of the notes taken during our first annual meeting in September 1989. The notes are brief, but hopefully reflect the seriousness with which we have taken your comments and have begun implementing them.

Below are some of the major products that have benefitted from your direction and advice:

1. **The ERIC Review.** One of the most significant ACCESS ERIC products, this publication has become the subject of considerable discussion during the board meeting and later among ACCESS ERIC staff. The result is reflected in The ERIC Review Dissemination Plan (enclosed). In the Plan, we have endeavored to incorporate your advice on the frequency during Year 1, audience (who is our target audience and why), user feedback (included is a survey which has been submitted for OMB clearance), content and style (simple, practical and aimed at the practitioner).

2. **Other ACCESS ERIC Products.** December and January have been busy and productive for ACCESS ERIC staff. We have been working on a new Pocket Guide to ERIC, which will be reader friendly; it introduces ERIC, and informs readers about ERIC and its resources. It is aimed at an audience which is seeking an initial introduction to the ERIC System, its major services and products. Like other Pocket Guides, it is designed to be more of a reference and referral guide to ERIC end users, rather than a detailed manual.
Mr. Ted Brandhorst  
February 1, 1990  
Page 2 of 3

The task of more detailed information about ERIC and its components falls within the realm of All About ERIC. This new publication will include information about "how to use ERIC," and "how to become an ERIC Partner" as well as descriptions of the clearinghouses. Its primary audiences are the educator and other intermediaries such as teachers and librarians who need more that just a cursory introduction to ERIC.

A natural product, the need of which is becoming more evident, is an "introduction and how to" to ERIC for the end user--students, teachers, and administrators. I hope we are able to develop such a product in the future.

3. Publicity and Awareness Product. We have also produced two news releases: a generic four-page article which introduces ACCESS ERIC, and an announcement highlighting ACCESS ERIC'S toll-free 800 number. These were sent to about 1,000 education editors, writers, and other media personnel. Both are enclosed, and are written in simple, jargon-free language intended to attract reader interest in ERIC services and products.

A third promotional product is the Catalog of ERIC Clearinghouse Publications. This marketing tool is developed to highlight the most current and significant publications available from the ERIC clearinghouses for a fee or free. It lists the products by clearinghouse and type of publication and provides ordering information.

4. Directory Products. By early spring, ACCESS ERIC will have produced four ERIC directories:

- Directory of ERIC Information Service Providers (sent for printing)
- ERIC Directory of Education-Related Information Centers (in progress)
- ERIC Conference Calendar (enclosed)
- Directory of ERIC Posters (in progress)
- Directory of ERIC Training Opportunities and Products (in progress)

We will send you copies of the Directories in progress as soon as they become available.
5. **Conclusion Brochures.** These are publications synthesizing and summarizing research conclusions on topics of interest to parents and educators. The enclosed *Conclusion Brochures: Description and Dissemination Plan* gives a more detailed description of its audience, contents, and dissemination strategy.

Please call me or Diane Loulou if you have any questions about the content of the notes or this letter/progress report.

Sincerely,

Samuel Y. Fustukjian
ACCESS ERIC, Project Director

Enclosure(s)
ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center—a nationwide information network designed to make education literature readily accessible. ACCESS ERIC's goal is to make ERIC's resources and services fully understood and used. As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and its many user groups.

In May 1989, the U.S. Department of Education awarded a 3-year contract to operate ACCESS ERIC to Aspen Systems Corporation, Rockville, Maryland. ACCESS ERIC is the first new component to be added to the ERIC System since its creation 23 years ago.

ACCESS ERIC provides a comprehensive outreach and dissemination program for the entire ERIC System. It is responsible for developing and making publicly available several new ERIC- and education-related information files, producing system awareness products and publications, including The ERIC Review, and providing reference and referral services for the ERIC System. ACCESS ERIC is also responsible for assessment and evaluation of ERIC products and services.

ERIC, a program supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI), was established in 1966 to make government-sponsored educational research available from a single source. The ERIC System consists of Central ERIC, 16 subject-specific Clearinghouses, and four system support components, including ACCESS ERIC.

At the heart of ERIC is its database containing nearly 700,000 records of education-related documents and journal articles. You can access ERIC at about 3,000 locations around the world; ERIC collections and materials are found in every State in the United States and in more than 60 countries.

Available toll free (1-800-USE-ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications.
ACCESS ERIC can help education practitioners, librarians, policymakers, researchers, students, and parents stay abreast of the most up-to-date developments in the education field. Through ERIC, you can access information on a wide range of subjects, such as:

- Educational Testing
- Computer Uses in Education
- Multicultural Education
- Television Viewing
- Physical Education
- At-Risk Youth
- Compensatory Education
- Language Handicaps
- Distance Education
- Substance Abuse
- Job Skills
- Parent-Child Relationships
- Choice

ACCESS ERIC Reference Services Link You to Education Information

ACCESS ERIC reference staff can answer questions about the ERIC System, its Components, services, and products. They can refer you to the vast subject expertise in various fields of education possessed by the Clearinghouses. ACCESS ERIC also provides directory assistance by consulting the databases listed below and can suggest publications pertaining to your area of interest.

For example, callers can receive information about:

- **ERIC Information Service Providers**—Organizations that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, or subscribe to and collect ERIC publications.

- **Education-Related Information Centers**—Resource centers and other agencies that provide information in education-related areas.

- **ERIC Conference Calendar**—National and regional conferences relating to a full spectrum of educational topics.

- **ERIC Training Opportunities and Products**—Information about training products and opportunities available on the use of the ERIC database and system.

This information is available in paper copy from ACCESS ERIC and will become accessible online from a database network in the near future.

Free Resources Available From ACCESS ERIC

Systemwide publications are designed to help you understand and use ERIC. Several of these publications also provide information about current education-related issues and research. To order any of the resources described here call ACCESS ERIC toll-free at 1-800-USE-ERIC.
Catalog of ERIC Clearinghouse Publications--A complete listing, including prices, of current publications produced by the ERIC Clearinghouses and Support Components.

The ERIC Review--Published three times a year, this publication keeps you informed of important ERIC and education-related developments. It features publications and research findings produced by the Department of Education, the Office of Educational Research and Improvement, and the ERIC Clearinghouses; announces recent acquisitions to the ERIC database, top sellers, and other new education publications; lists education-related conferences, meetings, and seminars; and highlights new ERIC products and services.

Pocket Guide to ERIC--This handy pamphlet introduces readers to the ERIC System, describes the vast array of resources available, and serves as a quick reference for answers to the most commonly asked questions about ERIC.

All About ERIC--Available free from ACCESS ERIC, this guide describes the ERIC System, its services and products, and their use. It includes ordering information for publications and a Clearinghouse directory.

Conclusion Brochures--These short, jargon-free brochures synthesize and summarize significant findings of recent education research on topics of interest to parents and educators, such as:

- How Can I Improve My Child's Reading?
- How Do I Help My Child Say "No" to Drugs?
- How Can We Keep Students in School?

Outreach Services Expand the Information Network

ACCESS ERIC has taken a proactive role in its efforts to provide resources and information to educators, policymakers, parents, and others interested in education. Staff offer technical assistance to educators and other professionals who want to learn how to use ERIC services more effectively. They can help organizations develop education and information programs and improve existing services geared to their constituencies.

Staff members are available to make presentations about ERIC and can arrange to speak to your class or group. In addition, ACCESS ERIC staff:

- Provides conference and workshop support.
- Distributes a calendar of ERIC and other education-related conferences.
o Develops collaborative programs with organizations interested in education and related fields.

As the outreach component of ERIC, ACCESS ERIC also coordinates the Partners Program. ERIC Partners are organizations that work with ERIC to help their constituents obtain education information. This relationship provides Partners with free or discounted ERIC products, technical assistance from ACCESS ERIC, and opportunities for cooperative projects. In turn, Partners help ERIC disseminate information and acquire materials for the ERIC database.

Another important outreach service is the ERIC Users Electronic Bulletin Board. The Bulletin Board provides users with current information about ERIC products and services, as well as materials available from the Clearinghouses and user training resources and techniques. Users will be able to order certain publications online and download documents and other information to a microcomputer.

For technical assistance or more information about the ERIC System and ACCESS ERIC, call toll-free 1-800=USE=ERIC.

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850
For release: Immediately
For more information, contact: Diane Loulou, 1-800-USE-ERIC or 301-251-5789

New 800 Number Makes Education Information Accessible

ACCESS ERIC is your gateway to the Educational Resources Information Center (ERIC), a nationwide information network designed to make education literature readily accessible. Available toll free--1-800-USE-ERIC--ACCESS ERIC keeps you informed of the wealth of education information offered by ERIC.

Sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, ERIC helps teachers, journalists, librarians, students, parents, researchers, and policymakers stay abreast of the most important developments in the education field. Through ERIC, you can access information on a wide range of subjects, including:

- Adult Literacy
- Computer Uses in Education
- Educational Reform
- Language Handicaps
- Preschool Programs
- At-Risk Youth
- Drug-Free Schools
- Health Education
- Multicultural Education
- Television Viewing

With its toll-free number, 1-800-USE-ERIC, ACCESS ERIC makes it easy for you to locate and obtain education information. One call puts you in touch with ACCESS ERIC information specialists who can answer questions, refer you to subject-specific information sources, and provide education-related publications produced by ERIC. Specialists are also available to speak at conferences, seminars, and workshops about the ERIC System, its resources, and products.

Call ACCESS ERIC and gain entry to a world of education literature and information. For more about ERIC, call 1-800-USE-ERIC, Monday through Friday, 8:30 a.m. to 5:30 p.m. (eastern time). Requests for information can also be made by writing: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX: 301-251-5212).
Access ERIC Up And Running, But Not Up To Its Billing

Although an ambitious project, the Education Department's new Access ERIC program doesn't yet fulfill ED's promise of a "one-stop shopping" center for education information, say some research officials.

"I don't see anything that will improve the system," said Stanley Zeno, executive director of the Washington, D.C.-based Association for Educational Communications and Technology. "The higher education people already know how to reach the ERIC clearinghouses, and this won't do them much good."

Conceived as "one-stop shopping" access to the 700,000-plus pieces of education research stored in ED's Educational Resources and Information Center (ERIC) system, Access ERIC, which ED unveiled this month, instead offers referral services to the materials via a toll-free telephone number (ED, May 28, 1989).

Zenor and others now see Access ERIC as a road map unsophisticated researchers can use to guide them through ED's intricate ERIC system, which includes 16 clearinghouses located throughout the country.

"It won't help our members," said William Russell, executive director of the American Educational Research Association. "I see the community it is striving to help the most at the local level: parents, students, teachers and local policymakers."

More A Bulletin Board

"Access ERIC is only a bulletin board of new data files," said Patricia Coulter, project monitor of the ERIC program for ED's Office of Educational Research and Improvement. It is "a place for people to start their research. To use ERIC's entire data base, users still will have to go through an information vendor, such as Dialog."

Access ERIC callers reach an "information specialist" who guides them to the most appropriate source to answer their questions.

"They tell us the subject area, and we can send them a publication or refer them to someone at the appropriate clearinghouse," said Diane Loulou, publications dissemination coordinator for Access ERIC.

"ERIC is a decentralized system. It's spread out across the country," Coulter said. "Access ERIC helps guide people to the most appropriate source for the information they need."
SilverPlatter® Releases Software for the Mac

SilverPlatter Information of Wellesley Hills, MA recently began shipping version 1.3 of MacSPIRS, its search and retrieval software for the Macintosh. Since 1985 the company has provided SPIRS, SilverPlatter Information Retrieval System software for the PC, to access its CD-ROM databases. The growing number of Mac users led SilverPlatter to recognize the need for Mac access to its information on CD-ROM.

During a two month controlled release program this past fall, SilverPlatter's Customer Support Department closely monitored MacSPIRS. The prevailing reaction of subscribers participating in this program was positive. They praised MacSPIRS for its ease of use, its windowing capability, lateral searching feature, and clear and concise context-sensitive help.

Today, MacSPIRS is available for use with seven of SilverPlatter's CD-ROM titles: ERIC, MEDLINE, PsycLIT, CANCER-CD, MathSci, OSH-ROM, and Peterson's College Database. During 1990, SilverPlatter will make its other CD-ROM titles compatible with MacSPIRS, starting with ClinMED-CD and NURSING & ALLIED HEALTH which will be ready by early February.

Version 2.0 of MacSPIRS is now in development and is scheduled for release in the fall of 1990. This enhanced version will include networking and daisychaining capabilities.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
U.S.A.
TEL: 1-800-343-0064 or 617-239-0306
FAX: 617-235-1715

SilverPlatter Information, Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
ENGLAND
TEL: 0 800 282 133 or 01 995 8242
FAX: 01 995 5159
January 8th, 1990

Dear ERIC Subscriber:

Enclosed is the latest update to your ERIC CD-ROM subscription.

In the last update, SilverPlatter began a new return disc policy applicable to ERIC subscribers only. Instead of returning your superseded disc, we have asked you to destroy it by making a small cut with a scissor, and disposing of it. We are again requesting that you properly dispose of the superseded disk -- SP# 002-019 -- so that you will not experience any future problems.

By destroying the superseded disc, you will avoid technical problems which can occur with out-of-date discs. You will be keeping within the terms of your subscription and license agreement, and ensuring that no users are mis-using the data. Please note that this policy does not involve destroying any archival discs at this time.

We are sure that this honor system will save both time and money, although the success of the program hinges on your commitment to destroying the superseded discs.

If you have any suggestions, please call our U.S. customer support number at (800) 343-0064 in Massachusetts, or our London customer support number at 01-995-8242 or 0-800-282-133, or your local distributor.

Sincerely,

SilverPlatter Information

mrl-002-010890
SilverPlatter and PBS
Announce Interface of Bibliographic Products

SilverPlatter Information of Wellesley Hills, MA and Personal Bibliographic Software (PBS) of Ann Arbor, MI recently announced SP-Link™, an interface between downloaded SilverPlatter records and Pro-Cite®, a database management program from PBS. The companies also announced that SilverPlatter will distribute PBS products.

SilverPlatter's standard search and retrieval software is used to access its over 35 databases published on CD-ROM for the educational, social sciences, scientific, agricultural, and medical communities. Records retrieved from a search on a SilverPlatter database can be downloaded and automatically transferred into PBS' reference management tool, Pro-Cite. Records are transferred to Pro-Cite using a PBS data transfer program, Biblio-Link, and SilverPlatter's SP-Link.

After the transfer to Pro-Cite, SilverPlatter records can be searched, sorted, edited, indexed, and formatted into any bibliographic style. Pro-Cite is a valuable tool for any professional who manages reference information. It also minimizes the effort of organizing references and producing bibliographies.

SP-Link will be available early this year for IBM personal computers and compatibles. For pricing and availability, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 1-800-343-0064
617-239-0306
FAX: 617-235-1715

PBS, Inc.
525 Avis Drive, Suite 10
Ann Arbor, MI 48108
TEL: 313-996-1580
FAX: 313-996-4672
Reference Manager to Interface with SilverPlatter

Research Information Systems has developed Capture Module, an interface that enables its Reference Manager software to work with bibliographic information published on CD-ROM by SilverPlatter Information. This database management program is combined with a text-reformatting module which stores bibliographic references downloaded from a retrieval system. Users can later incorporate stored references into manuscripts for publication.

Reference Manager keeps track of references downloaded from library search services such as SilverPlatter’s PsycLIT, AGRICOLA, and MEDLINE as well as PaperChase, BRS Colleague, and Dialog. The software generates bibliographic formats in any journal style, without limitation in length.

Currently, the Capture Module is an optional piece of software sold separately from the Reference Manager package. With the next release of Reference Manager, however, users will not need both pieces of software because the databases available on the Capture Module software, including SilverPlatter’s, will be implemented into the Import Reference function of Reference Manager.

For information on Reference Manager, contact:
Research Information Systems, Inc.
1991 Village Parkway, Suite 205
Encinitas, CA 92024
TEL: 619-753-3914
FAX: 619-753-0226

For further information on SilverPlatter’s CD-ROM titles, contact:
SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 1-800-343-0064 or 617-239-0306
FAX: 617-235-1715
One of the most frustrating aspects of our work is the lack of feedback. We know we’re answering plenty of questions and helping our constituents locate appropriate resources. We also know that, through the end of August, we had distributed over 70,000 of our no-cost products in 1989. But, we sometimes ask ourselves—SO WHAT? How are people using the ERIC Digests we send them? What are they doing with the information from ERIC searches? In short, are we really making a difference?

What we need is some feedback. Occasionally, we get letters from clients telling us how they have used the information or materials we’ve provided them. For example, earlier this year, we helped John Sutherland, senior instructor with PPG Industries, identify resources for developing a Train-the-Trainer program. John not only called during the training to tell us how well it was going (we loved that!), but he also wrote us a letter afterwards in which he said the following:

I would like to take this time to thank you for your input and guidance at a time when I felt my back was against the wall. Your suggestions were exactly what we needed in order to develop our program; specifically, that of Knowles’ “Andragogy Theory,” creating the proper climate, and conducting the workshop. . . . It has been five weeks since we ran the pilot program and, for the first time in my professional career, I’ve received five complimentary letters from participants in the class.

We want to hear how you are using the information and materials you receive from us. If you order any of the free material listed on page 3, we’re asking that you tell us how you plan to use it. However, we’d also like to know if ERIC services have made a difference, e.g., have they helped change a practice. If you weren’t satisfied with the service you received, we need to know that, too, including why.

Send your comments to FEEDBACK, c/o Susan Imel, Director, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090. We look forward to hearing from you.
November 1, 1989

Dear Susan,

Recently a small group of students requested information for a class discussion. Their topic: adults who choose to resume their education years after leaving school. While in the process of browsing through the Vertical File, one of them came across your Overview "Deterrents to Participation in Adult Education" (ERIC Digest No. 59). An animated discussion followed and the group split into three factions: those who wanted to stick to the original topic; those who wanted to change the topic to "Difficulties Faced by Adult Students"; and two who will inevitably have no opinion either way.

The second faction won out, and with the ERIC Digest as a springboard gathered resources and put together a surprisingly provocative outline. As the one who helped them gather material I found myself drawn in to such an extent that I had a rough time keeping out of the debate. The above occurrence is no novelty at our library. ERIC materials
lead a hard life in this Reference Department, and I have actually had to relegate some to that great Clearinghouse in the sky due to excessive wear! I just wanted you to know how valuable ERIC is — not only to students, but to knowledge-hungry librarians as well. You make our jobs a lot easier, and thanks!

Sincerely,

Michael L. McClung
Assistant Director, MCPL
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<th>Title</th>
<th>Author(s)</th>
<th>Pages</th>
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<td>ED 298 854</td>
<td>46K</td>
<td>Assessing a University's Image for Short-Term and Long-Term Enrollment Planning</td>
<td>Susan Wilbur</td>
<td>28</td>
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<tr>
<td>ED 298 846</td>
<td>22F</td>
<td>Factors Influencing Faculty Migration</td>
<td>Michael W. Metter</td>
<td>34</td>
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<td>ED 298 847</td>
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<td>Developing and Implementing a Process for the Review of Nonacademic Units</td>
<td>Marilyn K. Brown</td>
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<td>ED 298 848</td>
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<td>Higher Education Funding: The Role of the Institutional Researcher in the Development of Student/Faculty Ratio Guidelines</td>
<td>Erics J. Kosson, John W. Bartram</td>
<td>23</td>
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<td>ED 298 849</td>
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<td>The Organizational Relationship between Planning/Institutional Research and Administrative Information Systems in Higher Education</td>
<td>Karen L. Hiselis</td>
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<td>ED 298 850</td>
<td>49K</td>
<td>A Tale of Two Presidents: A Look at Academic Presidential Leadership</td>
<td>Constance Diamant Egan</td>
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<td>ED 298 851</td>
<td>33L</td>
<td>Anticipating Mathematics Performance: A Cross-Validation Comparison of AID3 and Regression</td>
<td>Allen M. Bloom and others</td>
<td>22</td>
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<td>ED 298 852</td>
<td>38J</td>
<td>Influences on Course Planning</td>
<td>Joan S. Stork and others</td>
<td>50</td>
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<td>ED 298 853</td>
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<td>Using Age, Gender, and Degree Level to Predict Headcount and Credit Hour Enrollment</td>
<td>Ann K. O'leary and others</td>
<td>26</td>
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<td>ED 298 854</td>
<td>37J</td>
<td>Needs Fulfillment of Department Chairs at Four-Year Colleges in Puerto Rico</td>
<td>Ruth Burgos-Sesscar</td>
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<td>Assessing Institutional Effects on Retention</td>
<td>Reed Mancke and others</td>
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<td>Student Engagement in College</td>
<td>Victor N. H. Borden</td>
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<td>Developing a User Community</td>
<td>Mary Ann Moore</td>
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<td>A Common Notion about Fund Raising Success: Myth or Fact?</td>
<td>Margaret A. Duronio and others</td>
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<td>ED 298 859</td>
<td>36J</td>
<td>Quality Control/Assurance in Post Secondary Education: An Outcomes Approach</td>
<td>Derek H. Birch, F. Craig Johnson</td>
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<td>ED 298 860</td>
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<td>Multicriteria Analysis: Managing Complexity in Selecting a Student-Information System</td>
<td>William Blanchard and others</td>
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<td>ED 298 861</td>
<td>46J</td>
<td>Case Studies of Non-Traditional High-Risk Students: Does Social and Academic Integration Apply?</td>
<td>R. Dan Walleri, Marcia Peglow-Hoch</td>
<td>22</td>
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<tr>
<td>ED 298 862</td>
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<td>Curricular Impact of College Level Skills Assessments</td>
<td>Daniel B. Coleman, John R. Belote</td>
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<td>ED 298 863</td>
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<td>Improving the Quality of Student Ratings of Instruction: A Look at Two Strategies</td>
<td>Stuart S. Cook</td>
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<td>The Analysis of Ratings Using Generalizability Theory for Student Outcome Assessment</td>
<td>T. Gary Erwin</td>
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<td>Using the Results of a State-Mandated Student Outcomes Assessment Test to Reevaluate Curriculum and Policies: A Case Study</td>
<td>Susan R. Griffith</td>
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<td>ED 298 866</td>
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<td>Beyond the Baccalaureate: Using Admissions Research at the Graduate/Professional School Level</td>
<td>Dawn Geromino Terkla</td>
<td>18</td>
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<td>ED 298 867</td>
<td>46J</td>
<td>The Relationship of Institutional Research to the Assessment of Institutional Effectiveness</td>
<td>Karen M. Gumentann, Brenda H. Rogers</td>
<td>29</td>
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<td>ED 298 868</td>
<td>27H</td>
<td>The Missouri Student Achievement Study: Results of the First Year</td>
<td>Ron Phillips, Cleve McDaniel</td>
<td>21</td>
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<td>ED 298 869</td>
<td>51H</td>
<td>Grade Inflation in the Eighties: The Case of Urban Colleges and Universities</td>
<td>Richard M. Summerville and others</td>
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<td>ED 298 870</td>
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<td>Using SAS to Track Both Traditional and Non-Traditional Patterns of Enrollment</td>
<td>Judith A. Murray, Norman P. Uhr</td>
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<tr>
<td>ED 298 871</td>
<td>45J</td>
<td>Asking the Presidents: The Most Pressing Issues at Community Colleges in the North Central Region</td>
<td>Jeaneen B. Budig</td>
<td>10</td>
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<tr>
<td>ED 298 872</td>
<td>51L</td>
<td>Quality from Statehouse to Statistics: Linking &quot;Education Governors&quot; with Institutional Research</td>
<td>Marshe Y. Krotseng</td>
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<td>ED 298 873</td>
<td>45K</td>
<td>Deselection: A Novel Approach to the Peering Process</td>
<td>Paul B. Duby</td>
<td>54</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: My ERIC-Director Colleagues

FROM: Don Erickson, ERIC EC

DATE: January 18, 1990

RE: "So long. It's been good to know ya... but I've gotta be driftin' along."

I'm probably the only one who remembers those song lyrics but they seem to fit the occasion.

The enclosed letter to Bob Stonehill provides the official details of my departure from the ERIC system. What it doesn't convey is the flood of memories and images that come to mind as I reflect on my twenty-year sojourn through ERICland. Most of those images are positive ones even though some grew out of stressful and tumultuous circumstances.

The brightest and most memorable images, the ones that will remain long after all others have faded, are of the people with whom I have "toiled" during the entire span of the 1970s and the 1980s. You, and the staff members you supervise, are an incredibly dedicated, competent, and creative group of professionals. Your superb human capital has brought great success to the ERIC program despite the perpetual paucity of financial resources.

I admire and salute you and wish all of you even greater success than has already been experienced. I'm sure that great things are still in store for ERIC and they will happen because of your dedication and talent.
December 18, 1989

Mr. Robert M. Stonehill, Director
Educational Resources Information Center
U.S. Department of Education -- OERI
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720

Dear Bob:

After 20 years in the ERIC EC director's chair, it is time for me to move on to other responsibilities. I do so eagerly but not without a touch of nostalgia. I am confident in the fact that I have made positive and even significant contributions to the ERIC system as well as to our individual clearinghouse. And I have enjoyed an abundance of rewarding professional and personal friendships with a group of people whose dedication to the ERIC program is legendary. It's been a good twenty years. But like all good things, this chapter of my life must come to an end.

Therefore I ask you to accept my resignation from the director's position at the ERIC Clearinghouse on Handicapped and Gifted Children. And I ask you to recognize my successor, Mr. Fred Weintraub, whose affiliation with The Council for Exceptional Children and the field of special education extends even beyond my own. Fred brings an enormous reservoir of knowledge to his position as CEC's Assistant Executive Director of Communication a position which includes the directorship of ERIC EC. He will be a productive addition to the Council of ERIC Directors.

Since several changes have taken place at ERIC EC in the last several months, I request that you substitute the listing below as the recognized group of "Key Personnel" for ERIC EC:

Fred Weintraub, Director*
Kathleen McLane, Associate Director for Database
  Building and, Associate Director of the ERIC/OSEP
  Special Project.
Jean Nazzaro/Boston, Associate Director for User Services
  and Product Development.
Bob, I can assure you that future developments in the ERIC system will be well known to me. One doesn’t spend two decades with a project and then ignore it totally. But I am confident that ERIC’s future, both at OERI and here at CEC, is in good hands.

Sincerely,

Donald K. Erickson, Ph.D.
Assistant Executive Director
Department of Administrative Services

cc: Jeptha V. Greer, Executive Director
    Fred Weintraub
    Kathleen McLane
    Jean Nazzaro/Boston

*Mr. Weintraub’s resume was included with the material documenting ERIC EC’s plans for the third year of the contract.
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February, 14, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR90

Name Changes

CG  Small Group Behavior to Small Group Research: An International Journal of Theory, Investigation, and Application

Journal Additions

CE  Canadian Journal of Special Education
PL  Teaching English to Deaf and Second-Language Students
TM  Fairtest Examiner

Journal Deletions

CE  Canadian Journal for Exceptional Children
CS  Journal of Memory and Language
IR  Curriculum Review
IR  British Journal of Educational Psychology
UD  Puerto Rican Journal
UD  Metropolitan Education
UD  Journal of Children in Contemporary Society
UD  Harvard Civil Rights--Civil Liberties Law Review
UD  Education and Society
UD  Commentary
UD  Child and Family Behavior Therapy
# TABLE OF CONTENTS

## I. OERI/IS NEWS
- An Education Dissemination Policy (April 1990), by Christopher T. Cross (Including an "Appendix of Dissemination Strategies")
- After Charlottesville: A Post-Summit Strategy for OERI (March 1990)
- National Goals for Education--A Summary of the Goals of the Education "Summit" (together with specific objectives within each goal)
- The Structure of Education in the United States (as Configured by the National Center for Education Statistics)

## II. ERIC CLEARINGHOUSE NEWS
- Adjunct Clearinghouses on Art Education and U.S.-Japan Studies Added to Network

## III. ACCESS ERIC NEWS
- 1990 ERIC Calendar of Education-Related Conferences--Now Available to the General Public
- ERS On-Call Information Service Potentially Confused with ACCESS ERIC

## IV. NETWORK NEWS
- Document Reproducibility Screening Needs Strengthening
- "The ERIC Search: A Programmed Text," by Cynthia Szymanski and Joann Arnold (September 1989) (IR-053 177) (Based on SilverPlatter ERIC on CD-ROM System)
- White House Conference on Libraries and Information Services (WHCLIS)
V. INTERNATIONAL NEWS

- *Canadian Education Index* News  
- ADIOV Project—An ERIC for Flanders (Belgium)  

VI. VENDOR NEWS

- **SILVERPLATTER**
  
  SilverPlatter Announces Peterson’s GRADLINE on CD-ROM--A Comprehensive Guide to Graduate Study in the U.S. and Canada  
  
  SilverPlatter Issues 1990 Catalog of CD-ROM Titles--Entries for Education Group: AV-Online; ERIC; LISA; Peterson’s College Database; Peterson’s GRADLINE  

- **ORYX PRESS**
  
  Periodical Fact Sheets  
  - RIE Annual Cumulations  
  - CIJE Monthly  
  - CIJE Semiannual Cumulations  
  
  CIJE Prices for Each Year (1980-1990)  
  
  Correction to EJ Numbering Assignment in the October 1989 CIJE Monthly Issue  

- **UNIVERSITY OF WISCONSIN–PLATTEVILLE**—Computerized ERIC Applications at UW-Platteville, with an emphasis on downloading  

VII. VISITS/VISITORS

- RC Visits CE  
- Puerto Rican Official Visits EA  
- Visitor Studying Database Indexing Practices  

VIII. PERSONNEL/STAFFING NEWS

- Robin Utsey Has A Son  
- Amy Wells Wins Fellowship  

IX. CORRECTION
LIST OF ATTACHMENTS

1. An Education Dissemination Policy (April 1990) by Christopher T. Cross
2. OERI Dissemination Strategies (April 1990)
3. After Charlottesville: A Post-Summit Strategy for OERi (March 1990)
4. National Goals for Education
5. Adjunct ERIC Clearinghouses
   A. Directory Entries
   B. RIE Special Announcement
   C. Scope of Interest Statements (Drafts)
6. 1990 ERIC Calendar of Education-Related Conferences (ACCESS ERIC Flyer)
7. Educational Research Service (ERS) Memo Concerning ACCESS ERIC
8. Document Reproducibility Standards (Central ERIC memo, April 11, 1990)
9. ERIC Facility Form for Returning Documents of Poor Physical Quality to Clearinghouses
10. "The ERIC Search: A Programmed Text" (Title Page and Introduction)
11. White House Conference on Libraries and Information Services (WHCLIS) (including list of all state level pre-conference activities) (IR Briefing Memo, March 9, 1990)
13. Automatisch Documentatie- & Informatiesysteem Voor Het Onderwijs in Vlaanderen" (ADIOV) Brochure (an ERIC System for Flanders)
14. SilverPlatter Announcements
   A. Peterson's GRADLINE on CD-ROM
   B. SilverPlatter Education-Related Databases on CD-ROM
15. Oryx Press Announcements
   A. Periodical Fact Sheets
   B. CIJE Prices for Each Year (1980-1990)
   C. Correction to EJ Numbering Assignment in the October 1989 Issue of CIJE
16. University of Wisconsin-Platteville--Computerized ERIC Applications (Including Downloading Practices)
18. ERIC Directors Conference/National Technical Meeting
   (May 1-4, 1990)—Selected Papers
   A. ERIC Directors Meeting—Agenda
   B. ERIC Technical Meeting—Agenda
   C. Clearinghouse Annual Reports (to Central ERIC)—Guidelines
   D. Acquisitions Update (Central ERIC Report)
   E. ERIC Facility Report
   F. ERIC Thesaurus (12th Edition)—Final List of Approved New Terms
   G. ERIC Facility Product Distribution Guide
   H. ERIC Digests—Full Text Received by the Facility for Tape #2
      (by Clearinghouses)
   I. ACCESS ERIC Products: Status Report
   J. EDRS Report

19. EAB Submission Form

20. CJU Source Journal Index Update for June 1990


22. CJU Monthly Reports—April/May/June 1990

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
OERI/IS NEWS

AN EDUCATION DISSEMINATION POLICY (APRIL 1990), BY
CHRISTOPHER T. CROSS
(INCLUDING AN "APPENDIX OF DISSEMINATION STRATEGIES")

OERI Assistant Secretary Chris Cross stated in a recent speech, "It doesn't matter how much good research we support or how much information OERI has...unless that information gets into the hands of people who can use it to improve student learning..." To address this need, OERI has developed an education dissemination policy and potential strategies for disseminating education information and assistance. These documents were made available at the recent ERIC Directors meeting, at the time Mr. Cross addressed the group, and are reproduced here as Attachments 1 and 2.

AFTER CHARLOTTESVILLE:
A POST-SUMMIT STRATEGY FOR OERI (MARCH 1990)

This paper, which preceded the OERI Education Dissemination Policy (see Attachment 1), helped to structure that policy and is provided here as Attachment 3 in order to provide as complete a picture as possible of how the Assistant Secretary intends to position OERI to help accomplish the national goals enumerated at the education "Summit."

NATIONAL GOALS FOR EDUCATION--
A SUMMARY OF THE GOALS OF THE EDUCATION "SUMMIT"
(TOGETHER WITH SPECIFIC OBJECTIVES WITHIN EACH GOAL)

The immediately previous issue of the EAB included the documentation for the Education "Summit," describing the six major national goals. Attachment 4 is a recent article (source unknown) made available by OERI that fleshes out and helps define the goals by listing for each goal more specific "Objectives."

THE STRUCTURE OF EDUCATION IN THE UNITED STATES
(AS CONFIGURED BY THE NATIONAL CENTER FOR EDUCATION STATISTICS)

The organizational structure of education in the U.S. is replete with categories whose hierarchical relationships are not explicit, e.g. Nursery Schools, Kindergartens, Middle Schools, Junior High Schools, High Schools, Senior High Schools, 4-Year High Schools, Junior Colleges, Vocational Schools, etc.

A recent chart prepared by the NCES (Figure 1, p. 2) aligns these institutions along spectrums of grade levels, age levels, degree levels, and postsecondary year levels, and can be useful when attempting to answer questions in this area or when indexing by academic level.

...Gail Matthews (Facility)
NOTE.—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

CLEARINGHOUSE NEWS

ADJUNCT CLEARINGHOUSES ON ART EDUCATION AND U.S.-JAPAN STUDIES ADDED TO NETWORK

The first Adjunct ERIC Clearinghouse was the one on "Literacy Education," affiliated with the FL Clearinghouse and inaugurated in late 1989. In the first half of 1990, there have already been two Adjunct Clearinghouses named, both affiliated with the SO Clearinghouse: (1) Art Education, and (2) U.S.-Japan-Studies.

These new adjunct institutions will appear in the regular ERIC Telephone Directory, ERIC Clearinghouse Scope of Interest Manual, and other appropriate locations. Attachment 5 consists of the Directory entries for AR and JS, drafts of their scope of interest statements, and a copy of the Special Announcement pertaining to adjuncts that will appear in the front of RIE.

...Ted Bramboerst (ERIC Facility)

ACCESS ERIC NEWS

1990 ERIC CALENDAR OF EDUCATION-RELATED CONFERENCES—NOW AVAILABLE TO THE GENERAL PUBLIC

The ERIC Conference Calendar was formerly simply a list of those meetings and conferences that the Clearinghouses intended to attend or to solicit documents from during the course of the calendar year in question.

ACCESS ERIC, which has assumed responsibility for this coordinative and reference tool, has expanded its coverage to include education-related conferences held anywhere, irrespective of whether ERIC will have any involvement in the conference.

A copy of the recent ACCESS ERIC flyer, advertising this product and announcing that it is available to the public for $10 a copy, appears as Attachment 6.

ERS ON-CALL INFORMATION SERVICE POTENTIALLY CONFUSED WITH ACCESS ERIC

The Educational Research Service (ERS) is a well-regarded non-profit organization engaged in the business of preparing highly professional studies of high profile educational topics and of providing in-depth research services for clients which take advantage of all the available information sources, of which ERIC will often be one.

ERS recently discovered that there was some confusion in its user community between their telephone-based "ERS On-Call Information Service" and the new ACCESS ERIC organization. ERS immediately sent a memo (Attachment 7) to all administrators in school districts that subscribed to ERS services. The memo is primarily a description of ERS services, but it does point up the need for ERIC also to distinguish its own services from other closely allied services such as ERS.

ACCESS ERIC has since made contact with ERS and assured them that they will be sensitive to this potential confusion when handling inquiries.

...Sam Fustukjian (ACCESS ERIC)
DOCUMENT REPRODUCIBILITY SCREENING NEEDS STRENGTHENING

The number of poor quality source documents reaching EDRS has recently increased. EDRS cannot make extensive or time-consuming adjustments to compensate for poor quality source documents.

As a result, both the Clearinghouses and the ERIC Facility need to strengthen their document reproducibility screening procedures. The following steps should and will be taken:

1. Some documents will be changed from Level 1 to Level 2. These will be documents judged to have the following characteristics: poor legibility, readable on fiche, not adequately reproducible in paper copy blowback, no better copy can be obtained.

2. Some documents will be returned to the Clearinghouse for document preparation work. These will be documents judged to have the following characteristics: reproducibility problems (of a wide variety of possible types), filmable if the problems are fixed, problems are substantial enough that Facility hasn't the time to do them. (Small document preparation problems are regularly fixed at the Facility.)

3. Some documents will be returned to the Clearinghouses for acquisition of a better copy. These will be documents judged to have the following characteristics: not filmable as is (i.e. would create an excessively poor fiche), a better copy is likely to be obtainable.

4. Some documents will continue through the regular input process, but will have notes added referring to their specific reproducibility problems. An example of such a note might be: (1) "Appendix 7, a computer printout of 25 pages, will not reproduce in paper copy adequately." These will be documents judged to have the following characteristics: generally worthwhile documents of value to the database (i.e. should not be casually rejected), the reproducibility problem does not affect the overall value of the document, but does constitute a potential problem with users purchasing the item. The purpose of the note is to disclose the problem up front and to thereby "cover" ERIC and EDRS. (Documents of this type might also have their level changed to Level 2.)

This general tightening of reproducibility criteria will be noticed by the Clearinghouses in the volume of documents rejected and returned to them (particularly those returned for acquisition of better copy).

A memo calling attention to this problem and alerting the Clearinghouses to the need to strengthen reproducibility standards was transmitted by Central ERIC on April 11, 1990 (see Attachment 8). The form that the ERIC Facility will be using to return any documents to Clearinghouses that will not film adequately is shown as Attachment 9.

Pat Coulter (ERIC)
ERIC Training Opportunities are few and far between and need to be highlighted when they appear. IR recently submitted a document (IR 053 177) for RIE that describes a programmed lesson in how to search ERIC using the SilverPlatter ERIC-on-CD-ROM system. Attachment 10 provides the Title Page and Introduction of this product, for those who might be interested in obtaining it.

Pat Brown (Facility)

WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES (WHCLIS)

WHCLIS is being monitored by the IR Clearinghouse in order to keep ERIC informed of how it may best participate in this important conference. IR has made brief presentations at ERIC meetings and has periodically distributed information and documentation pertaining to WHCLIS. The latest memo is dated March 9, 1990 and contained a complete list of all state-level pre-conference activities (See Attachment 11).

Ted Brandhorst (Facility)

INTERNATIONAL NEWS

CANADIAN EDUCATION INDEX NEWS

The Canadian Education Index (CEI) has completed a preliminary edition of its CEI Thesaurus and has distributed it to InterEd members. In 1990, CEI will be going online, with a Canadian vendor named Info Globe. They are also planning a CD-ROM product for 1991. All this news and more was contained in a recent letter from InterEd correspondent Maureen Davis, dated March 20, 1990 (see Attachment 12).

Ted Brandhorst (Facility)

ADIOV PROJECT—AN ERIC FOR FLANDERS (BELGIUM)

During the week of April 9-13, 1990, ERIC played host to a group of visitors from Belgium (Flanders) headed by Geertrui van Rie of the equivalent of the Flemish Ministry of Education. The group visited Central ERIC, the local Clearinghouses, EDRS, the Facility, and several of the national libraries, and even took a side trip to the IR Clearinghouse in Syracuse, NY.

The reason for the visit was an interest in establishing an ERIC-like system for the educational literature serving schools operating in the Flemish language. The project, entitled "AUTOMATISCH DOCUMENTATIE- & INFORMATIESYSTEEM VOOR HET ONDERWIS IN VLAANDEREN" (ADIOV) is fully described in Attachment 13.

Ted Brandhorst (Facility)
**VENDOR NEWS**

**SILVERPLATTER**

- SilverPlatter Announces Peterson's GRADLINE on CD-ROM--A Comprehensive Guide to Graduate Study in the U.S. and Canada (Attachment 14A)
- SilverPlatter Issues 1990 Catalog of CD-ROM Titles--Entries for Education Group: AV-Online; ERIC; LISA; Peterson's College Database; Peterson's GRADLINE (Attachment 14B)

**ORYX PRESS**

- Periodical Fact Sheets (Attachment 15A)
  - RIE Annual Cumulations
  - CUE Monthly
  - CUE Semiannual Cumulations
- CUE Prices for Each Year (1980-1990) (Attachment 15B)
- Correction to EJ Numbering Assignment in the October 1989 CJE (Attachment 15C) Monthly Issue

**UNIVERSITY OF WISCONSIN-PLATTEVILLE**

- COMPUTERIZED ERIC APPLICATIONS AT UW-PLATTEVILLE, WITH AN EMPHASIS ON DOWNLOADING (Attachment 19)

**VISITS/VISITORS**

**RC VISITS CE**

On Valentine's Day, Todd Strohmenger, Craig Howley, Gary Huang, Berma Lanham, Dianna Simms, and Phyllis Stowers, of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/RC), spent the day at the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). We spent time discussing how each of the Clearinghouses is run and met individually with counterparts to discuss the specifics of processing, user services, product development, and management. The exchange of ideas and procedures was beneficial to everyone.

...Judy Wagner (CE)

**PUERTO RICAN OFFICIAL VISITS EA**

The Director of Puerto Rico's Academy for School Superintendents and School Principals made an all-day visit to the EA Clearinghouse on February 19. Olga Díaz Santiago told Philip Piele and Stuart Smith, "What you do here is what we need."

The academy has already purchased several hundred copies of School Leadership: Handbook for Excellence, a 1989 Clearinghouse product, for use in seminars and workshops held for Puerto Rico's 100 superintendents, 40 assistant superintendents, and 1,300 principals. The academy runs the island's LEAD center serving superintendents.
During her visit, Ms. Santiago signed up the academy as an ERIC Partner. She also inquired about how to make contact with other ERIC Clearinghouses. If you think your subject area would be of interest to the academy, please add her to your mailing list.

Olga Diaz Santiago
Academy for School Superintendents and School Principals
Box 759
Hato Rey, PR 00919

Stuart Smith (EA)

VISITOR STUDYING DATABASE INDEXING PRACTICES

Cheryl Schauder, of the Royal Melbourne Institute of Technology, is engaged in an international study of the indexing practices of major databases. ERIC is one of the databases selected for her study and when she came to the United States in October 1989, she spent an entire day at the ERIC Facility, among other ERIC sites, interviewing selected staff members.

Attachment 17 is her "thank you" letter. We look forward to her final report and seeing how ERIC's practices compare with those of the other databases studied.

Tod Brandhorst (Facility)

PERSONNEL/STAFFING

ROBIN UTSEY HAS A SON

We are pleased to announce that Assistant Director Robin Johnson Utsey and her husband, Robert Utsey have become parents of a son, Robert Utsey, III, on March 30th. Parents and baby are doing fine and getting to know each other while Robin continues on leave.

Wendy Schwartz (UD)

AMY WELLS WINS FELLOWSHIP

UD congratulates Acquisitions Coordinator Amy Stuart Wells on winning a Spencer Dissertation-Year Fellowship for research in education, administered by the Woodrow Wilson Fellowship at Princeton University. Amy is also a freelance education writer for The New York Times; among her recent articles is a page one story on school choice.

Wendy Schwartz (UD)
CORRECTION

In the previous EAB, we included a "Special Announcement" box containing a summary of the new EDRS Prices. The prices were all accurate, but in one location we said "On-Demand Paper" when we meant "On-Demand Microfiche". A corrected version of the box is provided here.

-Arthur Pugh (Facility)
An Education Dissemination Policy

Across America, education again is at the center of public attention, much of it negative. Our national report cards make for unpleasant reading. In some areas we are failing. In most we continue a trend of mediocrity that is unaffordable in today's world.

The President and the Governors have set ambitious new goals for revitalizing the nation's schools, for making sure we are ready for the 21st Century. State and local policy makers are struggling over thorny questions ranging from the level of authority to give principals and teachers to how to use computers to enhance learning. Taxpayers are angry, believing their dollars are ill spent given the results. Parents are anxious, wanting success for their children. The business community is frustrated by too few graduates with the work skills they need, sometimes without even the skills needed to be trainable. Faced with conflicting demands for change, educators, parents and policy makers need better, more timely information to help them make our schools work.

The Office of Educational Research and Improvement has the capacity to provide federal leadership through research and information. We can empower educators, policy makers, parents and even students with the knowledge that will allow them to make informed choices. And that is what we will do.

Dissemination will become the bridge between research and improvement. We seek to join those who are restructuring schools to increase learning.

It is OERI's congressional mandate to disseminate the knowledge and informational materials we collect and produce to the widest possible audiences that find it useful. We will aggressivly reach out to determine what is needed, and use that information in our planning process. We will consider dissemination on the "front end." We will make sure that as we plan a publication we consider who the audience is for it, and whether that audience has expressed a need for it. We will also exercise our best judgment to anticipate developments and needs. We will plan how we will disseminate a publication before we approve its production. We will ensure that OERI information is presented in formats that are most useful to the audience intended to be reached. In some cases, we will do more of what we already do well. In others, we will find practical new ways of reaching audiences that previously have been ignored.

Indeed, by making "consumers" of parents, policy makers and practitioners, we empower them with the information to hold national, state and local leaders accountable for achieving our national goals by the year 2000.

This policy is not intended to curtail any services we are now providing. Rather it is designed to enhance the dissemination of information that is potentially the most useful in improving our schools and expanding student learning.

The Policy

Our dissemination goal is to ensure that the information needed to support education improvement is understandable, accessible, timely, relevant and useful. We will better understand and meet the needs of those for whom our information and resources hold promise. Based on this understanding, we will provide the best information that can be constructively used to meet these needs. This is our responsibility to the American taxpayer, to those who make and implement public policy, to the professionals who must educate our children and to their parents.

Although our current dissemination efforts are often uncoordinated, we nevertheless have become skilled at providing our traditional clients with knowledge, data and publications in a timely manner. We have woven an intricate web of networks with key communities of researchers, statisticians and the educational teaching establishment.

But the "market" of those seeking education information has expanded exponentially since the 1983 publication of "A Nation at Risk." While previous reform efforts have been dominated by the education community along with a relative handful of policy makers, the current restructuring movement has its locus outside of education. Today the reform push is being led by state and local politicians, parents and the
business community. In nearly every state legislature
and governor's office, school reform has become a
central issue. It is a time for disseminators of education
knowledge to think more broadly about who our clients
are. For example, as the move toward school-based
management continues, there will be a vastly increased
need for focused information at the school building level
to help with decisions about organizational structure,
parental involvement, teaching and learning.

It is this sudden clamor for information from a
broader public coupled with new overarching federal
goals that must make this orientation toward
dissemination different from the many that have
preceded it. Without neglecting our traditional clients,
whose information needs are also growing, this new
market requires us to advance our dissemination
practices. We must take advantage of technology
improvements ranging from desktop publishing to
targeted marketing. In many cases, this may simply
involve a thoughtful repackaging of our information so
different audiences find it useful.

Our dissemination goal is to ensure that the
information needed to support education improvement
is understandable, accessible, timely, relevant and
useful. We will better understand and meet the needs of
those for whom our information and resources hold
promise. Based on this understanding, we will provide
the best information that can be constructively used to
meet these needs. This is our responsibility to the
American taxpayer, to those who make and implement
public policy, to the professionals who must educate our
children and to their parents.

Our dissemination requirements are diverse. We
serve a wide variety of consumers of education
information. An effort to provide fresh information to
policy makers is obviously quite different from one
aimed at parents. As appropriate, we must consider
dissemination in a wide range of forms, from the simple
printing of data, to electronic bulletin boards, to
sophisticated publications, to pamphlets to face-to-face
technical assistance. We intend to communicate not only
with our traditional education audiences but also reach
out to others who may previously have been overlooked,
or who are unaware of our information or who have
experienced barriers in using it.

We recognize the national importance of our schools
but remember that schooling is provided at the
community level by state direction. Our dissemination
policy must be rooted in a spirit of cooperation with
states and communities, with the public and the private
sector. This is not a top-down approach. We must
continue to work well with the intermediary groups that
have amplified our work. Common sense dictates that
we tie into as many networks -- new and existing -- as
practicable to provide information to those who need it.
We will also look to create new dissemination
partnerships.

The nature of the problem dictates that we put this
policy into effect immediately. Each day that we delay,
the nation loses. Where we have answers that can help
communities and schools solve some of their problems,
it is our responsibility to get the information to them.

We have created a new dissemination task force
comprised of a senior representative from each of
OERI's six program units, reporting directly to the
Assistant Secretary. This group is focusing initially on
identifying two or three OERI products for which a
wider immediate dissemination can help achieve the
national goals and objectives.

Beyond that, the task force is charged with
coordinating and strengthening our dissemination
efforts. It also will develop new strategies and methods
for improving our dissemination. Early projects could
include needs assessment work using focus groups or
surveys. It could also recommend, for example, that we
sponsor a regional forum in one of the "crisis" states
where the courts have mandated school change. Early
consideration must be given to establishing new
collaborative arrangements including the recruitment of
our natural partners, the labs, centers, networks,
clearinghouses and other groups in which we have both
a sizable investment and a common interest.

Our philosophy, as in other areas, will be a team
approach. A thoughtful and focused dissemination effort
enhances all of our work.
April 1990

Appendix of Dissemination Strategies
Office of Educational Research and Improvement
U.S. Department of Education

The six program units within OERI provide the basic elements for launching a national dissemination strategy. They offer a constellation of services, as well as a wealth of information resources that are necessary tools for improving American education. The Office of Research offers those involved in education improvement the knowledge base necessary to analyze and address significant education issues. Programs for the Improvement of Practice narrows the gap between what is known and what is done in the nation's schools. The National Center for Education Statistics collects, analyzes and reports statistical information on the status of all levels of American education. Information Services provides information to a diverse audience that includes the education community, parents, policy makers and the business community. Library Programs provides federal support for our public libraries as well as academic libraries. The Fund for the Improvement and Reform of Schools and Teaching provides discretionary grants to improve and reform American elementary and secondary schools.

In addition, OERI supports an impressive array of institutional projects: Nine regional educational laboratories, 21 research and development centers, 16 ERIC clearinghouses, more than 50 Leadership in Educational Administration centers, a National Diffusion Network with a facilitator in every state and territory, and an Urban Superintendents' Network. We sponsor major survey efforts to track the accomplishments of our high school students. We administer the only national representative assessment of what American students know and can do. We maintain and collect key data on education systems including enrollment, revenues, expenditures, the number of schools, teachers, and high school graduates. Through discretionary grants designed to reward innovative projects and reforms, we encourage America's schools to provide improved opportunities and greater achievement of students.

Given the wide range of audiences we must serve, from the research community to practitioners to parents and policy makers, no one strategy is appropriate. Rather, we will employ a host of dissemination techniques to be used individually or combined as needed to reach the audiences who can use the information.

**We will conduct a broad-ranging needs assessment of our current and potential information users. We will use surveys, focus groups and other mechanisms that will help identify our
strengths and weaknesses to make sure we know what dissemination activities we are doing well and what needs improvement.

**To provide vision and direction, the Assistant Secretary will establish a "blue-ribbon" panel of the nation's foremost thinkers and policy makers in education. They will focus on the goals and objectives announced by the President and the Governors in February. They will be asked to help us identify the gaps in both our knowledge base and our dissemination efforts, as well as recommend potential solutions.

**We will use prestigious consensus panels of national experts and scholars to help clarify the most serious issues facing education. We will make sure their recommendations are appropriately disseminated.

**We will conduct intensive national information campaigns to create wide-ranging awareness of potential solutions that have been identified either through the blue-ribbon panel, the consensus panels or research done within OERI or elsewhere in the Department.

**We will conduct periodic regional forums -- OERI's version of town meetings -- to engage the users of education information in a dialogue on critical education issues. Where appropriate and where invited, we will offer technical assistance at the regional, state or local level.

**We will establish a national research center on dissemination and knowledge use. This center will engage in projects that inform, encourage and guide research dissemination and the utilization of knowledge. It will help us understand how best to reach those people who can benefit from the education research we are supporting.

**We will seek the widest range of vehicles and formats that are appropriate for our information, from expanded publication of OERI results in professional journals to articles and other appropriate means to reach parents, teachers, policy makers and the general public. For example, this could include attempts to reach less literate parents with translations of pamphlets into graphics forms or video tape.

**We will create within OERI a dissemination policy council comprised of the six program directors and chaired by the Assistant Secretary or his designee. This council will initially identify OERI publications or efforts that mesh with the national goals and objectives, and make sure that enhanced dissemination programs are developed as appropriate. This council will be responsible for ensuring that there is an appropriate dissemination plan developed for each OERI research project and publication before they are approved. Each plan should take into account who the target audience(s) is for the work, and whether there is an expressed need for it.
**The Assistant Secretary will convene periodic meetings of other elements within the Department to ensure that the OERI dissemination efforts are coordinated. Where possible, we will collaborate with others within the Department in joint dissemination projects.**

**Where appropriate the Assistant Secretary will seek collaborative dissemination ventures with other federal agencies, many of which have substantial education research programs. Wherever possible, we will attempt to maximize our resources through focused efforts, joint ventures with other agencies and collaborative efforts with the private sector.**

Within OERI, the dissemination policy council will provide the overall direction. It is anticipated that Information Services, by its nature, will play a lead role assisting and working with other program units to conduct much of the actual dissemination activities. Its outreach and publications staff, for example, are now engaged full time in dissemination. But it must be stressed that this will require OERI-wide teamwork. In addition to such internal collaboration, we must enlist the many OERI-funded institutions as full-fledged partners.
After Charlottesville: A Post-Summit Strategy for OERI

(March 1990)

Last September, in addition to committing to a process for establishing the Nation's first-ever goals in education, President Bush and the Governors agreed that the Federal government, in order to help States and communities achieve those goals, must do two things: promote equal intellectual opportunity and provide "research and development for programs that work, good information on the real performance of students, schools and states, and assistance in replicating successful state and local initiatives."

Clearly, the President and the Governors see R&D as critical to improving American education. So do countless other leaders in government, business, education, and elsewhere. The demand for education R&D has grown in recent years, and that holds implications for the agency whose mission is to support education R&D, the Office of Educational Research and Improvement (OERI).

As the Federal agency charged with supplying information on the condition and progress of American education, OERI collects and disseminates a considerable amount of data and findings from education statistics, assessment, research, and practice. We in OERI share the belief of President Bush and the Governors that the American people, armed with knowledge of what works in education, will improve teaching and learning in their communities.

But our mission involves more than merely "gathering and dispensing" information and assistance. R&D is of little use unless it makes a difference in learning. That, after all, is the bottom line in education. Improving the learning of American children and adults is the standard by which our efforts must be measured.

To assist schools and communities across the country in focusing their education systems on performance and results, a focus that is critical to advancing toward our national goals in education, I hereby propose the following four-pronged, multi-year strategy for OERI.

First, Americans must have reliable, accurate, and timely statistical information about important features of schooling. Who drops out of school, why do they leave school, and what are the trends over time? Will the Nation have enough teachers to fill its classrooms in the coming years? How many postsecondary degrees are conferred in the sciences, engineering, and other disciplines; and how do these numbers compare to figures 10 years ago? To these and other questions critical to anticipating future educational needs and the current system's capacity to supply those needs, OERI
and States can adapt and use to measure the thinking, reasoning, problem solving, and other competencies universally desired in American students, workers, and citizens.

Also, this year OERI plans to compete 18 national research centers and 10 regional laboratories, each of which will take on a major piece of the challenge to improve American education. We plan to sponsor investigations, conferences, publications, and other efforts to refine and extend America's understanding of what works in education. And we intend to help State and local decision-makers apply such knowledge to their educational problems and goals. How can schools increase parent involvement, for instance, particularly among hard-to-reach parents? What forms of parent involvement produce the greatest payoff in terms of student learning? As for teachers, what traits or characteristics are fundamental to teacher effectiveness, and how can those qualities be developed? What are the chronic and recurring roadblocks to competent performance in reading, writing, mathematics, science, history, and subjects essential to all students—and how can teachers be taught to help all youngsters over those obstacles? These are a few of the important questions that education research can help education decision-makers answer.

But simply "supplying answers" is not enough. It is our task not only to make sure that these answers and lessons learned get into the hands of people on the front lines of education. We will also provide technical assistance and whatever it takes to see that these answers and lessons translate into better results, higher levels of student performance.

This leads to the fourth component of the strategy. During my tenure in OERI, I intend to oversee the development and launching of a national strategy for disseminating information from education research, practice, statistics, and assessment. We will sponsor high profile meetings to furnish parents, educators, community leaders, and others with the latest of what research has to say about reducing dropout rates, improving mathematics and science learning, and other critical education issues. We will sponsor exhibits, demonstrations, and workshops across the country to train the staffs of policymakers and others in how to access and use the OERI database.

Our dissemination effort will involve every OERI component. My goal is for every OERI research center, every regional lab, every ERIC clearinghouse, every NDN state facilitator, every OERI-supported library, every OERI-supported institution and individual to become a bona fide team member in a "full-court press" to make R&D make a difference in student performance nationwide. Furthermore, I hope to expand our team to include not only other offices within the Department but other Federal agencies as well—the Department of Energy, the Department of Labor, the National Science Foundation, the National Endowment for the Arts, and
others. My goal is to encourage every potential "education team member" in the Federal government to become an active team player in a Federal-wide effort to improve teaching and learning in America. This expanded roster of players and these new approaches to dissemination will provide more and better educational information and assistance than ever to parents, principals, teachers, business people, community leaders, and other Americans.

That is my four-part, multi-year strategy for OERI. I fully believe that, with adequate support and proper implementation, it will furnish this Nation with the knowledge needed to, as President Bush put it, "make an American education the best in the world."
National Goals for Education

Rationale:

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:
- All disadvantaged children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher in all that they do.
- All children will receive nutrition, health care, and educational services that benefit them.
- All healthy, low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

School Completion

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:
- The nation must dramatically reduce its dropout rate and 75 percent of those students who drop out will successfully complete a high-school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Student Achievement and Citizenship

Goal 3: By the year 2000, American students will be in the top 1/4 of the world in mathematics and science achievement.

Objectives:
- Math and science education will be strengthened throughout the system, including special emphasis in the early grades.
- The number of students who complete studies in science will increase by 50 percent.

Goal 4: By the year 2000, U.S. students will be in the top 1/4 in the world in mathematics and science achievement.

Objectives:
- The percentage of students who demonstrate ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the cultural diversity of this nation and about the world community.

Mathematics and Science

Goal 5: By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:
- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs.
- The number of quality programs that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase significantly.
- We will substantially increase the proportion of those qualified students, especially minorities, who enroll in college; who complete at least two years; and who complete their degree programs.

Safe, Disciplined, and Drug-Free Schools

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:
- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug- and alcohol-prevention education program.

Adapted from the National Education Goals. For more information, visit the website at http://www.ed.gov/.
ADJUNCT ERIC CLEARINGHOUSE ON
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Washington, DC 20037

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FAX Number: (202) 429-9766 (202) 659-5641

OERI Monitor: Bob Thomas
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Time Zone: Eastern

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(W; 9-5)

*Also known as the National Clearinghouse on Literacy Education (NCLE).
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ERIC INAUGURATES THREE "ADJUNCT" CLEARINGHOUSES

"Adjunct ERIC Clearinghouses" are organizations that help ERIC to improve its coverage of a specialized subject area without expending ERIC resources to do so.

Adjunct ERIC Clearinghouses provide their own non-ERIC financial support, based on funding sources such as foundations or other Government programs.

Thus far, three Adjunct ERIC Clearinghouses have been "commissioned," as listed below. All three are engaged in collecting education-related documents within their scope of interest, in processing these documents, and in entering them into the ERIC database via the regular Clearinghouse with which they are affiliated. Their contributions can be identified by a credit line at the end of the abstract.

ADJUNCT ERIC CLEARINGHOUSE FOR ART EDUCATION
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2805 East 10th Street, Suite 120
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Telephone Number: (812) 855-3838
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NATIONAL CLEARINGHOUSE FOR UNITED STATES-JAPAN STUDIES
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Social Studies Development Center
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Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037
Telephone Number: (202) 429-9292
[Also known as the National Clearinghouse on Literacy Education (NCLE). Adjunct to the ERIC Clearinghouse on Languages and Linguistics (FL)]
ADJUNCT ERIC CLEARINGHOUSE FOR ART EDUCATION (ERIC:ART)

ERIC:ART is the Adjunct ERIC Clearinghouse for Art Education, part of the national Educational Resources Information Center (ERIC) system. Funded by the Getty Center for Education in the Arts, ERIC:ART is linked to the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at Indiana University, Bloomington. The primary focus for ERIC:ART is coverage of visual arts education, including painting, sculpture, and aesthetics. Project goals include expansion of the acquisitions network for art education documents, increased coverage of professional journals in art education, and the development of three ERIC publications—two ERIC Digests and one major publication. The digests are tentatively titled "Teaching About Global Issues in Art Education" by Enid Zimmerman of Indiana University and "Aesthetics in Elementary Classrooms," by Sally Hagaman of Purdue University. The major publication, Discipline-Based Art Education, will be written by Gil Clark of Indiana University.

In its first quarter of operation, ERIC:ART has contacted all members of the Council for Policy Studies in Art Education, 25 editors of art education newsletters, and all state-level and district-level coordinators of art education. They have been notified about the existence of ERIC:ART and relevant documents, including instructional materials and curriculum guides, have been solicited.

ERIC:ART is directed by C. Frederick Risinger, ERIC/ChESS Associate Director, and co-directed by Gil Clark, department head of the art education program at Indiana University. The project staff includes a doctoral student in art education who serves as project assistant and a part-time annotator.
NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES

The National Clearinghouse for U.S.-Japan Studies provides a variety of services and products to elementary and secondary teachers, administrators, policy makers, and others interested in teaching and learning about Japanese culture and society and about U.S.-Japan interrelationships. Funded by the United States-Japan Foundation of New York, the Clearinghouse provides timely and comprehensive information about educational resources and information available from publishers, university-based centers, individual educators, and from both general and scholarly periodical journals. The Clearinghouse is a project of the Social Studies Development Center at Indiana University, Bloomington.

The foundation for all Clearinghouse activities is a computer-searchable database of commercially-published and teacher-developed curriculum materials, journal articles, research reports, and other material that could be useful to classroom teachers and curriculum planners. While the primary constituency for the Clearinghouse is comprised of K-12 educators, services are also available for college-level faculty and citizen groups working to expand public knowledge about Japan.

Educators and others who contact the Clearinghouse requesting assistance will work with trained searchers to identify specific individual needs. For example, a fifth-grade teacher of U.S. history seeking information about the Japanese educational system might receive a printout containing four or five lesson plans designed by teachers at similar grade levels, a video program or filmstrip distributed by a major publisher, and several articles from educational journals or the popular press that the teacher can use as background material. Each resource citation will include complete information about availability, source, cost, target audience, and other details.

A major strength of the Clearinghouse is its link with the Educational Resources Information Center (ERIC), the world's largest and most widely-used educational database. Many of the resources included in the Clearinghouse database are cross-referenced in ERIC. However, the Clearinghouse includes data about many non-ERIC resources such as non-print media (videos, films, simulations, artifact kits, and the like), articles from periodicals from outside the educational field, and teacher-developed materials that might not have been included in ERIC.

The Clearinghouse will develop a series of publications designed to meet the needs of teachers and curriculum specialists. Some of these publications will consist of specific teaching plans and curriculum guides. Others will contain annotated resource listings on particular aspects of Japanese society, economics, politics and culture, or on U.S.-Japan relations.

The National Clearinghouse for U.S.-Japan Studies conducts workshops and presentations at professional meetings and in school systems. For more information about its services and products, contact us at the address below.

National Clearinghouse for United States-Japan Studies
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone (812) 855-3838
FAX (812) 855-7901
The Educational Resources Information Center (ERIC)—
A nationwide education information network sponsored by the
Office of Educational Research and Improvement, U.S. Department of Education

New from ERIC

The 1990 ERIC Calendar of Education-Related Conferences—
Now Available to the General Public

As a member of the education community, it's important that you stay abreast
of developments in the field. The 1990 ERIC Calendar of Education-Related
Conferences provides information on a wide variety of international, national,
State, regional, and local education-related conferences. It is designed to help
practitioners stay abreast of events scheduled for the next 12 months as well as
continue to be a resource for ERIC System conference participation.

The Calendar's new features include five indexes that allow users to quickly and
easily identify conferences of interest:
  o Conference name index
  o Date index
  o Geographic location index
  o Sponsor index
  o Subject index

For just $10 (plus postage and handling) you get an entire year's worth of
conference listings. To order the Calendar, or for more information about ERIC,
call 1-800-USE-ERIC.

ACCESS ERIC invites you to announce your upcoming conference, meeting, or
seminar in the Calendar. Submit conference information to ACCESS ERIC,
1600 Research Blvd, Rockville, MD 20850. (Please enclose a conference
brochure or information packet if available.) Appropriate events will be included
as space allows.
March 1, 1990

Attention: Administrators in ERS Subscribing School Districts and Agencies

Subject: ERS ON-CALL INFORMATION SERVICE Being Confused with ACCESS ERIC

From: Glen Robinson, ERS President

The federally funded ACCESS ERIC, promoted in a recent publicity release, has been confused with one of the many services provided by the Educational Research Service. Some ERS subscribers have phoned ACCESS ERIC thinking they were contacting the ERS ON-CALL INFORMATION SERVICE and found the response not what they had come to expect from ERS. The attached letter illustrates the confusion.

The independent, nonprofit Educational Research Service is not related to the federally funded ACCESS ERIC. The fact that ERS responses to requests for information routinely include a search of the ERIC data base may contribute to the confusion, but an ERIC search is only a small part of an ERS ON-CALL response.

An ERS response to an administrator's ON-CALL request for information on a specific topic or issue typically includes many items, such as:

- Photocopies of articles from professional journals and periodicals
- Books and materials from the ERS Resource Center Library and files
- ERS research studies, reports, and articles
- Studies and reports by local school districts
- Materials from the ERS School Operations Information Bank
- Summaries of telephone calls to federal and state agencies
- Abstracts and references from electronic data bases, such as Comprehensive Dissertation Abstracts, Psychological Abstracts, Periodical Abstracts, and ED-Line

These items are collected and assembled by experienced ERS information specialists and sent directly to the administrator in the subscribing school district who made the inquiry. All administrators in school districts that maintain an annual order for ERS services may use the ERS ON-CALL INFORMATION SERVICE as often as needed and at no charge.

The Educational Research Service provides subscribing school districts with a comprehensive program of resources and services including the ON-CALL INFORMATION SERVICE. If you have any questions about the ERS services to your school district, please let me know.

When you need information on an educational topic or issue, just phone (703)243-2100, fax (703)243-1985, or write ERS ON-CALL INFORMATION SERVICE.

GR/kj
Letter attached
MEMORANDUM

DATE : April 11, 1990
TO : ERIC Clearinghouse Directors
FROM : Patricia Coulter
       Acting Chief, ERIC

SUBJECT: Reproducibility Standards

A recent increase in the poor physical quality of some RIE documents is resulting in sub-standard microfiche and paper copy blowbacks.

To correct this problem, the Clearinghouses must improve their screening of physical document quality and, where appropriate, engage in various efforts to improve that quality, e.g. request better copy from source, perform document preparation work in order to improve legibility, etc.

Other steps that can be taken in this area are to change the availability Level from 1 to 2 (when adequate paper copy blowback cannot be made) or to add Descriptive Notes informing potential users of the specific reproducibility problem evidenced in the document and the extent of the problem, e.g. "Appendix 7, a computer printout of 25 pages, will not reproduce in paper copy adequately."

Central ERIC has requested that the ERIC Facility carefully scrutinize document physical quality and return to the Clearinghouses items that fail the screen and items where the problem may be fixed by the Clearinghouse, as described above.

You can avoid the problem of returned documents (and perhaps wasted processing) by performing the screening yourself and by taking steps to improve document reproducibility where this is possible.

We will conduct a session on this topic at the National Technical Meeting in May; bring your questions and problem documents.
During the initial stage of editing, the documents cited below have been determined to not meet the reproducibility standards necessary for adequate processing at Level 1 and/or 2. The enclosed documents are being returned for one or more of the following reasons:

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The resume has NOT been retained; please retransmit the record when the replacement copy is sent. If you have any questions, please contact the writer of this memo.

剥离数据
THE ERIC SEARCH: A PROGRAMMED TEXT

CREATED BY

CYNTHIA SZYMANSKI
INDIANA UNIVERSITY NORTHWEST
GARY, INDIANA

JOANN ARNOLD
INDIANA UNIVERSITY PURDUE UNIVERSITY
FORT WAYNE, INDIANA

SEPTEMBER 1989
INTRODUCTION

Welcome to THE ERIC SEARCH: A PROGRAMMED TEXT. This text is intended as a guide for searching ERIC using the SilverPlatter CD-ROM database. The text demonstrates fundamental search techniques by following an example of a successful ERIC computer search. The search begins with the choice of a topic, outlines a search strategy, and prints relevant sources. The programmed text requires the active use of SilverPlatter's ERIC database and the Thesaurus of ERIC Descriptors. THE ERIC SEARCH: A PROGRAMMED TEXT....

- Describes the function and content of the ERIC database;
- Uses the Thesaurus of ERIC Descriptors to identify appropriate descriptors;
- Uses Boolean operators AND, OR, IN to combine descriptors and focus the search;
- Prints records.

INSTRUCTIONS

Instructional material appears in a series of small units, called FRAMES. Bold-faced words in a frame highlight important concepts to remember. Read frames carefully and formulate answers to the questions. Cover the answer column (on the right) with a card. After making a response, expose the correct answer; if answers do not match those on the right ???, reread suggested frames.

If there are questions, ask the librarian for help.
TO: All ERIC Components  
FROM: Don Ely/IR  
RE: White House Conference on Libraries and Information Services

March 9, 1990

I have just received the first listing of the Governors’ Conferences to be held in each state and territory prior to the White House Conference. The list is enclosed. As dates are added and/or changed, I will inform you. Please note the date for the state in which you reside as well as states in which you have Standing Order Customers (SOCs).

What you should do

Contact the state library office to request more information about the conference. Ask for the name of the coordinator and the chair. Usually the coordinator runs the conference and the chair presides. Contact the chair and indicate your interest in the conference and offer ERIC assistance such as papers from the first White House Conference (in our database) or complimentary searches on topics of interest for the advisory committee. Inquire about participation and ask how delegates will be selected for the White House Conference from the state. Ask if you can prepare a paper for the conference.

The state preconferences to the White House Conference are intended to develop a broadbase support for the national event to be held in July, 1991. The state conferences will produce background papers on the conference themes (see below) and will identify issues to be discussed at the national conference. It is likely that resolutions and recommendations will be developed for use at the national conference. These preconferences are the first point of entry for ERIC at this time.

What ERIC wants to accomplish

The state and national conference is an opportunity for ERIC visibility in the library/information science community and the among the vast number of potential ERIC users and supporters. The law provides that a fourth of the participants will be selected from the library/information profession; a fourth will be selected from trustees, friends groups, and other individuals who are active library supporters; a fourth will be selected from federal, state or local officials; and a fourth will be selected from the general public. ERIC wants to reach all these people.
We want people who attend the state and national conferences to be aware of ERIC as a national resource for social science information. We want them to know about our unique partnership among federal government, private and public universities, schools and school-related agencies, and private commercial enterprises. We want them to know how much we do with minimal funding and that we could do so much more with additional funding. If ERIC could be mentioned in one of the final recommendations, it would go a long way in helping our funding efforts.

**What ERIC/IR is doing**

We are attempting to coordinate the White House Conference activities within the ERIC system and to determine liaison points where components of the system can make local contacts. Don Ely meets monthly with a member of the National Commission on Libraries and Information Services who is Chair of the White House Conference Committee of that national advisory board. ERIC/IR will serve as a repository for key documents generated by the state and national conferences on a selective basis. (We are not the National Archives!) We are generating bibliographies on the three conference themes: (1) library and information services for productivity; (2) library and information services for literacy; and (3) library and information services for democracy. These bibliographies and background explanations of each theme will be sent to you as they are ready. Use them in the state conferences. Recommend additional items to us.

We will keep you posted through various notices (such as this one), through the EAB and Multilink. A progress report will be given at the Directors’ meeting in May. Be ready to report any activities in your state.

**Finally**

Congressional education committee leaders have made it clear that they are looking to the White House Conference on Libraries and Information Services for policy guidance on any major revision of federal library legislation—and that includes ERIC. The purpose of the conference is to develop recommendations for further improvement of library and information services of the nation and their use by the public. ERIC is an important part of this setting. BE ACTIVE!
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* Tentative
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Tentative
March 20, 1989

Hi Ted!

To: Inter-Ed members

From: Maureen Davis  
CEI Editor

Re: News from the Canadian Education Index

I apologize for another long gap in the conversation from Canada, but wanted to re-establish contact and fill you in on our activities.

Under separate cover, I am sending each of you a copy of the preliminary edition of the Canadian Education Thesaurus. It's a far cry from the standard set by all of your thesauri, but it's a beginning. This preliminary edition is exactly the same as the version sent to all of you in a binder by Michele Hudon in late 1988. I have since discovered, though, that Joan Marder never received her binder. Hope that's not true of more of you!

We have just started using the CET as our subject authority. We have already added and changed quite a few terms compared to what is shown in the print issue you will receive. We're expecting to print the first edition of CET this fall, after it has been in use for a full volume year. During this year, Michele is working on contract (10 days in total) to verify additions and changes made to the thesaurus. As the CEI is largely a one-person activity, the little attention the thesaurus gets is largely devoted to its bilingual aspects. I'll be counting on the rest of you to keep up with the 'bright' work of thesaural development.

Our big news is that we are going on-line for the first time ever -- with a Canadian vendor named Info Globe. This company is a subsidiary of the Globe and Mail, Canada's 'national' newspaper, and was originally established to provide full text retrieval of the newspaper. Last year, a deal was made to have several of Micromedia's databases mounted on this system, including CEI. Unfortunately, Info Globe is rather expensive to search which may well affect its use. We have several test sites accessing the file right now, preparatory to its going public next month.

Micromedia is already selling some of their files on tape
for local area networks (LANS); CEI will probably be distributed this way too if there is any demand. We are also working on a compact disk product for 1991. We have invited several other Canadian education files to join us on the disk, but don't know whether the politics of co-operation will make this possible or not. Should Inter-Ed be considering a group CD-ROM??!!

This first year and a half at Micromedia have been staggering in terms of workload. When the CEI was transferred, we were a year and a half behind our publication schedule. That backlog is virtually cleared away now. We’re still pumping in some older dissertations and reports into current issues; but, by comparison, it feels like the home stretch!

Keep me on your mailing lists!

Dear Ted,

I've been corresponding with Joan Hander off and on re. the CET and her dabblings toward an Inter-Ed thesaurus, and feel as though I've lost touch with the rest of you.

What's ERIC up to these days?

After having seen the tonnage of paper in your offices, I'm amazed to think you've moved twice since then!

Hope all goes well otherwise!

Hanneen
A.D.I.O.V. Research and Development

I. THE ADIOV RESEARCH PROJECT

1. The research task

Whereas many countries have at their disposal a database for educational literature, Flanders still lacks a systematic subject indexing in an automated form. The realization of this alarming situation lead to the ADIOV-project.

In 1988, the Minister of Education gave the start of the project, on a proposal of the Committee for Educational Research and Documentation.

The task of this 3 year-project is to develop an information retrieval system for Flemish educational information. The database should be operational by January 1991 at the Ministry of Education in Brussels.
2. Participants of the ADIOV-project

Four Flemish universities are involved in the realization of the project:
- the University of Ghent is responsible for the investigation of hard- and software
- the University of Louvain is updating the ADIOV-thesaurus and is also developing a strategy for thesaurus management
- the University of Antwerp and the University of Brussels are mapping out the Flemish production of educational information and will also develop a network of ADIOV participants.

3. As task setter of the ADIOV project, the Ministry of Education is involved in several ways:
- the management staff of the Ministry takes the fundamental decisions with regard to the system
- the Committee for Educational Research and Documentation controls the development of the project
- the Information and Documentation Service as the most important future participant of the ADIOV-network, in the research of policy documents of the educational authorities, and in the implementation of the system in the Ministry.
II. THE ADIOV-SYSTEM

1. Objectives

As a database for educational information, ADIOV should be developed into a system of adequate information supply, and in this way contribute to:

- the development, execution and implementation of educational policy
- international exchange of educational information
- the linkage of educational research and educational practice
- the accessibility of educational information
- the professionalism of the target group (Flemish)
- the Flemish production of educational information.

2. Target group (the users)

The target group ADIOV aims at is very large. It consists of all persons, organizations and institutions that are involved in education, such as:

- educational institutions
- research institutions
- pressure groups
- governmental authorities
- non-governmental organizations
- educational supervisory services
- educational training programs
- other educational organizations.

3. Contents of the database

The ADIOV database will contain descriptions of all relevant information about and for the field of education in Flanders. The notion "information" can be described as follows:

a/ kinds of information:

- educational literature (theoretical literature as well as literature directed at educational practice)
- curriculum materials
- information on educational policy
- information circuits:

b/ types of information:

- book materials
- journals and journal articles
- non-print materials
- commercially published educational materials
- non-commercially published educational documents (the so-called grey circuit)

c/ information circuits:

- educational documents
- non-educational documents (the so-called grey circuit)

- the macro-, meso- and micro-level
- all educational levels and educational systems
- all kinds of permanent and recurrent education.

EDUCATION is interpreted in a broad sense and contains:

a/ the macro-, meso- and micro-level
b/ all educational levels and educational systems
c/ all kinds of permanent and recurrent education.

The target group ADIOV aims at is very large. It consists of all persons, organizations and institutions that are involved in education, such as:

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- governmental authorities
- non-governmental organizations
- educational supervisory services
- educational training programs
- other educational organizations.
4. The network and its participants: description and allocation of tasks

Because of the limited production of educational information in Flanders (about 2,000 educational documents a year), it was decided to work with a small network of participants, all of them forming part of the Ministry of Education.

In the ADIOV network three levels can be distinguished:

a/ The level of policy making

The Committee of Educational Research and Documentation takes the fundamental decisions concerning the different aspects of the ADIOV system. Policy questions bear upon the following areas:
- relations between clearinghouses and important producers of educational information
- selection and training of personnel
- information service for the users
- different aspects of document processing
- thesaurus management
- elaboration and justification of the annual budget
- formation of working groups with an advisory or supervisory task.

b/ The intermediate level

The Information and Documentation Service will function as an intermediary between policy making and practice. Its tasks are:
- co-ordination and communication between the participants of the system
- supervision and support of the different participants
- advising the policy makers
- working out decisions taken by the policy makers
- working out co-ordination structures with external institutes (e.g., The Royal Library)
- follow-up of important developments in the area of information sciences, information resources and databases for educational information
- training of staff members
- public relations
- ...

c/ The execution level

On this level there are three tasks: the documentary, the technical and the information service task.

The documentary task is assigned to the clearinghouse and contains activities such as:
- acquisition and selection of documents
- processing of documents
- description of documents on resume forms
- vocabulary maintenance (proposals for inserting, changing or removing descriptors and identifiers).
The Ministry of Education will function as the clearinghouse for all educational information. The information area will be covered by three Services of the Ministry:

- The Information and Documentation Service is responsible for policy information of the educational authorities and also for educational literature (except research literature).
- The Scientific Research Service is responsible for the processing of scientific literature.
- The Development Service is responsible for the processing of learning tools and curriculum materials.

For the acquisition of documents, these Services will cooperate with the main producers of educational information.

The technical task consists of data entry and maintenance of hard- and software. This will be performed by the Central Processing Service of the Ministry, which will take care of:

- Updating of files
- Backup and recovery
- Central processing of data in the database
- Creation of files for the production of reference publications
- Reparation of breakdowns
- Online searches

The information service task consists of:

- Online searches of the ADIOV data base at the Services of educational supervision, in Teacher Training Colleges, and in the Departments of Educational Sciences of the Flemish Universities
- Development of reference publications
- Document delivery by the Library of the Ministry, where all documents will be stored and accessible to the users.
ADISOV - System Components

SOURCES OF EDUCATIONAL INFORMATION

MINISTRY OF EDUCATION

Level of Policy making

Committee of Educational Research and Documentation

Intermediate Level

Information and Documentation Service

Execution Level

Documentary tasks:
- Policy info: Information and Documentation Service
- Scientific info: Scientific Research Service
- Learning tools, Curriculum materials: Development Service

Technical tasks:
- Central Processing Service

Information Services tasks:
- Online Services of Educational Supervision
- Teacher Training Colleges
- Departments of Educational Sciences at Universities

USER GROUPS

- Institutes of Education
- Education Supervisory Services
- Research Institutes
- Training Institutes
- Pressure groups
- Government
- Administrators
- ....
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ERIC

*The most widely used database on the literature of education*
Bibliographic database covering the journal and technical literature in the field of education, ERIC is compiled by the ERIC Processing and Reference Facility. The ERIC database consists of Resources in Education (RIE), covering the fugitive document literature, and Current Index to Journals in Education (CUE), covering the published journal literature from over 775 periodicals. Current disc covers 1983 to present and is available with quarterly or annual updates. Archival disc set covers 1966 to 1982. Subscription includes a tutorial.

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Core data for the information sciences
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NOTE: Microfiche become available as the bound editions are sold out. Some back issues not listed are available. Please write or call for further information. RIE monthly editions are published by U.S. Government Printing Office, Washington, D.C. All CIJE publications prior to March 1979 are published by Macmillan Inc., 866 Third Avenue, New York, NY 10022.

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Prices are listed on the reverse side.

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MONTHLY

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## CIJE MONTHLY

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CORRECTION TO EJ NUMBERING ASSIGNMENT IN THE OCTOBER 1989 CIJE MONTHLY ISSUE

There is an error in the October 1989 CIJE EJ numbering assignment for the Science, Mathematics, and Environmental Education (SE) Clearinghouse. SE number 544 818 should read 543 818. As a result of the SE number error, the EJ numbers assigned to the SE numbers are incorrect. This error is present only in the printed October 1989 CIJE issue and the CIJE Semiannual Cumulation, July-December 1989. The error does not appear in the ERIC master files or products (online or CD ROM).

You do not have to use this correction sheet with the printed CIJE monthlies and CIJE Semiannual abstracts and indexes. However, if you are using the printed CIJE in conjunction with ERIC master file products, you will notice a discrepancy between the printed SE EJ numbering assignment and the database SE EJ numbering assignment for the majority of the SE entries processed in the October 1989 CIJE issue.

Following is a list of the SE and EJ numbers as they appear in the printed October 1989 CIJE and a list of the SE and EJ numbers as they appear in the ERIC master files. Please note that the original clearinghouse number is the same as the corrected clearinghouse number except for the last number on the list which was corrected from SE 544 818 to SE 543 818. The real SE 544 818 entry appears in the November 1989 CIJE and is correctly assigned to EJ 392 794.

We suggest that this correction sheet be kept with your October 1989 CIJE issue.

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Current Index to Journals in Education Volume 21 Number 10

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March 8, 1990

Ted Brandhorst  
Director, ERIC Processing  
and Reference Facility  
2440 Research Boulevard  
Rockville, Maryland 20850

Dear Mr. Brandhorst,

Your confirmation of the public domain status of ERIC data, including the abstracts available on CD systems, encouraged further development of our downloading projects. Our first use of the download feature removed some of the pressure on printers in our library. Students and faculty were completing their ERIC searches and printing the results in the library. Downloading to disk moved the print operation to a departmental computer. There was an immediate tendency to leave data on disk and save paper, especially by students that commuted. A second tendency was to end searches with a larger number of abstracts. Where students tended to narrow the search to less than twenty when printing, downloading made files with fifty or one hundred articles feasible. Since we were "importing" the ERIC files into a word processor for printing, the search feature became attractive. Students could quickly narrow a library search to less than two hundred articles, download all, and then continue to narrow the search on other computers. The library noticed an increase in number of students and a decrease in time on their computers, especially in printer time and paper.

A third development occurred when we began to generate a number of "mini data bases" in advance. Graduate assistants created a series on depression, narrowed on selected topics. There were about eleven files covering all aspects of depression. Another early series was developed for our Womens Center, narrowed on topics mentioned in their support sessions. We anticipate that many of the focus groups (suicide prevention, alcohol and drug prevention, etc.) would profit from having mini data bases readily available for their participants. Students in departmental labs can access the ERIC system through these disk based files that contain everything in the ERIC system on that topic. The word search feature on a word processor taught them the same technique necessary for a "real" search in the library. The student's introduction to ERIC was in a much more personal setting than the library. There are now departmental disk files for many of our core courses, and students may make copies for use at home.

The University of Wisconsin - Platteville
171 Doudtui Hall  
1 University Plaza  
Platteville, Wisconsin 53818-3099  
Department of Counselor Education
We then created several files for school districts, on topics related to curriculum development and proposal writing. We divided the large topics into bite sized files manageable within word processing. Schools tended to assign teachers and staff to separate files for local searches. We began to receive requests from individual teachers and counselors for disk based files.

At present, we are completing a videotape series on counseling issues. We plan to include a disk with ERIC references for each segment. This will be a direct download from ERIC with our comments before each segment.

Although bigger seems to be better, I can see a market for disk based mini data bases, especially on 1.4 meg disks. That is enough space to keep many professionals busy. Selecting the keywords to divide an area is not that difficult. This intermediate niche between CD and paper could introduce a lot of people to electronic media.

The final advantage to the disk based system is manipulation of the data within a word processor. Any window based processor allows quick movement of selected items into a new file. Thus a search within a disk file in an office or home on a word processor may be superior to the library search of the entire data base. The coffee is closer at hand also.

I would consider the marketing possibilities realistic, given the public domain status of the data. The cost of the disks is low, and the downloading requires about thirty minutes of professional time planning the searches for about one hour of downloading by a student. This is the equivalent of about six hours of student time in the library, but it leads to unlimited search time later. It is quite likely that our department will offer downloading services requested by phone and mailed to users. Students in adult education courses especially appreciate the "instant" data base they can use before a seminar or take home after a session on campus. Swapping the disk for one with more focused topics is a phone call and the mail box away.

We are quite happy with the service we can offer students and schools. The simplicity of the system could make it attractive to many ERIC users.

Sincerely

Tom Morris
Counselor Education Department
Dear Ted,

I would like to express my warm appreciation for your hospitality when I visited the Facility recently to gather information for my research project on database indexing. Thank you so much for fitting me into your very busy schedule, and for your thoughtful answers to my questions.

Please convey special thanks to Carolyn Weller and Jim Houston for the useful discussions and relevant materials. It was a privilege and pleasure to meet you all. The visit was of great assistance to my study.

Thanks again also to Liz for so kindly driving me to the Metro.

Best wishes and thanks again.

CHERRYL Schauder

Ted Brandhorst,
Director,
ERIC Processing and Reference Facility,
Suite 550,
2440 Research Boulevard,
Rockville MD 20850-3238.
9th November, 1989.

Department of Information Services,
Royal Melbourne Institute of Technology,
GPO Box 2476V,
Melbourne Vic 3001
Telephone (03) 660 3059
Fax (03) 663 2764
ERIC DIRECTORS MEETING
May 1-2, 1990

--AGENDA--

Monday, April 30

7:00 pm
ERIC Executive Committee dinner

Tuesday, May 1

9:00 am--9:30 am
Coffee, welcome and agenda overview
(Stonehill, Conrad)

9:30 am--10:30 am
Status report and next steps on Compact
ERIC (Richard Wood, UMI)

10:15 am--10:30 am
Break

10:30 am--11:00 am
ERIC Executive Committee report;
nominations for new members (Conrad)

11:00 am--12:00 noon
OERI Update (ERIC staff)--brief
presentations and discussions of new
topics and initiatives:
Status of FY 1990, funding and FY 1991
and FY 1992 budget requests
Survey of journal editors
Status of ERIC Annual Report--1989
Review and discussion of Clearinghouse
final reports
EDRS re-competition
Results of Fast Response Statistical
Survey about OERI Institutional Projects
National education goals and ERIC
Realignment of monitoring
responsibilities
Status of project to enter exemplary
educational programs into ERIC
ERIC international

12:00 pm--1:30 pm
Luncheon
ERIC Directors Meeting Agenda -- May 1990

1:30 pm--4:00 pm

ERIC Task Forces: Mission, Status and Future

(1:30-2:15)

Discussion of Task Force Reconfiguration

Technology (Eisenberg)
New Products
Training (Rennie)
Assessment (Smith)
User Services (Wagner)
White House Library Conference
ERIC 25th Anniversary
Others?

(2:15-3:00)

Meeting of new Task Forces

(3:00-3:15)

Break

(3:15-4:00)

Reports from Task Force meetings

4:00 pm--4:30 pm

Status and further discussion of obtaining outside support for adjunct Clearinghouses; other initiatives

4:30 pm--4:45 pm

Sharing Clearinghouse resources (Conrad)

5:30 pm--7:30 pm

Reception for ERIC Directors

Wednesday, May 2

9:00 am--9:15 am

Election of new Executive Committee members

9:15 am--10:15 am

ACCESS ERIC issues:

Partners (Fustukjian, Walz)

The ERIC Review -- status and topics for the next issue

Assessment

10:15 am -10:30 am

Status of new scope of interest statements (Brandhorst)

10:30 am--10:45 am

Break

10:45 am--11 am

Planning for future meetings (ACCESS ERIC)

1095
ERIC Directors Meeting Agenda -- May 1990

11:00 am--11:45 am  Wrap-up of Directors meeting: continuation of unfinished business, review of decisions and assignments

11:45 am--1:00 pm  Lunch

**Joint ERIC Directors/Technical Meeting**

1:00 pm--1:30 pm  Mary Ludwig, Association of State Colleges and Universities--On being an ERIC Partner

1:30 pm--2:00 pm  ACCESS ERIC: Status report and planned activities for year 2

2:00 pm--2:45 pm  Presentation by Christopher T. Cross, the Assistant Secretary for Research and Improvement, on the new national dissemination policy

2:45 pm--3:30 pm  ERIC Facility report, including:
- Royalties
- ERIC Digests Online

3:30 pm--3:45 pm  EDRS and Oryx Press

3:45 pm--4:00 pm  Break

4:00 pm--4:20 pm  Discussion of acquisitions policy for federal and federally-supported documents (Krekeler)

4:20 pm--5:00 pm  Discussion of scope of interest statements--how definitive must they be?
ERIC NATIONAL TECHNICAL MEETING AGENDA
MAY 2-4, 1990

MAY 2, 1990
About 1:30 PM

JOINT DIRECTOR/TECHNICAL MEETING

6:00 PM

TECHNICAL STEERING COMMITTEE RECEPTION
EVENING OF 2 MAY 1990
(Steering Committee Suite--
Jane Henson's Room)

MAY 3, 1990

ALL SESSIONS ARE HELD IN THE
MASTER SUITES UNLESS OTHERWISE NOTED

8:00--9:00 AM

WAKE-UP CALL AND COFFEE

9:00--9:30 AM

WELCOME, INTRODUCTIONS, MEETING LOGISTICS
Jane Henson

1) INTRODUCTIONS OF CENTRAL ERIC,
   FACILITY, EDRS, ACCESS ERIC,
   STEERING COMMITTEE, GUESTS

2) CERIC REMARKS Bob Stonehill

3) SUMMARY REPORT FROM DIRECTORS MEETING TO
   TECHNICAL MEETING Jane Henson and
   Judi Conrad

9:30-10:45 AM

ACCESS ERIC Paula Seidman and
Belinda Taheri

An assessment of the first year of
ACCESS ERIC; the AE data files: who,
what, when, where, future files;
types of AE users; kinds of AE
requests

10:45-11:00 AM

BREAK
11:00-12:00 NOON

CONCURRENT MEETINGS:

DAILY CLEARINGHOUSE OPERATIONS:
THE MIDDLE MANAGEMENT PERSPECTIVE
Jane Henson
An idea sharing session about issues facing daily clearinghouse operations: productivity, motivation, literacy, staffing, technology, etc.,

QUALITY DOCUMENT ACQUISITION
Dianne Rothenberg, Nancy Krekeler, Gail Mathews, Janet Drill
Discuss how the Facility assists the clearinghouse acquisition efforts; outline a successful acquisition program at the clearinghouse level; present CERIC’S continuing efforts to acquire Department of Education documents in a timely fashion.

12:00--1:45 PM

GROUP LUNCH

1:45--3:00 PM

FACILITY REPORTS--EDO, ON-LINE ADR, QUALITY INPUTTING TECHNIQUES, ETC.,
Ted Brandhorst, Carolyn Weller and Facility Staff
ADR online presentation (with hands on opportunities during a roundtable session at 3:00 PM); discussion of ERIC Digests Online guidelines; acquisitions arrangements list; ERIC Clearinghouse publications; ERIC Telephone Directory; EAB; Adjuncts; OERI documents; physical quality of documents

3:00--3:15 PM

BREAK
ROUNDTABLE DISCUSSION:

1) TECHNICAL PROCESSING
Sandra Kerka

Issues and problems: free lance versus in-house abstracters; processing digests for EDO; in-house systems for tracking documents

2) FACILITY EDITING
Carolyn Weller

Facility editing staff will review individual documents with clearinghouse personnel to discuss how to improve the quality of the abstracts

3) ACCESS ERIC
Paula Seidman and Belinda Taheri

4) EDRS--TECHNICAL QUALITY ISSUES
Vic Fortin and Ted Brandhorst

Reproducibility Standards and ERIC Documents: What Will Happen?

Clearinghouses need to obtain better copies of documents for the ERIC database. If good quality copies are not available, then the document levels may need to be changed. Learn how to note what will not reproduce, when to use best copy available, and when documents will be returned to the clearinghouses.

5) TRAINING ISSUES
Jeannie Rennie

6) ADR ONLINE DEMONSTRATION
(Held in Paula Seidman's Room)
MAY 4, 1990

8:00--9:00 AM WAKE-UP CALL AND COFFEE

9:00-10:15 AM

ERIC CD-ROM PRODUCTS:
COMPACT ERIC AND PRACTITIONER ERIC
Bob Stonehill
An overview of the ERIC CD-ROM products developed with UMI

10:15-10:30 AM BREAK

10:30-11:30 AM CONCURRENT MEETINGS:

USER SERVICES: INTERORGANIZATIONAL RELATIONSHIPS AND ERIC USER SERVICES
Gail Londergan; Norma Howard; Paula Seidman
A session that will include a general orientation to ideas about interorganizational relationships, an overview of the types of relationships most typical to the ERIC environment, and a description of ACCESS ERIC and its relationships with clearinghouses, with partners, etc.,.

VOCABULARY: VRG MEETING
Jim Houston and Anita Colby
A hands-on session on how to complete the vocabulary development form; discussion about deleting, changes, additions, related terms, scope definition; suggested reference tool for vocabulary development.

11:30-12:30 PM ROUNDTABLE DISCUSSION:

1) VOCABULARY Anita Colby
An individual help session for people who have questions about vocabulary development.
2) CIJE     Magon Kinzie

Editing issues; gaps in journal input; source journal index updates; etc.,

3) USER SERVICES MANUAL     Judy Wagner

Content and uses of the projected User Services Manual will be described

4) CD-ROM APPLICATIONS FOR CLEARINGHOUSES     Mary Lou Finne

Discussion of how clearinghouses use the CD-ROM to assist with day-to-day operations in technical processing, publications, and user services

5) SOLVING TECHNICAL PROBLEMS     Jane Henson

A dialogue about networking to solve computer/software/telecommunications in individual clearinghouses

12:30-1:45 PM     LUNCH ON YOUR OWN WITH A FRIEND

1:45-3:15 PM

THE TECHNICAL PERSPECTIVE ON NEW CLEARINGHOUSE SCOPE GUIDELINES
Dianne Rothenberg, Ted Brandhorst, Jeannie Rennie, Craig Howley, Nola Alex

A discussion of scope etiquette; suggested guidelines and operational goals to resolve the question: "whose scope is it anyway?"

3:15-3:30 PM     BREAK
3:30--4:30 PM

COOPERATIVE PUBLISHING
Judi Conrad

What is cooperative publishing; how does it work; and why is it good for ERIC?

4:30--5:00 PM

EVALUATION, WRAP-UP
Steering Committee
MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : ERIC Clearinghouse Directors    April 30, 1990
FROM : Robert Stonehill
       Director, ERIC Program
SUBJECT: Clearinghouse Annual Reports

Thank you very much for your 1989 annual reports. Each contains valuable information which will be used throughout the year, e.g. in ERIC's Annual Report, responses to inquiries, budget justifications, and presentations. Although we may need to call you to obtain additional information, we believe that the frequency of these calls has been greatly reduced since we have been collecting and analyzing recent statistical, quarterly, and annual reports.

The updated annual report format, along with explanations of some of these items, is attached.

The annual report should describe activities carried out during the contract year; it replaces the 4th quarter narrative report (or the report due for the October-December quarter). It is due February 1st and covers the period from the beginning of the year's contract through December 31.

The report should emphasize actual performance and not merely describe standard procedures. Information should not be duplicated from the original proposal. Please provide information for all sections/items included in the attached annual report format--do not delete portions of the report. Care should be taken to ensure that all statistical data included in the annual report is identical to that included in your quarterly statistical reports.

Three paper copies of the report are required. We would also like to receive the Trends and Issues on a 5 1/4" IBM formatted floppy disk (preferably in WordPerfect 5.0 or 5.1).

If you have any comments or suggestions, please contact Dorothy Myers at 202/357-6849.

Attachment
Annual Report

I. Executive Summary
Narrative summary of clearinghouse highlights, anecdotes, etc., (to be used in response to questions and for possible use in ERIC Annual Report). Also, please include the #1 sales publication for the year along with the number of copies sold. This summary should be short—three to five pages maximum—and should not repeat whole paragraphs from other sections of the report.

II. Trends and Issues
Two-three page summary of trends and issues, which must contain notes, references and ED/EJ numbers that support the narrative. (This section will be used in the Central ERIC Annual Report). Also send this information on a floppy disk using 5.0 or 5.1 version of WordPerfect.

III. Acquisitions
1. Acquisition Efforts and Formal Arrangements
   (include list of arrangements with indication of type of arrangement, source, and date of most recent contact)
2. Maintaining Contact with Contributors
   Note: acquisition procedures and flow charts are not required unless they are dramatically different from the original proposal. Include contract year activities.

IV. Selection and Input for Resources in Education (RIE)
1. Quality Control
2. Balance Among Scope Areas
3. Turnaround Time and Backlog
   --include actual information, not "usually two-three weeks", etc.; describe any problems encountered to cause "periodic" delays. If statistical report indicates backlog, be sure that annual report reflects and addresses backlog.
4. Figure on Current and Previous Two Years RIE Input
5. Level of Input at Level I, II, and III
   --include exhibit for Processing Levels, also figure of Documents Selected by Scope Area when Clearinghouse covers more than one scope area

V. Selection and Input for Current Index to Journals in Education (CIJE)
1. Journal Coverage and Selection Criteria (Include List of Journals Covered)
2. Turnaround Time and Backlog
   --include actual information, not "usually two-three weeks", etc.; describe any problems
Annual Report Format -- Page 2

encountered to cause "periodic" delays. If statistical report indicates backlog, be sure that annual report reflects and addresses backlog.

3. Figure on Current and Previous Two Years CIJE Input

VI. User Services
1. Assessing User Needs (include impact/outcome of assessment activities)
2. Developing User Service Products
3. Linkages with Professional Organizations (Include Exhibit)
4. Linkages with ERIC Partners (Include list of Partners and addresses)
5. Conducting User Workshops (Include list of workshops conducted, purpose, audience, date)

VII. Computer Search Services
Procedures for Handling Computer Search Services

VIII. Publications
1. Product Development and Review
2. Promotion/Marketing and Dissemination
3. Assessing Publication Effectiveness
4. Joint Publication Arrangements (if any)
5. Published Reviews
6. Exhibit listing all (not only major) publications and products developed during contract year --indicate the status of each publication and product. Completion of a publication or product is when the final 10 printed copies have been received by OERI/ERIC. If a publication or product has been substituted or a title changed, please note the original and substitute publication or product and original and changed title.

IX. Clearinghouse Management
1. Institutional Support for Clearinghouse
2. Meetings, Travel, and Related Activities --include all OERI/ERIC supported activities, not only systemwide travel
3. Computer Resources
4. Staffing Table --for quarter(use format for quarterly report)

X. System Maintenance and Improvement
1. Vocabulary Review Procedures (only include deviations or changes from established procedures)
2. Initiation of New Descriptors (include proposed descriptors and status)
3. Other Special Projects
4. ERIC Task Force Activities

XI. Staff Training
1. Training of Current Staff
2. Training of New Staff

XII. Advisory Board
1. Composition (Include list of members: name, complete address, phone number, constituency representation) Copies of biographies for members are necessary.
2. Clearinghouse-Board Interactions
3. Summary of Advisory Board Meeting

XIII. Collaboration with Regional Laboratories, National R&D Centers, NDN, and Other ED-Funded Programs

XIV. Special Projects

XV. Revolving Fund

XVI. Performance Category Budget (for current year proposed and actual information)
ACQUISITIONS UPDATE

Since the last Technical Meeting the following acquisition activities have occurred:

- Sponsored a meeting of OERI Program Officers, General Counsel and Grants and Contracts staff to discuss copyright issues pertaining to government sponsored products and publications.

- Worked with the Office of Research in preparing for the Center Recompetition. Will continue to work with them during the negotiations of the final awards where specific guidance about deliverables will be added.

- Worked with the Programs for the Improvement of Practice staff in preparing the RFP for the Lab Recompetition. Specific language in the RFP states that all deliverables must meet ERIC reproducibility guidelines and be available for distribution by ERIC (i.e. Level 1).

- Established a contact point in FIPSE and, now receive FIPSE reports on a regular basis.

Future plans:

- Establish a drop off point in the new Satellite library in FOB-6 for ED and ED-sponsored publications to be submitted to ERIC.

Problems and Comments:

Problem #1: OERI Contractors and Grantees are complaining to their OERI Project Officers that ERIC Clearinghouses and the ERIC Facility are contacting them directly for publications.

Comments:

- The purpose of the OERI acquisition program is to ensure a comprehensive gathering of OERI sponsored publications for the ERIC system. The ERIC acquisition program should complement not compete with the OERI acquisition activities.

- OERI Project Officers provide Nancy with two copies of each product or publication for the ERIC system which Nancy then sends to the Facility. The Facility keeps one for pagination and sends the other to the appropriate Clearinghouse for processing. This can take time--as there may be a delay in each step of the process. All publications are sent to the Facility within two weeks of receiving them--most of the time.
ERIC Clearinghouses and the ERIC Facility should not request publications from OERI Contractors or Grantee such as: Research Centers, Regional Laboratories, Star Schools, or NDN. This is Nancy's responsibility.

Any correspondence, such as a mass mailing that includes OERI Contractors and Grantees, should avoid specific requests for publications.

If a Clearinghouse or the Facility would like a copy of a publication from an OERI Contractor or Grantee for their subject libraries—not the database—a letter from one Director to another would be considered appropriate. This type of correspondence would not be viewed as acquisition activity.

If a Clearinghouse identifies a "Hot" product, ED or ED-sponsored, and warrants PRIORITY handling—contact Nancy or Gail immediately. Those requests will be expedited.

As more Adjuncts come about, acquisition arrangements must be determined on a case-by-case basis. The acquisitions arrangements for any Adjuncts involving ED offices, should be discussed with Nancy. (If only for informational purposes.)

Problem #2: ED and ED-sponsored products and publications are taking too long (i.e. six months to a year) to get into the database. The OERI publications list does not have ED numbers because so few of the publications receive an ED number on a timely basis. OERI's policy is all or none when it comes to putting ED numbers on a publications list.

Comments:

The Facility recently began tagging OERI documents to bring them to the attention of Clearinghouse staff.

OERI Contractors and Grantees are using ERIC as the vehicle to put a publication in the public domain before selling it. It is becoming even more important for OERI and OERI-supported publications to be processed quickly.

All Department of Education documents should be processed within two weeks of receiving them or receiving clearance from OERI (for those documents received directly at the Clearinghouse). It is expected that all ED or ED-sponsored publications should have an ED number within three to four months of receipt.

All ED or ED-sponsored publications should be processed at Level 1. Any requests received by the Clearinghouse or the Facility for Level 2 or Level 3 processing should be brought to my attention before processing.
Problem #3: ERIC Clearinghouses are not seeking the approval of their ERIC monitors before removing or adding a journal title to CUE.

Comments:

- All changes in CUE journal titles should be approved by the ERIC monitor prior to notifying Oryx press.

Restatement of Acquisition Responsibilities (taken from the Processing Manual):

1. **Central ERIC** establishes the basic policies governing all acquisitions work. In addition, Central ERIC has the responsibility for the acquisition of reports prepared under contract or grant with the...[Department of Education (including OERI)]. Central ERIC controls the overall number of journals covered by CUE.

2. **Clearinghouses** have basic responsibility for establishing document acquisitions programs covering comprehensively their respective subject areas. Each Clearinghouse has a designated "acquisition" staff member responsible for acquiring documents, and subscribing to journals within the Clearinghouse’s scope of interest.

3. **ERIC Facility** has basic responsibility for the Federal area...[outside ED]; for State Departments of Education; for certain foreign, international, and inter-governmental arrangements; for major education associations; for general education publishers; and for systemwide coordination to avoid duplication of effort.

4. **CUE Contractors**. While the Clearinghouses have responsibility for identifying, acquiring, evaluating, and making recommendations concerning coverage for all new education-related journals, the CUE Contractors controls and coordinates all additions to coverage and, with Central ERIC, determines the overall number of journals to be covered.
ERIC FACILITY REPORT

ERIC DIRECTORS/NATIONAL TECHNICAL MEETING

(MAY 1-4, 1990)

1. ERIC Clearinghouse Scope of Interest Statements (Revised Versions)
2. ERIC Thesaurus (12th Edition) Update
4. ERIC Acquisitions Arrangements (EAA) List
5. ERIC Processing Manual (EPM) Revision
6. ERIC Digests
   --Printed Copies in the Archival ERIC Clearinghouse Collection
   at the ERIC Facility
   --ERIC Digests Online (EDO) Full Text File
7. Acquisitions Data Report (ADR) Online
8. Document Reproducibility Problems
9. ISSN To Be Captured for All Serial and Journal Article Records
10. ERIC Administrative Bulletin (EAB) Input
11. Royalties/Usage Feed to be Applied to ERIC Database
1. **ERIC CLEARINGHOUSE SCOPE OF INTEREST STATEMENT (REVISED VERSIONS)**

At our last get-together, we suggested that with so many new contracts recently signed, it was a good time to take a look at scope of interest statements and make sure they agree with what is in your respective contracts. Also, there were several new developments that had created some "turf" problems that needed to be resolved. Also, the new Adjuncts needed scope statements that would fit in with the regular Clearinghouse statements without causing problems.

Prior to this meeting, six (6) Clearinghouses sent in revised statements, five with diskette sets of "Applicable Terms": EA, PS, RC, SE, SO, UD. We also received statements (without terms) from all three of the Adjuncts (those, being completely new, are attached). We are hoping that the other eleven statements are either going to be given us during the meeting or are being worked on. Please try to get them to us as soon as you can.

2. **ERIC THESAURUS (12TH EDITION) UPDATE**

The Thesaurus additions and revisions leading up to the 12th edition are completed and the file has been updated. Proof copies of the various displays (alpha, rotated, hierarchical) are being checked. If no anomalies are discovered, the various tapes will be prepared and sent to Oryx to serve as the basis for the hardbound 12th edition. In any event, new tapes will go to Oryx in May. Printed working copies will be distributed to network components in May.

A total of over 280 new Descriptors are included in this revision. Anita Colby managed to give us about a month of her time to help complete the work and Lynn Barnett very kindly kept her connection with ERIC alive in order to revise the Introduction.

3. **ERIC DIRECTORY (MAY 1990 EDITION)**

Being distributed (one per organization) at this meeting is the new edition of the ERIC Telephone Directory. It is modelled on previous editions and contains a variety of useful material at the back about SOC's, ERIC Clearinghouse contact points, language skills, etc. For the first time, it also contains entries for the three official "Adjunct ERIC Clearinghouses." FAX numbers seem to have settled down. Additional copies will be mailed directly to all components.

Remember to keep Elizabeth Pugh informed of changes in staff and telephones so that she can issue revised pages as needed.

4. **ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST**

The last complete ERIC Acquisitions Arrangements List was dated March 1988. We were due to hand out a new revised cumulation at this meeting. However, what you are getting is only the alphabetic array because we ran into production problems with it. We still have to generate the section sorted by Clearinghouse before we will have a complete publication.

The preliminary publication being given you today contains all the arrangements reported to us to date (some 1,400 entries) and is quite usable as an acquisitions and reference tool but we will be sending you a more finished product later in May.
5. **ERIC PROCESSING MANUAL (EPM) REVISION**

The Preface, Introduction, and Chapter on "Selection" of the EPM have been revised. They are being passed through Central ERIC and the Technical Steering Committee for review. We are currently working on the "Acquisitions" chapter. A great many suggestions have been received from the field and a great many EAB "processing advisories" from over the past seven years have been assembled to be integrated into the new text. We are doing our best to compress, but for everything we make more succinct, there seems to be new material to be added. If we achieve greater compression, it looks as if it will be due to type faces rather than fewer words.

We are aiming to get done by November 1990 or thereabouts and the thought right now is that we will issue the revision all at once rather than piecemeal.

6. **ERIC DIGESTS**

A. **PRINTED COPIES PHYSICALLY IN THE ARCHIVAL ERIC CLEARINGHOUSE PUBLICATION COLLECTION AT THE ERIC FACILITY**

Attached is a list of the ERIC Digests received from the ERIC Clearinghouses by the ERIC Facility. The list appears in two displays: (1) By Clearinghouse, then alphabetically by title; (2) alphabetically by title, all Clearinghouses intermixed.

The complete title of each Digest is presented, together with the Digest number assigned by the Clearinghouse and the ED number, if known. Titles on the first EDO full text tape are underlined (a total of 318 Digests). Titles on the second EDO full text tape are underlined and an asterisk appears by the ED number (a total of 155 Digests).

In some cases, Digests exist or have been put into the ERIC database, but have never been physically sent to the Facility for this collection. These are listed at the end of each array as "Missing Digests." In order to help complete this collection, please provide the Facility with copies of all "Missing Digests" listed for your Clearinghouse. If you have Digests that do not appear on this list in either capacity, we would also appreciate copies.

B. **ERIC DIGESTS ONLINE (EDO) FULL TEXT FILE**

There were 318 Digests on Tape #1 that went to DIALOG and other vendors last year. There will be 155 Digests on Tape #2 that will go to the vendors in May 1990.

Although we had hoped to have in hand all the Digest data for Tape #2 by January 15, 1990, data was still arriving from the Clearinghouses in March.

A wide variety of technical problems were experienced with the data, some requiring multiple transmissions or diskettes. Some of the non-technical problems were:

1. Four records cited incorrect ED numbers. This is potentially disastrous because, if undetected, it could have resulted in the wrong resume record being matched with the wrong Digest text.
In numerous records, the full text varied from the printed Digests being used to proof against. The differences went both ways. In some cases the Clearinghouses had shortened the text to come within the 1,500 word guideline. In other cases, Clearinghouses had seen the EDO file as an opportunity to add back in text that had apparently been edited out of the printed version. The printed Digest and the online Digest should agree with one another.

Having now looked at hundreds of Digests, we are inclined to make the following editorial observations concerning printed copies:

- Include the ERIC logo. While most Clearinghouses did, one did not.
- Include a publication date. Four Clearinghouse failed to include this essential element.
- Include an “EDO” report number in the recommended format. Six Clearinghouse are still not using this “standard” identifier.
- Please adhere reasonably close to the 1,500 word recommended size. Several Digests seriously exceeded this limit (i.e., more than doubled it).
- Typographic errors were more numerous in the Digests than would be expected for such short publications, indicating a need for more careful proofing of final copy.

Attached are two tables. Table 1 provides a profile of what can be found on Tape #2 from each Clearinghouse. It also provides a schedule for sending all remaining Digest full text data to the Facility.

Table 2 provides a count of Digest appearances in RIE so far in 1990.

7. ACQUISITIONS DATA REPORT (ADR) ONLINE

The online ADR system was demo’d at the last meeting, but until recently we were experiencing problems with the communications aspects that were to permit remote online access to the system. We found that the problems we were having when trying to operate in a background partition on a 286 micro went away as soon as we installed the system on a 386 micro. Our 386 arrived last Monday. We got it up and running during the week and the system works fine on it. It will be the home of the online ADR system we will be opening to you across the next month.

Pat Brown will be demonstrating the use of the system on Thursday (May 3), operating out of the ACCESS ERIC suite during the afternoon round table session (3-5 p.m.).

The online ADR system will carry a file of a year’s worth of data and will permit the real time checking and updating of single titles, scrolling through the file around a specified entry point, and the batch entry of titles (for update that evening).
8. DOCUMENT REPRODUCIBILITY PROBLEMS

As ERIC old timers will recognize, document reproducibility problems periodically loom larger. That seems to be happening right now and it seems to be largely attributable to staff changes throughout the ERIC system with many new people who are not alert to the kinds of physical inadequacies that create microfiching problems and paper copy blowback problems. As a result, we seem to be receiving an increasing number of documents of marginal legibility or reproducibility. This situation has not been helped by EDRS's recent position that documents will receive a minimum of special handing at their end. All documents will be filmed to the same actually-defined production specifications, and time-consuming custom modifications to accommodate documents presenting problems will be avoided.

As a result, the Facility will be screening documents more carefully to detect problems that will affect the readability of the microfiche and any blowback from it.

Attached is a form we have developed to make this screening more efficient. It records the physical problem and makes a suggestion as to the solution. The principal solutions are:

1. Obtain a better copy.
2. Change the Level from 1 to 2 (to avoid expensive and poorly legible blowbacks that anger purchasers).
3. Add a Note that forewarns the user about the specific problem.
4. Engage in document preparation work to rectify the problem.

We will only return an item for better copy when this seems like a viable alternative. If all that is needed is to change a Level or do a modest amount of document preparation, we will probably do it ourselves. If the document requires more work than we can give it, it will be returned.

You can avoid returns by sending us filmable documents in the first place.

9. ISSN TO BE CAPTURED FOR ALL SERIAL AND JOURNAL ARTICLE RECORDS

The Technical Steering Committee has recommended and Central ERIC has approved the concept of capturing International Standard Serial Numbers (ISSN) for all serial and journal article records.

This data can be captured naturally and appropriately in the existing Report Number (REPNO) field, where the International Standard Book Number (ISBN) is already captured. It will provide additional retrieval capability and a simplified way of restricting searches to material from specific serial titles.
This implementation will be based on the Clearinghouses identifying the ISSN for all the journals that they now cover, reporting these ISSN to Oryx Press, and inserting the ISSN into the "Source Journal Index" authority list. Once this is accomplished, the ISSN can be extracted from the list at the time during input when the incoming journal titles are checked for accuracy against the list. This will obviate the need for Clearinghouses cataloging ISSN for each and every journal article.

10. ERIC ADMINISTRATIVE BULLETIN (EAB) INPUT

EAB contributions continue to be good from some Clearinghouse and infrequent or missing form others. We are convinced that this is not due to a paucity of basic material, but rather to simply not thinking of the EAB when good candidate material shows up.

We are forced to do more "ghost writing" than we should have to and therefore we will continue to nag you at these meetings until things improve. Attached is a sample input form. We recommend it, or a facsimile thereof, but frankly we will take copy in any form that we can get it.

11. ROYALTIES/USAGE FEES TO BE APPLIED TO ERIC DATABASE

The possibility of asking for usage fees for the use of the ERIC database in machine-readable form has been discussed off and on for over ten years within ERIC. The Facility has regularly dusted this one off and put it on the table. It was somewhat of a surprise, therefore, when we recently got the go-ahead. The Facility quickly did a brief letter proposal that would have given permission for contracts to be established between the ERIC Facility contractor and the vendors and tape users. Unfortunately, the proposal was viewed as too brief and we were requested to put together a more substantial proposal, complete with draft arrangements and income projections. We have not had time to prepare this document and estimate that we need 2-3 months to do so. It should be prepared in time for use with the renewing subscriptions for 1991.

The objective will be to establish initially a modest level of usage fee that would not cause a major perturbation in the marketplace and that would not inhibit users from using ERIC.

Different users will require different contracts. The online vendors arrangement can be based on connect hours and hits. The CD-ROM vendors will probably have to be based simply on a per subscription amount. University networks might be based on number of terminals connected. And there are more complicated situations such as the Japanese consortium of universities served by Tsukuba University.

Funds received via this route would be under the control of Central ERIC and would be used for improvement and enhancement of the system.
ERIC THESAURUS (12TH EDITION)
Final List of Approved New Terms

Acid Rain
Acquired Immune Deficiency Syndrome
Administrator Effectiveness
Adult Children
Adults (30 to 45)
Affixes
African Studies
Agenda Setting
Alcohol Abuse
Alternate Day Schedules
Alternative Teacher Certification
Alzheimers Disease
Apartheid
Art Criticism
At Risk Persons
Audience Awareness
Audience Response
Aviation Education
Baby Boomers
Bacteria
Basic Writing
Beginning Teacher Induction
Bibliographic Databases
Bibliographic Records
Body Composition
Broadcast Journalism
Built Environment
Cable Franchising
Career Information Systems
Caregiver Speech
Caregivers
Causal Models
Chi Square
Child Health
Child Support
Childlessness
Childrens Libraries
Chronic Illness
Civil Law
Clinical Supervision (of Teachers)
Cocaine
Coding
Cohabitation
College Juniors
College Outcomes Assessment
College Sophomores
Collegiality
Computer Assisted Design
Computer Assisted Manufacturing
Computer Centers
Computer Games
Computer Peripherals
Computer Printers
Computer Software Development
Computer Software Evaluation
Computer Software Selection
Computer System Design
Computer Terminals
Consciousness Raising
Context Effect
Cooperative Learning
Course Integrated Library Instruction
Crack
Critical Theory
Critical Viewing
Criticism
Crying
Danish
Database Design
Debate Format
Debugging (Computers)
Defense Mechanisms
Dependency (Personality)
Desktop Publishing
Development Communication
Dialog Journals
Differential Equations
Discourse Modes
Disk Drives
Distractors (Tests)
Dreams
Driving While Intoxicated
Drug Use Testing

May 1990
Early Intervention
Economic Impact
Effective Schools Research
Employee Absenteeism
Entropy
Error Correction
Esperanto
Evaluation Research
Excellence in Education
Extended Teacher Education Programs
Extraversion Introversion

Fair Use (Copyrights)
Fairy Tales
Familiarity
Family Caregivers
Feature Stories
Financial Exigency
Floppy Disks
Frail Elderly
Franchising
Free Enterprise System
Free Writing
French Canadians
Full Day Half Day Schedules
Full Text Databases
Fungi

Gateway Systems
Groundwater
Guided Design

Handedness
Head Injuries
Health Care Costs
Health Promotion
Help Seeking
Heritage Education
Hermeneutics
Heroin
Hmong
Hmong People
Homicide
Hypermedia

Imports
Improvisation
Independent Living
Information Management
Information Science Education
Integrated Library Systems
Intention
International Communication
Intimacy

Inupiaq
Invented Spelling
Irish
Item Bias
Item Response Theory

Jargon
Job Banks
Journal Writing
Journalism History
Juries
Juvenile Justice

Kodaly Method
Korean War

Learner Controlled Instruction
Libel and Slander
Librarian Attitudes
Library Development
Life Events
Likert Scales
Linguistic Input
Loan Default
Long Term Care
Love
Low Incidence Disabilities

Magnetic Disks
Mail Surveys
Markov Processes
Mass Media Role
Mass Media Use
Material Culture
Menstruation
Mental Health Workers
Metalinguistics
Microelectronics
Misassignment of Teachers
Missing Children
Modems
Monera
Moods
Mortality Rate
Muscular System
Musculoskeletal System
Mycology

Neuropsychology
New Federalism
Nightmares
Nominal Group Technique
Non Roman Scripts
Noncategorical Education
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<td>12 ERIC Administrative Bulletin (EAB)</td>
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### Product Distribution Guide

**Product** | **Frequency** | **ERIC** | **ED SAT. LIB** | **OERI LIB** | **ERIC** | **CH** | **EDRS** | **CIJE PUB** | **ACCESS** | **Notes/Usage**
---|---|---|---|---|---|---|---|---|---|---
**24** Submitting Documents to ERIC
   **-** Thesaurus (Working Copy)
      **-** Alphabetic
      **-** Rotated
      **-** Hierarchical
      **-** Supplement
      **-** Hardbound Published Edition
   **-** Title Index
      **-** Supplement (1990)
   **-** Vocabulary Status Report
   **-** Resources in Education (RIE)
      **-** Monthly Issue
      **-** Semiannual Index (GPO)
      **-** Annual Cumulation (Oryx)
   **-** Current Index to Journals in Education (CIJE)
      **-** Monthly Issue
      **-** Semiannual Index

**Handout Used in Acquisition Efforts.**

**Indexing of Subject Content of RIE/CIJE Input.**

**Sold by Oryx.**

**To find an ED# if you have a title.**

**To determine status of new Descriptor candidates. Distribution varies.**

**Sold by Oryx.**
## ERIC DIGESTS

Full Text Received by the Facility for Tape #2

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**Notes:**

### Digest Full-Text Objectives

1. Transit the full text of all Digests published 1988 (or earlier), that you want online, to the Facility by October 31, 1990.

2. Transmit the full text of all Digests published in 1989, that you want online, to the Facility by the end of 1990.

3. Beginning in calendar July 1990, begin transmitting the full text of all digests published in 1990, that you want online, to the ERIC Facility.

4. Beginning January 1, 1991, all Digest full text must be sent concurrently with its input into RIE, i.e. totally caught up, no more "old" Digests coming in.

**BEST COPY AVAILABLE**

May 1990
ACCESS ERIC Products: Status Report

Final product produced and delivered:
ERIC Press Releases
2 have already been released on the 800 number and Conclusion Brochures
1 to be mailed on 5/25 on IC
1 will be mailed when All About ERIC, A Pocket Guide to ERIC are printed
ERIC Overhead Transparencies
Catalog of ERIC Clearinghouse Publications
Directory of ERIC Education-Related Information Centers
1990 ERIC Conference Calendar
Generic One-Page Article
Generic Three-Page Article
Directory of ERIC Information Service Providers
ERIC Partners Directory
ERIC Users Interchange
ACCESS ERIC Announcement Flyer
Assessment Report

Currently being printed by GPO:
ACCESS ERIC Announcement Flyer
A Pocket Guide to ERIC

Final draft delivered to ERIC and waiting for comments and approval:
Conclusion Brochures
three new titles: "Why don't our children like math?"
"How can we improve elementary school science?"
"How can parents get more out of school meetings?"
two updates:
"How can I help my child say 'no' to drugs?"
"What can be done about the dropout problem?"
Premiere Edition of The ERIC Review
Press release on ERIC Directory of Education-Related Information Centers

Camera-ready copy produced and delivered to ERIC:
All About ERIC
awaiting OPA (Office of Public Affairs) approval

In progress:
Directory of ERIC Training Opportunities and Products
EDRS REPORT TO THE JOINT ERIC DIRECTORS / NATIONAL TECHNICAL MEETING - MAY 2, 1990

I. STANDING ORDER SUBSCRIBERS

A. Total: 827 (36 silver and 791 Diazo)

Distribution:

Foreign: 94 (4 silver and 90 diazo)

United States: 733 (32 silver and 701 diazo)

II. ERICPHONE

A. ERICPHONE 1-800-227-ERIC

B. March summary:

1,893 calls received

83 average calls per weekday

74:46:40 actual hours in use

2:22:2 average minutes per call

III. CREDIT CARD PURCHASES

Dollar value of credit card purchases reached an all time monthly high in March 1990 - in excess of $8,000.00

IV. STATE MARKETING EFFORT

EDRS has made a mass mailing to all the four year post secondary educational institutions in three (3) states: Montana, Oklahoma, and Kentucky.

V. THE GREAT ERIC GIVE-A-WAY

There were seven schools that took advantage of "THE GREAT ERIC GIVE-A-WAY" and were sent free Micron 780A readers with their purchase of 3 or more years of Back Collections.
VI. MERCHANDISE SALES

If you need to purchase equipment such as microfiche file cabinets, reader/printers, "out signals", or just microfiche readers, remember, purchasing through EDRS can save you up to 35%.

VII. ERIC MICROFICHE INDEXES

The ERIC Cumulative Microfiche Indexes, 1966-1990 are in the production cycle and are scheduled to be included with the May 1990 microfiche issue.

VIII. ERIC AFTER HOURS

Direct on line ordering service. All that is required is a computer with a modem and a Visa or MasterCard.

IX. ERICFAX

Is proving to be very successful. Expedites the receipt of on-demand orders by eliminating the in transit time of orders mailed to EDRS. Our fulfillment time is still 5 working days. Expedited delivery of orders can be arranged if the customer requests it. We will even "FAX" documents to a customer.

X. Storage and Preservation of ERIC Microfiche

"Air contaminants may add an oxidizing or reducing effect to the atmosphere. This in turn, may cause deterioration of film base and a gradual fading of the photographic image as well as the formation of microscopic blemishes..." Quote from Kodak publication D-31. Take care of your ERIC microfiche collection. If an area is to be painted, any films stored there should be removed beforehand and should not be returned to the area for a three month period.
April 25, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN90

Name Changes

EC Perspectives for Teachers of the Hearing Impaired to Perspectives in Education and Deafness

FL ESP Journal to English for Specific Purposes

Journal Additions

SO European Journal of Psychology of Education
SO Feminist Teacher
SO Journal of World History
SO Religion & Public Education
SO Zeitschrift fur Internationale Erziehungs und Sozialwissenschaftliche Forschung

Journal Deletions

IR Media in Education and Development
Changes in ERIC/CE CIJE coverage

Dropped
- Industrial Education
- Journal of Rehabilitation

Added
- Generations
- Canadian Journal of University Continuing Education
- The Secretary

Submitted by Judy Wagner (CE) on Adult, Career, and Vocational Education
CUSTOMER SERVICE REPORT
MARCH 1990

NEW

TRANSMISSION BOOKS & MICROFORMS
P. O. BOX 96-337
6F., NO. 93 LO LI ROAD
TAIPEI, TAIWAN R.O.C.
(2 SUBSCRIPTIONS ENTERED)

ORDER DEPARTMENT
THOMAS COOPER LIBRARY
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC 29208-0103

RENEWED

SAN DIEGO STATE UNIVERSITY
LIBRARY - SERIALS DEPT.
SAN DIEGO, CA 92182-0511

CATANBA COLLEGE LIBRARY
2300 W. INNES STREET
SALISBURY, NC 28144

FLORIDA EDUCATORS INFORMATION SERVICE
2003 APALACHEE PARKWAY - 3RD. FLOOR
TALLAHASSEE, FL 32301

CENTRAL STATE UNIVERSITY
HALLIE Q. BROWN LIBRARY
WILBERFORCE, OH 45384

CANCELLED

MEDGAR EVERS COLLEGE
402 EASTERN PARKWAY
BROOKLYN, NY 11225

NAME CHANGE

OLD
C.B.N. UNIVERSITY

NEW
REGENT UNIVERSITY
LIBRARY SERIALS DEPT.
VIRGINIA BEACH, VA 23464-9878
CUSTOMER SERVICE REPORT

FEBRUARY 1990

REVISED SHIPPING INFORMATION ONLY

OLD ADDRESS

BERNARD VAN LEER FOUNDATION
P. O. BOX 82334
2508 EH
THE HAGUE, NETHERLANDS

NEW ADDRESS

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UNIVERSITY OF AMSTERDAM
GROTE BICKERSTRAAT 72
1013 KS AMSTERDAM
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This article has an attachment; ______ pages.

1137

NOTE: For EAB articles prepared on a computer, use a reasonable model of this form.
# TABLE OF CONTENTS

## ACTION ITEMS

- ERIC Directors Meeting, October 18-19, 1990  
  (Washington Dulles Ramada Renaissance) .................................................. 5
- ERIC Digest Guidelines—Standards for the Preparation of ERIC Digests .................. 5
- Make Sure That Your ERIC Publications Contain All Necessary Information  
  Concerning Preparer, Sponsor, Contract Number, Agency Disclaimer,  
  ERIC Logo, etc. .................................................................................. 5
- White House Conference on Libraries and Information Services (WHCLIS)—  
  ERIC Participation Urged in IR Status Report ............................................ 6
- Please Put ERIC/LE On Your Mailing List .................................................. 6
- Consider Joining AERA Special Interest Group on Information Technology  
  and Library Resources (SIG/ITLR) .......................................................... 6

## PROCESSING ADVISORIES

- Permission Stickers/Reproduction Releases ................................................. 7
- Governmental Status of Documents (GOV) ............................................... 7
- Department of Education/OERI Documents .............................................. 7

## NEWS BY ORGANIZATION

*Executive Committee*

- ERIC Executive Committee "Bylaws" .......................................................... 7

*Adjunct Clearinghouses*

- National Clearinghouse for U.S.-Japan Studies ........................................ 8
- Adjunct ERIC Clearinghouse on Chapter 1 ................................................. 8
ACCESS ERIC News

ACCESS ERIC --Clearinghouse Information Request Timeline ........................................ 8
ACCESS ERIC System Liaison Program List ................................................................. 8
ERIC Review .................................................................................................................. 8
ERIC Directory of Education-Related Information Centers ............................................ 9

NETWORK NEWS

Number of Documents in ERIC as a Measure of Institutional Productivity ....................... 9
"Chicago Manual of Style" Drafts Instructions for Including ERIC Availability Information in Citations .......................................................... 9
ERIC Statistical Charts/Tables/ Figures Updated by Central ERIC Summer Intern ............. 9
"British Education Index" 1989 User Survey ................................................................ 10

PUBLICATIONS/PRODUCTS

Thesaurus of ERIC Descriptors-- Twelfth (12th) Edition Published by Oryx Press ............. 10
ERIC on Audiotape ....................................................................................................... 10
CG Introduces "Crème de la Crème" ........................................................................... 10
HE Publication News ................................................................................................. 11

MEETINGS, CONFERENCES, WORKSHOPS, AND TRAINING SESSIONS

ERIC/HE Active at Several Meetings ........................................................................... 11
ERIC/HE Attends AAHE Conference in San Francisco .................................................... 11
CG's Successful Roadshows ....................................................................................... 12
Susan Imel Goes Alaskan ........................................................................................... 12
CETE Goes International! ............................................................................................ 12

PERSONNEL

Responsibility for ERIC at DIALOG Changes From Dona Holloway to Sue Phan ............. 12
Chuck Bissinger Named New Director at EDRS ........................................................... 13
Beverly Swanson Named New ACCESS ERIC Director ............................................... 13
Jonathan Fife Named Chair of ASHE Committee ......................................................... 13
Marcia Whiter Replaces Donna Atto (HE) .................................................................. 13
Paula Conru Replaces Laurel Winston at FL ............................................................... 13
Craig Packard Replaces Bill Code (FL) ........................................................................ 14
Barry Solomon Replaces James Mangani (HE) ............................................................ 14
Mary Jo Bruett (of Iowa SEA) Presented First Prevel Memorial Award ......................... 14
LIST OF ATTACHMENTS

1. ERIC Directors Meeting (October 18-19, 1990)--Registration Form
2. ERIC Digest Guidelines--Standards for the Preparation of ERIC Digests
   A. Guidelines in Outline Format
   B. Guidelines in Digest Format (Being Developed)
   A. Mini-Guide to State/Territorial Preconferences
   B. General Brochure
4. ERIC Executive Committee "Bylaws"
5. Adjunct Clearinghouse Materials
   A. National Clearinghouse for U.S.-Japan Studies (Brochure)
   B. Adjunct ERIC Clearinghouse on Chapter 1 (Memo from Stonehill to Clearinghouses, June 26, 1990)
6. ACCESS ERIC Materials
   A. ACCESS ERIC --Clearinghouse Information Request Timeline
   B. ACCESS ERIC System Liaison Program List
   C. ERIC Review (Request for Ideas)
   D. ERIC Directory of Education-Related Information Centers
      (Notice Concerning Availability and Price)
7. "Educational Measurement Productivity" (L. Rudner, and Others)
8. "Chicago Manual of Style" Draft Instructions for Including ERIC Availability Information in Citations
9. ERIC Statistical charts (Updated)
   A. ERIC Service Providers [world]
   B. ERIC Service Providers [U.S.]
   C. EDRS Microfiche Standing Orders--Growth Statistics
   D. ERIC Microfiche Collections (Geographic Distribution--U.S.)
   E. ERIC Database File Growth (Cumulative Bar Chart)
   F. ERIC Database File Growth (System Comparisons)
   G. ERIC Budgets (1967-1990)
   H. ERIC Budgets (1967-1990) (System Comparisons)

August 1990

11. Thesaurus of ERIC Descriptors (Twelfth Edition)--Oryx Flyer

12. Letter from Dona Holloway (DIALOG) to Ted Brandhorst (ERIC Facility) Informing Him of Her Decision to Leave DIALOG

13. CJE Monthly Reports
   A. JUL90
   B. AUG90
   C. SEP90

14. EDRS Customer Service Reports
   A. MAY90
   B. JUN90
ACTION ITEMS

ERIC DIRECTORS MEETING (FALL 1990)

The Fall 1990 ERIC Directors Meeting will be held October 18-19, 1990 at the Washington Dulles Ramada Renaissance, located at Dulles Airport, in Virginia. The registration fee is $32 for the meeting and $10 for lunch. Conference logistics are being managed by ACCESS ERIC. A registration form appears as Attachment 1.

Paula Seidman (ACCESS ERIC)

ERIC DIGEST GUIDELINES--STANDARDS FOR THE PREPARATION OF ERIC DIGESTS

In February 1990, the Products Task Force completed a lengthy set of guidelines for the preparation of ERIC Digests. The guidelines were never formally issued because Central ERIC felt that guidelines for a two-page product should be correspondingly brief.

In July, Central ERIC (Bob Thomas) arrived at a compressed 3-page version of the Task Force guidelines (see Attachment 2A). These guidelines will be incorporated in the appropriate ERIC manuals and should be used by all Clearinghouses when preparing ERIC Digests.

We are currently working on compressing the exact text of these guidelines into a one sheet, Digest-like format, for your convenience.

Ted Brandhorst (ERIC Facility)

MAKE SURE YOUR ERIC PUBLICATIONS CONTAIN ALL NECESSARY INFORMATION CONCERNING PREPARER, SPONSOR, CONTRACT NUMBER, AGENCY DISCLAIMER, ERIC LOGO, ETC.

ERIC Clearinghouse products can sometimes be confusing as to their institution, sponsor, and funding support. Each year that the ERIC Facility assembles the annual ERIC Clearinghouse Publications bibliography, we come across a few candidate publications that are very confusing as to the following:

- Who prepared them?
- Who sponsored them?
- Is an OERI contract/grant number appropriate?
- Is a Department of Education disclaimer appropriate?
- Should they be categorized as an "ERIC Clearinghouse Publication (PUBTYPE=071)"

These questions arise due to inadequacies in the title page and masthead information on the published documents. For example, it is common to have confusion as to whether a document was prepared by the Clearinghouse, or by the host organization, or by another arm of the host organization. It is common for there to be inconsistencies in the mix of data presented, e.g., an ERIC Clearinghouse name, but no ERIC logo; a logo, but no Clearinghouse name; a host name and an OERI name, but no Clearinghouse name; the name of a non-ERIC arm of the host and an ERIC Clearinghouse Publication Type Code (071), but no logo, and so on.

In our view, no ERIC publication should suffer from these problems. Simple and straightforward ERIC product standards will be developed and implemented to cover the above questions. Until such guidelines are issued, we hope you will keep the above question in mind when designing your covers, title pages, mastheads, and introductory material.

Carolyn Weller (ERIC Facility)
WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SCIENCE (WHCLIS)—ERIC PARTICIPATION URGED IN IR STATUS REPORT

The WHCLIS Conference is scheduled for July 9-13, 1991 in Washington, DC. Prior to that date, numerous state and regional conferences will be held in preparation for it. The IR Clearinghouse has been keeping the ERIC network up-to-date on WHCLIS and on the possibilities for participation. The latest IR status report (and WHCLIS brochures) appear as Attachments 3A & 3#B.

...Don Ely (ERIC/IR)

PLEASE PUT ERIC/LE ON YOUR MAILING LIST

The staff of the Adjunct ERIC Clearinghouse on Literacy Education (for Limited-English-Proficient Adults and Out-Of-School Youth) reminds all ERIC components that they would like to receive all of the same information and materials as the other Clearinghouses in the ERIC system. ERIC/LE has its own staff, and maintains its own files, separate from those of FL. So, if you are sending copies of your new products to all of the Clearinghouses, requesting information from all of the Clearinghouses, or simply communicating information to all of the Clearinghouses, please be sure to include LE on your mailing list. Items may be addressed to individual staff members, as appropriate (acquisitions, user services, directors, etc.), or to the Associate Director, who will share the information and/or materials with appropriate staff. Thank you all for your cooperation.

...Jeannie Rennie (ERIC/LE)

CONSIDER JOINING AERA SPECIAL INTEREST GROUP ON INFORMATION TECHNOLOGY AND LIBRARY RESOURCES (SIG/ITLR)

Barbara Duke, the Director of the Education and Psychology Library at UCLA, is still serving as the Chair of the AERA SIG on Information Technology and Library Resources (SIG/ITLR). Several ERIC staffers who joined the SIG last year have not yet re-upped. If you wish to continue your membership, please send $5 to:

Barbara Duke
Education and Psychology Library
UCLA
390 Powell
Los Angeles, California 90024-1516

I also again encourage other ERIC staff to join this SIG, provided you are—or will become—an AERA member. The purpose of this SIG is to better link the research community with the information and library community, of which ERIC is an integral part. The session at AERA last year sponsored by the SIG was quite successful, attracting a nearly full room, and featuring presenters like Walt Haney, David Krathwohl, and Laurene Zaporozhetz (Director of the University of South Florida—Tampa Library), not to mention Larry Rudner. Anyone wishing to join the SIG should contact Barbara Duke at the above address, or let me know.

...Bob Stonehill (ERIC)
PERMISSION STICKERS/ REPRODUCTION RELEASES

A reminder: Federally-funded documents, including Clearinghouse and Lab/Center publications, are as a rule in the public domain, i.e., not copyrighted, unless the sponsoring agency has made a rare exception. Therefore, please do not affix permission stickers to these documents, because no permission is necessary to reproduce these documents.

Similarly, Federally-funded documents do not need Reproduction Releases from the authors or institutions. Please do not delay such documents by requesting signed individual Reproduction Release Forms from them from authors or institutional sources.

...Carolyn Weller (ERIC Facility)

GOVERNMENTAL STATUS OF DOCUMENTS (GOV_)

This data field is the one most overlooked by Clearinghouses in cataloging documents. Please complete this field with "Federal," "State," "Local," etc., when appropriate. It is relatively easy to determine whether a document is coming from a governmental source, so we believe that the field is not difficult to catalog, but just not easy to remember.

...Carolyn Weller (ERIC Facility)

EXECUTIVE COMMITTEE

ERIC EXECUTIVE COMMITTEE "BYLAWS"

The ERIC Executive Committee, being a relatively new organization (replacing the old Council of ERIC Directors, or COED), requires its own set of rules of operation (commonly known as "bylaws").
Attachment 4 consists of a set of bylaws for
the Executive Committee, drafted by Judi Conrad
and edited by various members of the Committee.
While these bylaws may undergo further refinement
and will be put forward for formal approval at the
upcoming ERIC Directors Meeting, they are
reproduced here for the record and in order to let
the entire system know exactly how the Executive
Committee will function and what it will work to
achieve.

...Todd Strohmenger. (ERIC/RC)

ACCESS ERIC NEWS

ACCESS ERIC provides a variety of news
items for this EAB issue:

ACCESS ERIC --CLEARINGHOUSE
INFORMATION REQUEST TIMELINE

Attachment 6A is an effort to provide
advance notice and a schedule for planned requests
for information that will be directed at ERIC
Clearinghouses or other ERIC components in the
year ahead.

ACCESS ERIC SYSTEM
LIAISON PROGRAM LIST

ACCESS ERIC (AE) has established a new
system of liaisons to improve communication
between AE and the Clearinghouses. Attachment
6B indicates which ACCESS ERIC staff members
are assigned to which ERIC components, for liaison
purposes. (See Attachment 6B.)

ERIC REVIEW

The Fall 1990 issue will be based on the
theme of "Literacy." Attachment 6C is an advance
notice about the Fall issue and a request for ideas
for future issues.

...Ted Brandhorst (ERIC Facility)
ERIC DIRECTORY OF EDUCATION-RELATED INFORMATION CENTERS

This Directory is a useful reference tool that informs users of regional and national education-related sources that provide database building, information synthesis, and reference and referral services. Attachment 6D is a notice concerning the availability of this product.

...ACCESS ERIC

NETWORK NEWS

NUMBER OF DOCUMENTS IN ERIC AS A MEASURE OF INSTITUTIONAL PRODUCTIVITY

Larry Rudner, Bob Stonehill, Ruth Childs, and Jennifer Dupree have authored a one-page "Note" from TM entitled "Educational Measurement Productivity" that reports on the major producers of educational measurement research and development literature over a recent 28-month period (see Attachment 7).

Other ERIC Clearinghouses may be interested in replicating such a study within their respective scope areas. It applies subtle pressure on research organizations to submit their materials to ERIC.

...Larry Rudner (ERIC/TM)

*CHICAGO MANUAL OF STYLE* DRAFTS INSTITUTIONS FOR INCLUDING ERIC AVAILABILITY INFORMATION IN CITATIONS

The Chicago Manual of Style has drafted instructions to authors for including in citations the availability of documents from information systems such as ERIC and NTIS. The draft instructions (see Attachment 8) place this information at the very end of the citation and precede it with the name of the online, CD-ROM, or other intermediary service, if any, from which the citation was retrieved.

Examples are as follows:

Found in DIALOG: "DIALOG. ERIC. ED 123-456"
Found in ORBIT: "ORBIT. ERIC. ED 123-456"
Found in SilverPlatter: "SilverPlatter. ERIC. ED 123-456"
Found from ERIC Directly: "ERIC. ED 123-456"

(Not Via Intermediary)

ERIC STATISTICAL CHARTS/TABLES/FIGURES UPDATED BY CENTRAL ERIC SUMMER INTERN

The Central ERIC summer intern, David Pulsipher, was extremely busy during his tour of duty and produced many useful products. One such product was a series of statistical graphs bringing ERIC up-to-date with respect to several basic parameters, e.g., geographic distribution of service providers, microfiche standing order subscriptions, geographic distribution of microfiche collections, database file growth, ERIC budgets (actual and as adjusted for inflation). See Attachments A-E).

...Pat Coulter (CERIC)
BRITISH EDUCATION INDEX
1989 USER SURVEY


The problems of coverage and processing faced by BEI are so closely related to those faced by ERIC that we feel the article would make useful reading for many ERIC staffers (see Attachment 10).

...Ted Brandhorst (ERIC Facility)

PUBLICATIONS

THESAURUS OF ERIC DESCRIPTORS—TWELFTH (12th) EDITION PUBLISHED BY ORYX PRESS

The new edition of the ERIC Thesaurus was published in August 1990, by Oryx Press. It sells for $69.50 in North America, $84.50 elsewhere. This edition contains some 250 new Descriptors and replaces the 1987 edition. It represents three years of dedicated work by ERIC's Vocabulary Review Group (VRG).

Oryx's flyer, advertising this product and providing an order form, is reproduced here as Attachment 11.

...Jim Houston (ERIC Facility)

ERIC ON AUDIOTAPE

ERIC/CE recently produced a 60-minute audiotape describing how adult educators can use ERIC. "ERIC for Adult Educators" features Susan Imel, Judy Wagner, and Mike Wonacott in a conversation relating ERIC to the field of adult education. Topics covered include identifying types of adult education materials in ERIC, submitting documents, searching the databases, accessing Clearinghouse services, and discussing the use of ERIC by some adult educators. The tape is available from CETE Publications Office for $9.50 (#IN341). Although we would cannot send everyone a copy, we would be happy to lend the tape to anyone who would like to hear it.

...Judy Wagner (ERIC/CE)

CG INTRODUCES CREME DE LA CRÈME

CG is proud to announce the new ERIC/CAPS Crème de la Crème Monograph Series. This new line of monographs captures the very best of the counseling field. Each monograph draws upon proven experiences of Counseling professionals who have successfully implemented these model counseling programs.

The initial books in this series are authored by prominent counselor educators who have created innovative K-12 guidance programs:

• Comprehensive Guidance Programs that Work by Norman Gysbers

• Invitational Learning for Counseling and Development by Wm. W. Porkey and John J. Schmidt

• The Teacher Advisor Program by Robert Myrick and Inda Myrick

...Barbara Karvonen (ERIC/CG)
HE PUBLICATION NEWS

March and April saw the publication of two additions to HE's 1989 ASHE-ERIC Report Series:


Report 8 of the 1989 ASHE-ERIC Report Series, "Renewing Civic Capacity: Preparing College Students for Service and Citizenship," by Suzanne W. Morse is hot off the press. The Report explains the need for instilling in students a sense of responsibility toward their communities, and then shows how universities can help students integrate their public and private lives.


Titles of the first three monographs of the 1990 HE Report Series are, respectively, "The Campus Green: Fundraising in Higher Education" (a collaboration with the Council for Advancement and Support of Education); "The Emeritus Professor: Old Rank, New Meaning"; and "High Risk Students in Higher Education: Future Trends."

...Bryan Hollister (ERIC/HE)
CG'S SUCCESSFUL ROADSHOWS

A workshop on "Comprehensive Guidance Programs," conducted by Garry Walz and Jeanne Bleur in June 1990, was well received. Over 200 participants attended from all over the country including American Samoa and the Virgin Islands. Typical comments were:

* "Outstanding,"
* "Best Workshop I've ever attended," and
* "Where and when is the next one to take place?"

Garry and Jeanne are planning to take "the show" on the road later this year.

Garry and Jeanne have also been conducting workshops for educators in Florida, Nevada, and California. The workshops focus on promoting the self-esteem and achievement of K-12 students.

...Barbara Karvonen (ERIC/GC)

SUSAN IMEL GOES ALASKAN

Susan Imel spent a couple of weeks in Alaska in late June. While visiting the Anchorage Public Library, she discovered copies of ERIC Digests and other no-cost ERIC products in its vertical file!

She also had first-hand experience in training people to use ERIC on CD-ROM at the consortium library for the University of Alaska at Anchorage and the Alaska Pacific University. Since they had the DIALOG version, and Susan had only used SilverPlatter before she went, it was learn-as-you-train for her!

...Judy Wagner (ERIC/CE)

CETE GOES INTERNATIONAL!

July and August have been and will be "international" months at the Center on Education and Training for Employment. Early in July, Judy Wagner did an ERIC overview for six secondary teachers and principals from Turkey who are spending six months at the Center.

On July 26, she did CD-ROM demonstrations for 25 postsecondary teachers and administrators from the Dominican Republic who spent a month at the Center.

A group from Kuwait on a one month visit learned the DACUM process and received an overview and demonstration of ERIC.

Two members of a German Advisory team to Saudi Arabia spent two weeks here in July, doing individual research. In addition to the traditional overview, they both did several searches.

The manager of human resources of General Motors-Holden in Australia will spend a week with us in August. He will also receive an ERIC overview and do some searches.

...Judy Wagner (ERIC/CE)

PERSONNEL NEWS

RESPONSIBILITY FOR ERIC AT DIALOG CHANGES FROM DONA HOLLOWAY TO SUE PHAN

Dona Holloway, who has been in charge of the ERIC database in its DIALOG online incarnation for as long as memory serves, has notified us (see Attachment 12) that she will be assuming other responsibilities and that Sue Phan will be the new DIALOG contact person for ERIC matters.

Dona remains in the DIALOG organization, however, and will be continue to be available to give aid and counsel to Sue and any others assigned to ERIC.

We wish Dona the best of luck in her new job. She did an excellent job with ERIC!

...Ted Brandhorst (ERIC Facility)
CHUCK BISSINGER NAMED NEW DIRECTOR OF EDRS

Chuck Bissing has recently been named as the new Director of EDRS, replacing Vic Fortin. Mr. Bissing earned his B.A. degree in education from the University of Northern Iowa. He did some of his graduate work at Boston University, and completed his Masters Degree at St. Paul School of Theology. Mr. Bissing then served on the staff of Northwest Missouri State University for two years. During that time, he also did some graduate work in Guidance and Counseling.

Prior to joining CMC in March 1990, Chuck served as National Manager of Rehabilitation Markets for the Microfilm Products Division of the Bell & Howell Company.

...Pat Couler (CERIC)

BEVERLY SWANSON NAMED NEW ACCESS ERIC DIRECTOR

Beverly B. Swanson, formerly an Associate Professor at East Carolina University, School of Education, Department of Elementary and Middle Grades, has joined the ACCESS ERIC team as its new Director, replacing Sam Fustukjian. Beverly's research interests include beginning reading and literacy education. She holds a doctorate degree in early childhood education, with emphasis at the master's level in social studies and science education. She has taught courses in elementary school curriculum, student and program evaluation, teaching techniques, language arts in elementary grades, and fundamentals of reading, just to mention a few. Beverly is well published--her articles, many of which are contained in the ERIC database, have appeared in several education-related journals. You can reach Beverly on her direct line (301) 254-5045 or call 1-800-USE-ERIC.

...Ahshun Chiang (ACCESS ERIC)

JONATHAN FIFE NAMED CHAIR OF ASHE COMMITTEE

Jonathan Fife has been appointed to Chair of the Association for the Study of Higher Education (ASHE) Committee on Curriculum Instruction and Learning. Dr. Fife, who served formerly as Executive Secretary of ASHE, also currently holds the position of Series Editor of the ASHE-ERIC Higher Education Report Series.

...Jan Burt (ERIC/HE)

MARCIA WHITER REPLACES DONNA ATTO (HE)

Marcia Whitter has joined EA as the new Acquisitions Coordinator, replacing Donna Atto. A native of Illinois, Marcia lived in Iowa and Idaho before coming to Oregon with her husband, Mike, in 1985. She holds a bachelor's degree and a master's degree in music from the University of Iowa, and is currently working toward a doctorate in flute performance and music history from the University of Oregon. Marcia holds the principal flute positions in both the Eugene Symphony and the Eugene Opera. She was formerly an acquisitions librarian with the Nichols Public Library in Naperville, Illinois.

...Stuart Smith (ERIC/HE)

PAULA CONRU REPLACES LAUREL WINSTON AT FL

Laurel Winston, FL's temporary Administrative Assistant since last November, has returned full-time to her work on language testing projects with Charlie Stanfield. Her full-time, permanent replacement at FL is Paula Conru, a 1989 graduate of Georgetown University. Paula joined our staff on April 16.

...Jeanne Rennie (ERIC/FL)
CRAIG PACKARD REPLACES
BILL CODE (FL)

Bill Code, our User Services Coordinator and former Acquisitions Coordinator, who has been with the Clearinghouse for 5 years, will be leaving us on June 1, to return to the ministry. During the coming year, he will have two Clinical Pastoral internships in the Washington area. Bill's successor as User Services Coordinator will be Dr. Craig Packard. Craig's foreign language background is in Russian and Serbo-Croatian. He has experience as a language teacher, a translator/interpreter, an editor, and even as an ERIC abstractor/indexer (for CE back in 1979).

...Jeanne Rennie (ERIC/FL)

BARRY SOLOMON REPLACES
JAMES MANGANI (HE)

The Publications Department at HE has undergone a personnel change. Barry Solomon began full-time in June as Publications Assistant replacing James Mangani. Barry recently graduated from HE's host, George Washington University, where he majored in East Asian Studies, with a focus on Japan. He plans to continue his education part-time in the fall, working toward a Masters in International Business.

Barry will be primarily responsible for executing the fulfillment operations for HE's Higher Education Reports, and will be instrumental in streamlining the process. Already he has worked wonders!

...Bryan Hollister (ERIC/HE)

MARY JO BRUETT
(OF IOWA SEA) PRESENTED
FIRST PREVEL MEMORIAL AWARD

Mary Jo Bruett of the Iowa Department of Education was presented the first James J. Prevel Memorial Award by DIALOG Information Services at DIALOG UPDATE in St. Louis this past September. She was honored for her contribution to the use of online databases in Iowa schools and in other schools across the country. DIALOG has established this award in honor of the late James J. Prevel of the U.S. Department of Education, whose technical skills were instrumental in the development of the ERIC database. Ms. Bruett, a former secondary school teacher and K-12 librarian, has been working with INFORMS (Iowa Network For Obtaining Resource Materials for Schools) since 1971. Her responsibilities include providing ERIC searches to Iowa state educators, and traveling throughout the state promoting, teaching, and working with teachers, media personnel, and administrators in the area of training students to do online searching. She states, "...I have worked with 10 of the 15 Area Education Agencies in teaching teachers how to teach students online searching. In today's information society, library media skills must be integrated into the total curriculum."

...DIALOG
July 23, 1990

Mr. Ted Brandhorst  
ERIC Processing and Reference Facility  
ARC Professional Services Group  
Information Systems Division  
2440 Research Boulevard, Suite 400  
Rockville, Maryland  20850-3238

Dear Ted,

The Fall ERIC Directors’ Meeting is scheduled for October 18-19, 1990.

The meetings will again be held at the Washington Dulles Ramada Renaissance, located at Dulles Airport in Virginia. A block of rooms has been reserved for ERIC during the week of October 13-20. By completing the enclosed hotel registration form, you will be registering for the meeting as well as confirming your room reservation. Please be sure to include a credit card number to reserve your room.

The conference registration fee for this year is $32 for the meeting plus $10 for lunch. The conference registration includes continental breakfast every morning, coffee breaks, and related conference costs.

The hotel reservations and registration fees must be received by September 14, 1990. Please make all checks payable to Aspen Systems Corporation and return it with your form to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

I look forward to seeing everyone again at the meeting. If you have any questions, feel free to contact me at 1-800-USE-ERIC. I am sure you will find the meeting to be productive and informative. The agenda for the meeting will be sent later.

Sincerely,

Paula F. Seidman  
ACCESS ERIC
PLEASE COMPLETE

HOTEL RESERVATIONS AND CONFERENCE REGISTRATION

ERIC Directors' Meeting

Washington Dulles Ramada Renaissance
13869 Park Center Road
Herndon, VA 22071
(703) 478-2900

Participant

I will be attending:

_____ Directors' Meeting, October 18-19, 1990 ($32)
_____ Directors' Luncheon, October 18, 1990 ($10)
_____ Directors' Meeting and Luncheon ($42)

_____ I need a SINGLE/DOUBLE (circle one) room reservation for the following nights:
   (RATES: $93/single, $103/double including tax)

(Please check nights you will be staying at the Washington Dulles Ramada Renaissance Hotel)

_____ Saturday, October 13
_____ Sunday, October 14
_____ Monday, October 15
_____ Tuesday, October 16
_____ Wednesday, October 17
_____ Thursday, October 18
_____ Friday, October 19
_____ Saturday, October 20

To confirm your hotel reservation we will need the following information:

Name of credit card
Credit card number
Expiration date

Your signature

Return to: Paula Seidman
ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850

Deadline: Friday, September 14, 1990

Note: The Hotel has requested that they not be contacted directly by participants.
ERIC DIGEST GUIDELINES

(Prepared by Central ERIC on the Basis of the Work of the Product Task Force)

I. INTRODUCTION

The purpose of these Guidelines is to assist the Clearinghouses in meeting the requirements for form, style, and content in the production of ERIC Digests. These Guidelines will facilitate the production of printed Digests, their processing for the ERIC database, and their conversion for the full-text ERIC Digest Online (EDO) file.

II. DESCRIPTION OF ERIC DIGESTS

Digests are short reports (1,000-1,500 words, on one or two pages) providing a basic introduction and overview, together with major pertinent references, on topics of prime interest to educators. While the Digests are targeted specifically to teachers, administrators, policymakers, and other practitioners, they are also intended to be useful to the broad educational community.

The content of a Digest should be substantive, informative, and based on well-documented sources.

A. Types of Digests

Although Digests are an identifiable product line, it is possible to distinguish several different types that address specific audiences and/or purposes. When developing Digests, Clearinghouses may wish to consider the following types:

- **Overview**—An overview Digest serves as an introduction to a topic. Its audience is individuals, whether professional or general, who wish to acquire introductory information on the topic treated in the Digest.

- **Fact Sheet**—A fact sheet Digest provides current information of a factual nature related to a topic. As appropriate, it also interprets and discusses the facts presented. Its primary audience is policymakers, administrators, and other decisionmakers; its secondary audience is other professionals and members of the general public who are interested in factual information on the topic.

- **Issue**—An issue Digest defines and describes a controversial topic. It does not resolve controversies in the literature or practices, but it delineates the various perspectives related to the topic. Its audience is individuals, both professional and general, who wish to become informed about alternative perspectives on educational issues.

- **Practice Application**—A practice application Digest provides specific, concrete examples of how practitioners can apply research results in practical settings. Its primary audience is educational practitioners, while its secondary audience is other educators interested in the topic.

- **Research Findings**—A research findings Digest reports on the current status of research in an area. It summarizes and synthesizes recent findings from relevant research. Its primary audience is those individuals who wish to become informed about research findings, including researchers, graduate students, policymakers, administrators, and teachers.

- **Synopsis of Synthesis Paper**—A synopsis of synthesis paper Digest summarizes an existing review and synthesis publication. This type of Digest is based on one primary publication, which is itself a review and synthesis of many publications. Its audience is individuals, both professional and general, who wish to become informed about the Digest's topic.
It is important to remember that these types are not necessarily mutually exclusive. For example, although a Digest may be primarily an overview, it may also contain elements of a fact sheet. The type of Digest need not be specified in the Digest itself.

B. Formatting Digests

The following format requirements are to be followed, unless exceptions have been specifically approved by the appropriate Clearinghouse Project Monitor.

1. Length

1,000 to 1,500 words on pages 8-1/2" by 11" in size. This length will generally result in a single sheet, with text on front and back.

2. Style

One of the following styles is recommended: (1) question-and-answer format, or (2) text divided by 3-6 major headings/subheadings.

Other stylistic considerations--

- The introductory paragraph should explain what the Digest is to cover.
- Digests should be written in clear, concise, informative sentences.
- Lists are recommended to break up the text and create white space; lists may be set off with bullets or numbers.
- Lengthy quotations should be avoided; succinct paraphrases are preferable to long quotations.
- Charts, tables, figures, and graphs should generally be avoided. [If a Digest contains charts, tables, figures, or graphs, they must be removed from the online versions and text substituted for the visual information.]

3. References

The number of references depends on the individual Digest topic, but 6-10 references are generally sufficient.

References should include ERIC resources along with other works. ED or EJ numbers must be cited for items in the ERIC database.

References may include related ERIC Digests, but relationships among Digests should be made clear in the text.

Major points or direct quotes should be referenced in the text using a consistent style, such as Chicago or APA. For example, in Chicago style--(Miller 1988) or (Walstad and Soper 1988, p.10).

4. Design

Type Size should be large enough to ensure readability, e.g., 9- or 10-point minimum. Excessively small type just to meet page constraints must be avoided.
Paper Color—White is preferred for good contrast with the ink, because further reproduction of Digests by users is encouraged. The copy sent to the Facility for microfiching must be a good copy with good contrast between paper and ink. Colored paper may be used for distribution or display copies, if desired.

- **Ink Color**—Black ink is preferred.
- **Paper Size**—8-1/2" by 11" ONLY
- **Masthead**—It is recommended that a standard, systemwide masthead design be chosen from existing or adapted designs. The masthead must contain: (1) the Words "ERIC Digest"; (2) The Title of the Digest; (3) Author's Name; (4) ERIC Clearinghouse's Name and Address; (5) Official ERIC Logo; (6) EDO number; and (7) Date of Digest.

5. **Numbering**

The ERIC Technical Steering Committee recommendation for Digest numbering should be followed: EDO - Clearinghouse designation - publication year - individual Digest number e.g., EDO-HE-90-5. The EDO number must be placed on the front page as part of the masthead.

6. **Date of Publication**

Digests must show a clear date of publication (e.g., May 1990) which must be placed on the masthead. If a Digest is being re-issued, the date should be recorded as "Revised May 9, 1989" (if changed) or "Reprinted May 9, 1989" (if reprinted without changes).

7. **Disclaimer**

The standard disclaimer statement must appear on every Digest and be stated as follows:

*This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number [place here the contract no.]. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.*

8. **Online vs. Print**

Special type fonts, sizes, and devices such as bold and italics, contribute to the readability of printed copies. However, they cannot be translated to online or CD-ROM versions. In online versions, capital letters or quotation marks should be substituted for italics or underlining.

9. **Other Requirements**

Include a statement that Digests are in the public domain and may be freely reproduced; include EDRS ordering information when space permits; include cosponsorship information, if appropriate.

C. **The Review of Digests**

The Clearinghouse must review each Digest it produces or coproduces. Besides its own internal review, the Clearinghouse must have two external reviews by subject-matter experts. Simultaneously with its external reviews, the Clearinghouse must send a draft of the Digest to the program monitor in Central ERIC for a similar review. The Clearinghouse must allow fifteen working days from the date of receipt in Central ERIC to allow the program monitor to review and return the corrections to the Clearinghouse. If the Clearinghouse receives no comments from Central ERIC within the 15-day limit, then the Clearinghouse can assume that the draft is approved. In its review process, however, Central ERIC may request and receive an extension of the 15-day period, if the review takes longer than anticipated.
TO: All ERIC Components  
FROM: Don Ely/IR  
RE: White House Conference on Libraries and Information Science

The White House Conference process is in high gear. At this point there are state and regional conferences, many of which are scheduled within the next few months. I hope you will try to take an active role in your state or region. If you could get nominated to be a delegate to the conference itself, that would be ideal.

Your first task is to look at the enclosed Mini-Guide to determine the date of the conference in your state. Next, contact the state representative (the name of the contact person is on the brochure) to express your interest in the upcoming conference and ask how delegates are being selected. Indicate that you (or a member of your Clearinghouse staff) would like to attend. If you cannot be an official delegate, ask if observers are permitted to attend.

If and when you attend your state or regional conference, you may be asked to "testify" or read a statement about your concerns regarding information in our future society. Our goal is to increase the visibility of ERIC and to communicate its value to the individuals who are associated with the various conferences. We want them to know about our unique partnership among federal government, private and public universities, associations, schools and school-related agencies and private commercial enterprises. We want them to know how much we do with minimal federal funding and that we could do much more with additional support. If ERIC could be mentioned in one of the final recommendations from the state and national conferences, it would go a long way to help our funding efforts.

You should have copies of our bibliographies on the three conference themes: (1) library and information services for productivity; (2) library and information services for literacy; and (3) library and information services for democracy. We will be publishing digests on each theme in the Fall.

Feel free to contact me about any questions or concerns. Let me know what your Clearinghouse intends to do.
MINI-GUIDE TO STATE/TERRITORIAL PRECONFERENCES

To prepare for the White House Conference on Library and Information Services, July 9-13, 1991, in Washington, DC, the 50 United States, District of Columbia and U.S. territories, as well as the American Indian Tribes and the federal library community, are conducting a variety of preconference activities to ensure widespread participation among their constituents.

For information on activities in your state, please contact the individual listed in this brochure. Dates given are for statewide conferences in those states planning them.

ALABAMA
March 5-7, 1991. Montgomery. AL. State delegates to be chosen at seven district meetings. CONTACT: Fred D. Neighbors, Assistant Director, Alabama Public Library Service, 4043 Monticello Drive, Montgomery, AL 36109, 205-351-6000

ARKANSAS
March 1991. Little Rock. AR. CONTACT: Mr. J. E. Thomas, Librarian, Arkansas State Library. For information and date details, call 501-682-3445

COLORADO

CONNECTICUT

DELAWARE
March 6-8, 1991. Dover. DE. Three regional meetings include the Governor's Conference. CONTACT: Susan L. Brown. Division of Library Services. 101 Library Avenue, Dover, DE 19901. Telephone 302-736-2326

FLORIDA
December 12, 1990. Tallahassee. FL. Regional activities at five sites include the Governor's Conference. CONTACT: John E. Johnson, Conference Coordinator. State Library of Florida, 211 Library Avenue, Tallahassee, FL 32304-2590. Telephone 904-488-2851

GEORGIA
HAWAII

Attends
Statewide conference area meetings in honor of careers prior to the statewide conference. CONTACT: Charles A. Bailey, State Librarian, Hawaii State Library. 250 New State Street. Honolulu, HI 96817.

KANSAS

KENTUCKY

LOUISIANA

MAINE

MARYLAND

MASSACHUSETTS

MICHIGAN

MENNESOTA

MISSISSIPPI
Mississippi State Library. 1000 Capitol Street. Jackson. MS 39201. 1-800-582-0800.

MISSOURI

MONTANA

NEBRASKA

NEVADA

NEW HAMPSHIRE
NEW JERSEY
New Jersey state library conferences continue on a regional basis with the next meeting to be held in the Northeast region on the third week of November, 1980. CONTACT State Librarians, Department of Libraries, State House Annex, Trenton, N.J. 08625, (609) 984-7000.

NEW HAMPSHIRE
The New Hampshire state library conference continues to be held on a biennial basis. The next conference will be held in the fall of 1980. CONTACT Laura Sawyer, Administrative Assistant, New Hampshire State Library, 525 Main Street, Concord, N.H. 03301.

NEW YORK
New York libraries continue to hold regional conferences throughout the state. The next meeting will be held in the fall of 1980. CONTACT Robert A. Revak, Assistant State Librarian, New York State Library, 51 State Street, Albany, N.Y. 12224, (518) 474-7333.

NORTH CAROLINA
North Carolina librarians continue to hold regional conferences throughout the state. CONTACT Carl R. Jones, Assistant Director, State Library, 109 N. Tryon St., Charlotte, N.C. 28202.

NORTH DAKOTA
North Dakota librarians continue to hold regional conferences throughout the state. CONTACT Beverly J. Mielke, State Librarian, State Library, Bismarck, N.D. 58501.

OHIO
Ohio librarians continue to hold regional conferences throughout the state. CONTACT Robert A. Revak, Assistant State Librarian, State Library, 51 State Street, Albany, N.Y. 12224.

OKLAHOMA
Oklahoma librarians continue to hold regional conferences throughout the state. CONTACT William S. Young, Public Relations Officer, Oklahoma Department of Libraries, 100 W. Market St., Oklahoma City, Okla. 73107.

OREGON
Oregon librarians continue to hold regional conferences throughout the state. CONTACT William A. Doskocil, State Librarian, Oregon State Library, State Library Building, Salem, OR 97310.

PENNSYLVANIA

RHODE ISLAND
March 1981, Providence, RI. CONTACT Alice E. Parman, Director, Rhode Island State Library, 220 Westminster Street, Providence, RI 02905.

SOUTH CAROLINA

SOUTH DAKOTA

TENNESSEE

TEXAS
April 1981. CONTACT: Texas Library Commission, 1010 West 19th St., Austin, TX 78711.

UTAH

VERMONT
No statewide conference scheduled. For information contact the Vermont State Library, 300 State Street, Montpelier, VT 05602.
November 20-21, 1990, Richmond, VA. Proceeded by five regional meetings. CONTACT: Susan T. Velich, Assistant State Librarian, Virginia State Library and Archives, 11th Floor at Capitol Square, Richmond, VA 23219, tel 804-698-2200.

WASHINGTON
February 26-March 2, 1990, Spokane, WA. CONTACT: Maria Zimmermann, USA-Canadian Columbia State Library, P.O. Box 111, Spokane, WA 99240, tel 509-322-2371.

WEST VIRGINIA
October 11-12, 1990, Charleston, WV. Statewide meeting via satellite hook-up at citizen sites. CONTACT: Frederick J. Clower, Director, West Virginia Library Commission, Science and Cultural Center, Charleston, WV 25304, tel 304-526-2204.

WISCONSIN
February 1-2, 1990, Madison, WI. Five regional meetings proceed statewide conference. CONTACT: Donald K. Loomis, Public Library Consultant, Department of Continuing Education, University of Wisconsin, 1156 West Advanced Street, P.O. Box 841, Madison, WI 53706, tel 608-263-4215.

WASHINGTON

DISTRICT OF COLUMBIA

AMERICAN SAMOA
October 25-26, 1990, Two mini-conferences, one in the Eastern District and one in the Western District. CONTACT: Dr. Lutaulo Faolelei, M.P.S. Program Director, Department of Education, P.O. Box 386, Pago Pago, American Samoa 96750, tel 684-634-6557.

GUAM
November 15-17, 1990, Three day conference. CONTACT: Dr. Leopoldo Bias, Territorial Librarian, Navy/Marine Memorial Library, 251 Marine Street, Agana, Guam 96910, tel 671-442-5261.

REPUBLIC OF THE MARSHALL ISLANDS

COMMONWEALTH OF THE NORTHERN MARIANAS
October 22-25, 1990, CONTACT: Madame X. Mamat, Director of Library Services, Northern Marianas College, P.O. Box 1225, Saipan, MP 96950, tel 670-291-256-2580.

PIERRO RICO
November 9-14, 1990, san Juan, PR. Proceeded by five regional meetings in seven educational districts. CONTACT: Dr. Eliezer Savaria, Library Director, University of Puerto Rico, P.O. Box 1602, San Juan, PR 00901-1602, tel 787-767-2331.

UNITED STATES VIRGIN ISLANDS
February 26-28, 1990, St. Croix. Three mini-conferences at three sites prior to the statewide conference. CONTACT: Francesca A. Baitinger, Director and Territorial Librarian, St. Thomas and St. John Public Library, St. Thomas, VI 00802, tel 787-774-2723.

INDIAN TRIBES
November 8-10, 1990, Albuquerque, NM. CONTACT: Charlotte Tom, Program Director, American Indian Library Association, P.O. Box 2057, Rapid City, SD 57702, tel 605-342-5500.

FEDERAL LIBRARIES AND INFORMATION CENTERS

THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES
1991

THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES
1991

BEST COPY AVAILABLE 1162
From July 9-15, 1991, more than 900 delegates and alternates, and thousands of observers will convene in Washington, DC, for the White House Conference on Library and Information Services (WHCLIS). This Conference provides a rare opportunity for full participation by the citizens of the United States and its territories in the development of recommendations for future public policies in the areas of library and information services. With an emphasis throughout the proceedings on the provision of library and information services for literacy, productivity and democracy, the White House Conference stands on the cutting edge of some of the nation's most critical challenges.

Authorized by Public Law 100-382, the White House Conference will include broad representation by library and information professionals, local, state and federal government officials, supporters of and volunteers in library and information organizations, and the general public. Official delegates to the White House Conference will debate and discuss hundreds of recommendations brought forward from thousands of participants and, at the conclusion of the deliberative process, the delegates will vote on a set of recommendations to be sent to the President of the United States for improvements in library and information services for all citizens in this information age.

The conference is being planned and conducted by the U.S. National Commission on Libraries and Information Science (NCLIS) with assistance and advice from the White House Conference Advisory Committee, whose 30 members represent all areas of the nation.
President's Message

THE WHITE HOUSE
WASHINGTON

November 30, 1989

I am pleased to send my warmest greetings to everyone preparing for the White House Conference on Library and Information Services.

If the United States is to remain a global leader in the 21st century, we must keep pace with rapid advances in technology, as well as with increasing trade and commerce between nations. Our ability to stay ahead depends, in large part, on our ability to stay informed.

Today, problems such as illiteracy threaten to undermine our Nation's strength and productivity. That is why we must improve educational opportunities in the United States and why we must meet the information needs of all our citizens—especially minorities, the elderly, disadvantaged young people, and persons living in rural areas.

I am committed to working with you and with others both in the public and private sectors, to enhance our Nation's library services and information systems. By examining the diverse needs of our population and by exploring ways to make the maximum use of new information technology, we can bring the rewards of learning to more and more Americans and ensure that our Nation's libraries continue to serve as a valuable source of knowledge and training. Most important, improving the Nation's library and information services may be one of the best investments we make in our campaign to end illiteracy in the United States.

My thanks to each of you for your efforts to make this upcoming Conference a success. I look forward to the reports and recommendations that will be issued when the Conference convenes in 1991.

Barbara joins me in saluting your dedication to this great cause—a cause that means so much to our nation and is so close to our hearts. God bless you.

[Signature]

What is the National Commission on Libraries and Information Science? The U.S. National Commission on Libraries and Information Science (NCLIS) is a permanent, independent agency of the federal government charged with advising the executive and legislative branches on national library and information policies and plans.

What is a White House Conference? The President of the United States can call a White House Conference to focus attention on a topic of concern to the nation. The Congress can also request that the President convene a White House Conference. As a general rule, the purpose of a White House Conference is to involve a wide range of individuals in the development of recommendations for future public policies in the area of concern. Among the many critical issues on which White House Conferences have been held are aging, a drug-free America, and productivity.

What is the purpose of the White House Conference on Library and Information Services? Delegates will gather to develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvements in library and information services.

The final report of the Conference, including its findings and recommendations, will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.
In addition, the report will be widely disseminated to raise public awareness of library and information services and the benefits of these services for the individual, the economy and the nation.

Who are the delegates?

Official delegates to the national Conference are chosen by their states through a variety of ways. Whatever process is used, the state delegate composition must adhere to the distribution mandated in Public Law 100-382, the legislation authorizing the WHCLS.

One fourth of the delegation will represent library and information professionals; one fourth will represent local, state and federal government officials, one fourth will represent Friends, trustees, and other library supporters, and one fourth will be from the general public.

Can persons other than official delegates attend?

Yes. More than 3,000 observers attended the first WHCLS, held in 1979.

What is a state preconference?

Federal funds have been made available to the states and territories to assist in conducting their own preconference activities. Starting with the Illinois preconference in April 1990, all states and territories, the District of Columbia, plus the American Indian Tribes and federal library community will hold statewide and regional activities to identify issues that need to be addressed and or resolved. The delegates will carry these needs and issues to the national Conference in Washington.

Delegates at preconferences will look at library and information service issues of concern to their states, as well as services that are impacted by federal policy and legislation. Resolutions developed with a national thrust will be taken to the national Conference for further discussion and debate. Those dealing primarily with local concerns will be considered for future action at the state or territorial level.

What will be discussed at the national Conference?

The three overall themes of the Conference are Library and Information Services to Productivity, for Literacy and for Democracy. Although the actual topics to be addressed will not be known until all state preconference activities have been completed, the following issues are among those that might be considered:

- How library and information services can provide business and industry improved access to information;
- How the information needs of senior citizens, the disabled, the disadvantaged, the functionally iliterate and those whose primary language is not English can be met;
- How access to new information technologies can be assured;
- How new technology can be applied to the educational process in penal institutions;
- How library and information services can be improved through cooperation with the private sector;
- How technology can be used to store, analyze and transmit information needed by the public and by government decision makers;
- How information users can be helped in their efforts to sift through an ever expanding information supply, extracting what is useful, reliable and timely.
Why should people get involved?

- Productive citizens need to keep pace with the information explosion.
- Libraries of all types play an important role in developing and expanding literacy for all citizens, and
- Information that enables citizens to make informed decisions in the workplace, at school or as a part of lifelong education is the democratic foundation upon which this country was built. Democracy depends on the informed participation of its people.

How can you get involved?

A first step to participation is to contact your Governor's office or the head of your state library agency. The name and address can be found in any neighborhood library. These offices will know what is happening in your state and how you can participate.

White House Conference on Library and Information Services

Advisory Committee

Richard G. Akers, Jr. Chairman State Librarian Hartford, Connecticut
Charles E. Reid Vice Chairman President Group Fort Lee, New Jersey
Gordon Aubech Council of Chief State School Officers Washington, DC
William G. Asp Director Library Development and Services St Paul, Minnesota
Louis William Barnett Glendale, California
James H. Billington Librarian of Congress Washington, DC
Daniel W. Casey State Librarian New York
William C. Cassell Head Librarian Baltimore, Maryland
Lauro F. Cavacos Secretary of Education Washington, DC
Margaret Chisholm University of Washington Seattle, Washington
Bela Duson Information Strategist Manchester, New Hampshire
Joseph J. Fitzsimmons 1111 Ann Arbor, Michigan
Rebecca Dowd Ford Information Management Jackson, Mississippi
William D. Ford Congressman Washington DC
Stuart Forth Pennsylvania State University University Park, Pennsylvania
William F. Goodling Congressman Washington, DC
Gloria S. Hams Moran College Santa Clara, California
Carmenita L. Leon Library Specialist Guaynabo, Puerto Rico
Hugh Mahoney Office of the County Executive Mineola, New York
Mary Jane Martinez First Lady of Florida Tallahassee, Florida
Bessie Boehm Moore Vice Chairman Faculty, NCIL Little Rock, Arkansas
Charles M. Newman Transnational Commerce Corp North Woodmere, NY
Major R. Owens Congressman Washington, DC

National Commission on Libraries and Information Science

Charles E. Reid Chairman The World & I Magazine Bethesda, Maryland
James H. Billington Librarian of Congress Washington, DC
Daniel W. Casey State Librarian New York
Wanda L. Forbes Columbia, South Carolina
Frank Gannon Gannon & Stempel, Ltd. New York, New York
Raymond J. Petersen Hearst Magazines New York, New York
Elinor H. Swain Salisbury, North Carolina
Barbara H. Taylor Germantown, Maryland
Julia Li Wu Los Angeles Community College District Los Angeles, California
Elinor M. Hashim Chairman Emeritus OITC, Inc. Washington, DC
Bessie Boehm Moore Vice Chairman Emeritus Faculty, NCIL Little Rock, Arkansas
Charles Benten Chairman Emeritus Public Media, Inc Chicago, Illinois
Jerald C. Newman Chairman Emeritus Transnational Commerce Corp North Woodmere, NY

Jerry Parr Washington, DC
Joan Hess Reeves Providence, Rhode Island
James C. Roberts American Library Center Washington, DC
Eileen C. Schouweiler Reno, Nevada
Pat Williams Congressman Washington, DC
Carol L. Wolford Alternative Learning Center Wichita, Kansas
Virginia G. Young Columbia, Missouri
ERIC EXECUTIVE COMMITTEE

BYLAWS

I. PURPOSE

The ERIC Executive Committee is a liaison organization between the ERIC Directors\(^1\) and Central ERIC. It serves in an advisory capacity on policy matters affecting the total ERIC system.

II. MEMBERSHIP

Membership on the ERIC Executive Committee is comprised of the following nine individuals:

1. Director of ERIC (OERI)
2. Five Clearinghouse management representatives (elected by the ERIC Directors and ERIC Associate/Assistant Directors in attendance at the annual Directors Meeting). Clearinghouse members of the Executive Committee have two votes each.
3. One management representative from each of the following support components: ERIC Technical Steering Committee, ERIC Processing and Reference Facility, and ACCESS ERIC. Support component members have one vote each, except that if the ERIC Technical Steering Committee representative is a Clearinghouse staff member they vote as a Clearinghouse member.

III. TERMS OF OFFICE

Membership terms for Clearinghouse representatives on the ERIC Executive Committee are for three years. No individual can serve on the ERIC Executive Committee, in a voting capacity, more than two terms (six years) in succession.

IV. OFFICERS

Officers of the ERIC Executive Committee consist of a chair and a Chair Elect, selected from among the Clearinghouse members of the Committee and elected by the members of the committee. The Chair Elect acts as the Secretary and communication facilitator of the Committee; this responsibility is intended as preparation for serving as Chair.

\(^1\) "ERIC Directors" in this context is defined to mean the Directors and Assistant/Associate Directors of the ERIC Clearinghouses and of the ERIC support contractors.
VI. RESPONSIBILITIES

The major responsibilities of the ERIC executive committee as a whole are:

A. Facilitate two-way communication between ERIC components and Central ERIC/OERI/Department of Education, by meeting, talking, or otherwise communicating with Central ERIC on at least a monthly basis.

B. Establish the Agenda, co-chair, and evaluate the ERIC Directors Meetings.

C. Review and advise on recommendations of the ERIC Technical Steering Committee, especially with respect to policy implications and considerations.

The major responsibilities of the officers of the ERIC Executive Committee are:

D. Chair--Schedule all meetings of the Committee and ensure maximum possible attendance. Communicate with Central ERIC on a monthly basis, preferably according to a prearranged schedule. Formally present the recommendations of the Executive Committee to Central ERIC.

E. Chair Elect--Record the minutes of the meetings of the Committee and the substance of the monthly contacts between the Chair and Central ERIC and communicate this information to the ERIC system, as appropriate.

F. Immediate Past Chair (not a formal "officer")--Provide the Committee and its current Chair with information, as appropriate and as needed, concerning major events and decisions of the previous year, i.e., provide "institutional memory" for the group.

VI. MEETINGS

The Chair schedules all meetings of the Committee, as detailed below. To ensure maximum attendance, meetings should be scheduled at least three months in advance.

• Midway between each national ERIC Directors Meeting (two per year)
• The night before the annual ERIC Directors Meeting (dinner meeting) (two per year)
• The morning of the second day of the National ERIC Directors Meetings (breakfast meeting) (two per year)

VII. BYLAWS APPROVAL

Executive Committee Bylaws (and changes to them) are subject to the approval of the ERIC Directors as a whole.
What is The National Clearinghouse for U.S.-JAPAN Studies?

The National Clearinghouse for U.S.-JAPAN Studies is a joint project of the Social Studies Development Center and the East Asian Studies Center at Indiana University, Bloomington.

Funded by the United States-Japan Foundation of New York, the Clearinghouse is a database system. It provides timely and comprehensive information about educational resources on how to teach about Japan.

The Clearinghouse collects, analyzes, abstracts, and creates a database of materials and resources that can assist school systems and individual teachers in developing and implementing curricula and lessons on broad areas of Japanese culture and society, and on U.S.-Japan relationships.

A major strength of Clearinghouse is its link with the Educational Resources Information Center (ERIC), the world's largest and most widely used educational database.

Many of the resources included in the Clearinghouse database are cross-referenced in ERIC. However, the Clearinghouse also includes data such as videos, films, some simulations, artifact kits, and the like, and teacher-developed materials. ERIC does not include such non-print materials.

Do you have any questions and/or suggestions related to the Japan database? If yes, let us know!
Who can get services from the National Clearinghouse for U.S.-Japan Studies?

The National Clearinghouse for U.S.-Japan Studies provides a variety of services and products to elementary and secondary teachers, administrators, policy makers, and others interested in teaching and learning about Japanese culture and society and about U.S.-Japan interrelationships.

While the primary audience for the Clearinghouse includes K-12 educators, services are also available for college-level faculty and citizen groups working to expand public knowledge about Japan.

More than 1,000 documents - including lesson plans, curriculum guides, journal articles and special reports - are included in the database. More are being added every day.

What services does the Clearinghouse provide?

The foundation for all Clearinghouse activities is a computer-searchable database of curriculum materials, journal articles, research reports, and other materials that could be useful to classroom teachers and curriculum planners.

This Clearinghouse enhances the efforts of all precolligate regional programs for teaching about Japan.

Also, the Clearinghouse will develop a series of publications designed to meet the needs of teachers and curriculum specialists. This includes our free newsletter, SHIMBUN-USA.

What about workshops and conferences?

The Clearinghouse staff are available to provide presentations and workshops for teacher and administrative groups.

The staff will attend state, regional and national conferences to conduct workshops and set up display exhibits.

How do you obtain services from the Clearinghouse?

Educators and others who contact the Clearinghouse either by mail or by phone requesting assistance will work with trained searchers to identify specific individual needs.

For example, a fifth-grade teacher of U.S. history seeking information about the Japanese educational system might receive a printout containing four or five lesson plans designed by teachers at similar grade levels.

Or it could be a video program or filmstrip, and several articles from educational journals or the popular press that the teacher can use as background material.

Each resource citation will include complete information about availability, source, cost, grade level, and other details.

For further information call us at:
(812) 855-3838
or write us your request.
National Clearinghouse for U.S.-JAPAN Studies

Advisory Board

James Becker, Chair
Social Studies Development Center
Indiana University
Bloomington, Indiana

Jackson Bailey. Director
Institute for Education on Japan
Earlham College
Richmond, Indiana

Mary Fortney
Indiana Department of Education
Indianapolis, Indiana

Jonathan Weil
Evanston Township High School
Evanston, Illinois

George M. Wilson, Director
East Asian Studies Center
Indiana University
Bloomington, Indiana

Linda S. Wojtan, Assoc. Director
Mid-Atlantic Region Japan
in Schools Program
University of Maryland
College Park, Maryland

Staff

C. Frederick Risinger
Director

Yasemin A. O'guerteren
Assistant Director

James Becker
Senior Consultant

Stacy Calvert
Secretary

MAIL-IN FORM

If you want to be on our mailing list, please fill in:

Name:
Address:
City:
State:
Zip:
Phone:

I would like to be on your mailing list.
I would like to receive your newsletter, "U.S.-Japan Studies", that I would like to share.
I would like to receive resource packets that I would like to use.
I would like to arrange a workshop or a presentation.

Send me your newsletter, "U.S.-Japan Studies".
Send me your newsletter, "U.S.-Japan Studies", and other resource packets that I would like to use.
Send me information about arrangements for workshops and presentations.

Contact me about arranging a workshop or a presentation.

(Detach here)
NOTE TO ALL ERIC COMPONENTS

FROM: Robert M. Stonehill
   Director, ERIC Program

SUBJECT: Adjunct ERIC Clearinghouse on Chapter 1 (TA)

The Chapter 1 Technical Assistance Center Materials Clearinghouse, managed by Advanced Technology, Inc., in Indianapolis, IN, has agreed to become the Adjunct ERIC Clearinghouse on Chapter 1 (ERIC/TA). The network of Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (R-TACs) are funded by the Department of Education to assist state and local education agencies to evaluate and improve their compensatory education programs. The TAC Materials Clearinghouse has responsibility for acquiring and maintaining workshop materials and documents produced or adapted by the Technical Assistance Centers, and are willing to use their own resources to participate in this joint effort with the ERIC program.

As part of their role as an Adjunct ERIC Clearinghouse, ERIC/TA will acquire, catalog and index documents about compensatory education, conforming fully to ERIC standards. ERIC/TA staff have already received training in ERIC processing procedures. ERIC/TA will provide the Facility with copies of their acquired documents, along with the draft resumes. These will then be referred to the most appropriate ERIC Clearinghouse (we expect most documents to be referred to Urban Education, but some documents will almost certainly be referred to Rural Education, Science and Mathematics, Reading, and Tests and Measurement) for additional review and editing.

The TAC and R-TAC networks have also agreed to act as acquisition agents for ERIC by obtaining copies of locally-produced documents and materials (whether or not specifically related to Chapter 1) that they encounter during their extensive field work. Non-compensatory education documents will be sent to ERIC for referral and processing.

Attached is a more comprehensive description of responsibilities and processing procedures for ERIC/TA and other system components. When you receive ERIC/TA documents from the Facility, please put these documents at (or near) the top of the work-in-progress pile; while we are not requesting expedited handling, we would like these documents reviewed and edited relatively quickly. The "Report Number" field will be used to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database, so do not edit that particular field.
ADJUNCT ERIC CLEARINGHOUSE ON CHAPTER 1 -- ERIC/TA

Adjunct clearinghouse responsibilities:

Processing procedures for ERIC/TA. The Adjunct Clearinghouse for Chapter 1 (ERIC/TA) will:

- determine which TAC-acquired or TAC-produced compensatory education materials are appropriate to be indexed and abstracted for the ERIC database;
- duplicate check documents against the Acquisitions Data Report (ADR) (but do not actually enter new documents into the ADR);
- index and abstract documents using the ERIC processing guidelines and manuals;
- use the Report Number field to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database;
- send selected non-Chapter-1 material to the Facility for transfer to appropriate Clearinghouses for processing;
- mail original documents and draft resumes to the Facility (copy to be maintained by ERIC/TA);
- keep copies of materials (e.g., workshops) not appropriate for ERIC but appropriate for the TAC Materials Clearinghouse database.

ERIC system procedures:

- After ERIC/TA forwards documents and draft resumes to Facility, Facility will transfer documents and resumes to appropriate Clearinghouse for ADR entry, final review, editing and processing;
- Clearinghouses will select TAC documents suitable for ERIC database (workshop material could be included, but each would need to be reviewed for relevance);
- Clearinghouses will review abstracts and make necessary editorial changes;
- the Report Number field will be used to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database; Clearinghouses will not edit the Report Number field since this will be used for identification and retrieval of TAC documents;
Clearinghouses will send copy of all ERIC/TA document microfiche to ERIC/TA as the "author";

Facility will send copy of final resume/file reference to ERIC/TA so they can replace their copy with the final copy to assure that their records and ERIC records are the same;

Reading and Communication Skills Clearinghouse will include ERIC/TA in their next session of processing training.
Page 2 -- ERIC/TA

The contact person, address and phone number for ERIC/TA is as follows:

Dr. Mary Quilling, Director
Chapter 1 Technical Assistance Center
Advanced Technology, Inc.
2601 Fortune Circle East
Suite 300-A
Indianapolis, IN 46241

Phone: 317-244-8160
1-800-456-2380
FAX: 317-244-7386
MEMORANDUM

To: Clearinghouse liaisons

From: Beverly Swanson

Date: July 26, 1990

Re: Information requests

ACCESS ERIC is updating and creating new products throughout the year. In order to give lead time in our requests, the enclosed list has been developed.

I hope this list will assist you in your long-range planning. ACCESS ERIC appreciates your valuable input in the development of these products.

cc: A. Chiang

project file
## ACCESS ERIC - Clearinghouse Information Request Timeline

### Products

<table>
<thead>
<tr>
<th>Description</th>
<th>Clearinghouse input needed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catalog of Clearinghouse Publications updates</strong></td>
<td></td>
</tr>
<tr>
<td>verification of subject codes</td>
<td>8/15</td>
</tr>
<tr>
<td><strong>ERIC Users’ Interchange</strong></td>
<td></td>
</tr>
<tr>
<td>submission of news, price changes, new services, search techniques, etc.</td>
<td>Issue 1 8/03</td>
</tr>
<tr>
<td></td>
<td>Issue 2 12/03</td>
</tr>
<tr>
<td><strong>Directory updates</strong></td>
<td></td>
</tr>
<tr>
<td>- Education-Related Information Centers</td>
<td></td>
</tr>
<tr>
<td>data verification forms sent for current information centers</td>
<td>8/10</td>
</tr>
<tr>
<td>responses requested from data verification forms</td>
<td>9/15</td>
</tr>
<tr>
<td>requests for possible new information centers</td>
<td>9/24</td>
</tr>
<tr>
<td>- Conference Calendar</td>
<td></td>
</tr>
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<td>conference updates</td>
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<td>- Partners Directory</td>
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<td>requests for new and current partners</td>
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<td>- ERIC Partner Policy &amp; Procedure Manual</td>
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<td>8/28</td>
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<td>1/11</td>
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<tr>
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<td>request for updates to text</td>
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<td><strong>ACCESS ERIC Brochure</strong></td>
<td></td>
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<tr>
<td>suggested changes and/or updates</td>
<td>1/07/91</td>
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<td><strong>The ERIC Review</strong> (One or more Clearinghouses will be asked to write lead article)</td>
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<tr>
<td>Issue 3</td>
<td></td>
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<tr>
<td>Digests or research summaries - Research in Action column;</td>
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<tr>
<td>2-3 new titles from each Clearinghouse - New Titles in Education column</td>
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</tr>
<tr>
<td>(include author, order #, price, 3-sentence write-up, publication date);</td>
<td></td>
</tr>
<tr>
<td>New product/service announcements - For Your Information column;</td>
<td></td>
</tr>
<tr>
<td>News of interest to teacher, administrators, policymakers, i.e. adjunct clearinghouse</td>
<td>10/17</td>
</tr>
<tr>
<td>Issue 4</td>
<td></td>
</tr>
<tr>
<td>Same as above</td>
<td>1/16/91</td>
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<tr>
<td><strong>Media Package Mailings</strong> (3 mailings)</td>
<td></td>
</tr>
<tr>
<td>news of interest to education writers/editors across the country</td>
<td></td>
</tr>
<tr>
<td>(Coordinate with Diane Loulou before sending materials)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/10</td>
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<tr>
<td></td>
<td>1/03/91</td>
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<td></td>
<td>2/26/91</td>
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<tr>
<td><strong>Conclusion Brochures</strong></td>
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<tr>
<td>Several Clearinghouses will be solicited for development and/or editing</td>
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<tr>
<td>of brochures; lead time will be given</td>
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</tr>
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</table>

### Notes

- Media Package Mailings: Coordinate with Diane Loulou before sending materials.
- Conclusion Brochures: Several Clearinghouses will be solicited for development and/or editing of brochures; lead time will be given.
June 11, 1990

Dear Pat:

To streamline communication with other ERIC Components, ACCESS ERIC has instituted a liaison program. This program matches each Clearinghouse with an ACCESS ERIC staff member who will serve as its contact person. The enclosed "ACCESS ERIC System Liaison Program List" shows staff assignments. As your liaison, I will be handling any questions and comments, as well as any necessary data collection from your Clearinghouse. In turn, we ask that your Clearinghouse assign an ACCESS ERIC contact to whom I will direct all future correspondence.

As your ACCESS ERIC liaison, my first task is to compile information for the Catalog of ERIC Clearinghouse Publications. To update this Catalog, I need a list of your most current and significant publications. It is not necessary for us to receive copies of these publications. Enclosed you will find the information your Clearinghouse provided for the current 1990 edition. Feel free to mark up this copy with any updates or changes. Information for any new entries should be provided on a separate sheet. If you would like to include ordering information such as discounts for bulk orders, postage and handling charges, etc., we would be more than happy to include this information as part of your entry. A subject index will be added to the Catalog.

Enclosed is a list of subject codes, based on terms from the Thesaurus. Please assign each of your documents at least one subject code from this list. If you do not see an appropriate code, please use the Thesaurus as your authority list and assign a new term. This will enable our staff to classify each document in the Catalog according to your specific instructions. We will not assign any subject codes, so it is important that this be done by each Clearinghouse. You may assign up to three codes to each publication.

I look forward to working with you and receiving your list. To ensure that your titles are included, please send them to me no later than Friday, June 29th. If you have any questions or comments, do not hesitate to call me at 1-800-USE-ERIC. Please also call me directly to let me know who in your Clearinghouse will serve as a liaison to ACCESS ERIC.

Sincerely,

[Signature]

cc: Director (without Attachment)

Pat Coulter
COTR, ACCESS ERIC (without Attachment)
ACCESS ERIC System Liaison Program List

Beverly Swanson:  
(Project Manager)  
Educational Management (EA)  
Teacher Education (SP)  
Higher Education (HE)  
Elementary & Early Childhood Education (PS)

Paula Seidman:  
Counseling & Personnel Services (CG)  
Tests, Measurement & Evaluation (TM)  
Social Studies & Social Sciences (SO)  
Handicapped & Gifted Children (EC)

Belinda Taheri:  
Reading and Communication Skills (CS)  
ERIC Facility  
Information Resources (IR)  
Science, Mathematics & Environmental Education (SE)  
Oryx Press

Kelly Gainer:  
Urban Education (UD)  
Junior Colleges (JC)  
Adult, Career, & Vocational Education (CE)

Terri Bourbon:  
Rural Education (RC)  
Language & Linguistics (FL)  
Literacy Education for Limited English Proficient Adults (Adjunct)  
EDRS
July 5, 1990

Mr. Ted Brandhorst
ERIC Processing & Reference Facility
2440 Research Blvd.
Rockville, MD 20850

Dear Ted:

ACCESS ERIC is now in the process of gathering pertinent information about literacy for the fall issue of The ERIC Review. Because literacy is a far-reaching and critical issue in education, this publication lends itself to both a wide reader audience and valuable input from all ERIC Components.

Included in this issue of The ERIC Review will be the lead article on literacy (in progress), ERIC Digest abstracts, some reprints relevant to current literacy issues, and Clearinghouse announcements of new publications, database acquisitions, services, and calendar events.

The ACCESS ERIC Staff looks forward to receiving your ideas, opinions and journal material with regard to this up-coming issue. We would also appreciate your suggestions for topics that cut across numerous scope areas for future issues of The ERIC Review. On a more personal note, I look forward to working with all of you on this exciting project and the many others affiliated with ACCESS ERIC.

Sincerely,

Beverly Swanson
Project Director,
ACCESS ERIC

cc: A. Chiang
Pat Coulter, COTR
New From ERIC

The ERIC Directory of Education-Related Information Centers--
Now Available to the General Public

Education encompasses many disciplines and a broad range of subjects. When you need education-related
information there are many agencies to turn to--so many, in fact, that it is often difficult to quickly locate the
appropriate source for your information needs. Now, one publication can help you quickly identify and
locate education-related resources. You'll find organizations covering more than 250 education-related
topics--from achievement to youth programs--in the ERIC Directory of Education-Related Information
Centers.

This useful reference guide, which costs just $10.00, lists 200 organizations that provide information relevant
to education. Its three indexes allow users to quickly and easily identify resources by subject, organization
name, and geographic location. The Directory lists each organization's available services as well as subjects
covered, intended audiences, and contact person.

The Directory includes both federally-funded and private organizations that provide information synthesis,
database building, outreach and user services, information dissemination, technical assistance, publication
production, and reference and referral services including online searches.

To order the ERIC Directory of Education-Related Information Centers, send a $10.00 check or money order
payable to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850. For more information about
ERIC, call 1-800-USE-ERIC.
Since January 1988, the Educational Resources Information Center Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) has selected documents submitted by more than 800 organizations for entry into the ERIC database. In this column, we identify the major producers of educational measurement research and development literature over a recent 28 month period.

ERIC as a Measure of Productivity

While published journal article counts are a common means to assess academic productivity, the number of documents accepted for entry into the ERIC database provides a strong measure of overall contribution to the literature on educational measurement. ERIC accepts a wider range of relevant materials, ERIC documents are readily available, and ERIC materials undergo peer review.

Many important contributions to educational measurement are available primarily though ERIC. For example, consider the following types of documents which are unlikely to be found in any other source:

- a state report defining a range of quantitative and qualitative indicators of educational performance;
- documentation of the process used to establish an innovative testing program;
- exemplary reports produced by local education agencies that serve as models for other school districts;
- curriculum materials used to teach measurement concepts in various universities; and,
- reports from government assessment projects such as the National Assessment of Educational Progress (NAEP).

ERIC documents can be identified and obtained throughout the world. While journals may not always be easily available, and conference sessions may be attended by only a handful of people, acceptance of a document into the ERIC database ensures permanent access and availability of that material to researchers and practitioners. Over 900 locations throughout the world maintain a complete ERIC microfiche collection. Printed copies of ERIC materials can be ordered directly from the ERIC Document Reproduction Service.

Like journal articles, ERIC documents are peer reviewed. To be selected for inclusion in ERIC, submitted documents must meet strict criteria -- including timeliness, appropriate methodology, clarity of presentation, and significance of content. During the 28-month period from January 1988 through April 1990, ERIC/TM received 4,179 documents, of which 1,904 were accepted, 415 were rejected outright, and the rest were transferred to other ERIC clearinghouses. While the apparent rejection rate was 18 percent (415/2319), the actual rate was higher, as some borderline documents rejected by ERIC/TM were transferred to other clearinghouses for a second consideration.

Analysis

We examined the affiliations of the authors of the documents accepted by ERIC/TM from January 1988 to the end of April 1990. The number of articles submitted by each institution was tallied. The affiliation of the author signing the reproduction release form was used for articles with multiple authors from different institutions. Centers within institutions, e.g. the Center for the Study of Evaluation at UCLA and the National Opinion Research Center at the University of Chicago, were tallied with their host organizations. University campuses were not combined.
The top contributors to the educational measurement literature, as measured by the number of documents accepted by ERIC, are shown in Table I. Together, these 23 organizations submitted 595 (31 percent) of the 1,904 documents accepted by ERIC/TM during the 28-month period.

The majority of the lead contributing organizations are university based, with the University of New Orleans first in the number of contributions. Ten other universities are ranked in the top twenty. It is noteworthy that two of these contributors are foreign—the University of Twente in the Netherlands, and Lund University in Sweden.

The Educational Testing Service (ETS) leads all contributors in the number of documents accepted by ERIC. The American College Testing Program is the only other test publisher to rank in the top twenty contributors.

A large number of state education departments and local school districts are also represented. The Portland (Oregon) Public Schools is the first of the five school districts in the top 20; the Texas Education Agency is the most prolific state education department.

Conclusions
These results are, of course, biased to reflect positively on those institutions that make a concerted effort to get documents into the ERIC database. These organizations may have increased their representation by encouraging individual faculty members and students, as well as departments, to contribute.

However, we argue that this bias is appropriate, since a report or a journal article that no one knows cannot make a significant contribution to the field of measurement. Individuals and organizations that have routinely contributed to the ERIC database deserve recognition for their efforts.

Many quality documents which could influence measurement theory and practice worldwide are not in the database. As more authors make an effort to improve the database and submit their materials, these rankings can be expected to change. This will be tested when we revisit the rankings in another two years.
"CHICAGO MANUAL OF STYLE" DRAFT INSTRUCTIONS FOR INCLUDING ERIC AVAILABILITY INFORMATION IN CITATIONS

Material Obtained Through Loose-Leaf, Computer, or Information Services

Documentation of material obtained through such loose-leaf services as the federal tax services published by Commerce Clearing House (CCH) and Prentice-Hall (P-H) is handled similarly to that obtained from books. For some loose-leaf services, paragraph rather than page numbers are given.

Commerce Clearinghouse, 1990 Standard Federal Tax Reports
(Chicago: CCH, 1990), ¶ 20,050.15.

Commerce Clearing House. 1990 Standard Federal Tax Reports.

References to material obtained through computer services like Dialog and Orbit and through information services like ERIC (Educational Resources Information Center) and NTIS (National Technical Information Service) are treated like first references to original printed material except that the usual information is followed by the name of the service, the name of the vendor providing the service, and the accession or identifying numbers within the service. If the service is revised annually, the year must also be included. For some loose-leaf services, paragraph rather than page numbers are given.


ERI Microfiche Collections
(Geographic Distribution—U.S.)
March 1990—Total 827

Alaska (AK) — 4
District of Columbia (DC) — 14
Guam — 1
Hawaii (HI) — 2
Puerto Rico — 6
U.S. Virgin Islands — 2
Foreign — 94
Total Accessions = 696,786

ARTICLES (CIJE)

REPORTS (RIE)
ERIC Budgets
(Actual & Adjusted for Consumer Price Index Inflation)

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Buying power in 1967 dollars.

ERIC Budget (Actual)
ERIC Budget (Adjusted)
CONSUMER PRICE INDEX
ERIC Budgets
(Actual & Adjusted for Consumer Price Index Inflation)

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Buying power in 1967 dollars
The British Education Index 1989 user survey: a report of results and consideration of ways of meeting user needs. Phil Sheffield

Self-instruction techniques in user education: workbook versus lecture. Stephen Morgan

User education in university libraries in Ghana. A. A. Alemna

Reviews:

Women in BILD (Gwyneth Price) 48

Guidelines for learning resources in college by J. Gordon Brewer.

Colleges, learning and libraries: the future by Peter and Marian Pack (Jean Carrick) 50

The school library: selection of recommended titles by Keith Baker (Elizabeth Edwards and Geraldine Stapely) 53

Perspectives on a partnership: information skills and school libraries 1983-1988 by Peggy Heeks

Information skills in IVEI and the role of the librarian by Julie Howard and David Hopkins (Elizabeth Edwards) 56
THE BRITISH EDUCATION INDEX 1989 USER SURVEY: A REPORT OF RESULTS AND CONSIDERATION OF WAYS OF MEETING USER NEEDS

Phil Sheffield

ABSTRACT: The article presents the results and considers the implications of a British Education Index (BEI) user survey conducted in 1989. The survey was designed to help the BEI determine what developments could possibly be made within a self-financing environment and without compromising the future of the service or the subscriber's ability to afford it. Areas for consideration include extension of coverage of the online file and provision of information from additional materials by distant indexing.

There are elements of masochism involved in conducting user surveys: at its most basic, undertaking additional work to encourage open criticism of one's efforts and generate more work; receiving less responses than one might hope for, seeing convictions confirmed, frustration set in and demands increase. The purposes of the British Education Index (BEI) survey were relatively modest: to ensure that there were no fundamental gaps in the service, to identify (or confirm) wider service improvements and to help prioritise realistic developments.

The results will inevitably be of more interest to the BEI staff than to those who were kind enough to spend time replying. My intention here, then, is not simply to reproduce results or give percentages, but to consider potential courses of action for the BEI in attempting to meet user needs as expressed in replies to the questionnaire. The article consists of 1) a brief report on survey results; 2) supporting comment and closer analysis and 3) possible solutions. My hope is that some of the suggestions or ideas will provoke further comment from readers of this journal: the group of people who probably use us most. Indeed, there are a number of direct questions.

A copy of the questionnaire was enclosed with 950 copies of the BEI mailed in August 1989. Index users were able to comment on five separate
issues: the BEI, the British Education Thesaurus (BET), the British Education Theses Index (BETI), the BEI/BETI online file, and CD-ROM possession. Questions relating to BETI are ignored here as the format preferences expressed were exclusively for internal consideration when production shifts to Leeds for 1991. At the beginning of January, 136 responses had been received, representing 15 countries and a response rate of 14%. The bulk of the response, predictably, was from UK countries (104 replies). It is assumed that absence of response can be explained in the usual terms: too little time; not considering viewpoints to be particularly useful (unfortunate when negatives can be at least as valuable as positive information); or leaving it too late (also unfortunate: the office is always open for enquiry or comment).

Basic results

Do you consider the subject/material coverage of the BEI to be satisfactory or unsatisfactory? Please state on range 1-3: 1 = satisfactory, 3 = unsatisfactory.

104 respondents expressed unqualified satisfaction (1) with BEI's coverage. Of the remainder 26 qualified satisfaction with comment. Only one respondent gave a mark of 3 without comment.

The Index is producing procedural guidelines which might prove valuable to users and to providers of educational information. Within your organisation could you envisage a use for: indexing guidelines; cataloguing/record structure guidelines; online use assistance; none; other (please specify).

In total, 77 respondents expressed interest in indexing, 77 in online (existing documentation has been mailed) and 26 in subject cataloguing guidelines. Four respondents asked for a photocopiable simple guide to Index use. Such a guide has been produced for evaluation and eventual general use.

ELJ 33.1 2

Does your organisation possess and use the British Education Thesaurus?

55 respondents possessed a copy of the British Education Thesaurus; 80 did not; one did not comment.

For non-purchasers: the Thesaurus has not been purchased because: purchase is still intended; the ERIC Thesaurus is used instead; the level of expenditure cannot be justified at present; it is too expensive; it was not known to exist; other (please specify).

The most popular reason for non-purchase was lack of resources: 'the level of expenditure cannot be justified at present' (27 replies). Rather alarmingly, 25 expressed ignorance of the existence of BET (leaflets have been included with copies of the BEI and announcements about BET have appeared in the Preface to the Index since the April-June issue for 1988: confirmation perhaps, of the level of interest in introductions). Fourteen respondents used the ERIC Thesaurus instead (half of them overseas institutions where terminological nuances important in Britain may not be as significant); nine said purchase was intended and one felt that it was too expensive.

For purchasers: How is the Thesaurus used? (e.g. for retrieval of information from BEI or for record creation or indexing? Please give details).

The bulk of use of BET is presently for retrieval from the printed and online Index, as might be expected, although there is evidence of a growing level of local indexing using the Thesaurus.

How did you find out about the Thesaurus? (e.g. announcement in BEI, national bibliography etc.)

The majority of users had found out about the Thesaurus from the BEI itself, either from information provided or through personal contact.

Does your organisation use the BEI DIALOG files?

72 respondents used the DIALOG file, 63 did not.
For non-users: use of the service has not been made because: the organisation does not possess the necessary equipment; the file was tried and did not prove a useful resource; the need has not arisen but the service will be used when it does; the service is too expensive; the service was not known to exist.

The most popular reason for not using the service was lack of necessary equipment (27 replies); 19 non-users said they would use the file when the need arose; 9 felt the service was too expensive; 8 claimed ignorance about the file's existence.

For users: which subfiles do you use most? BEI; BETI; both equally. Use of the file concentrates on BEI: 44 users; 16 respondents used files equally.

How much online use of the files do you estimate on average per month? 1-30 mins; 30-60 minutes; 1 hour-2 hours; over 2 hours.

The bulk of file use is for short periods: less than 30 minutes a month (45 replies); 11 users at 30-60 minutes; 3 at 1-2 hours; 2 at over 2 hours.

Has use of online files changes your use of the printed Index? If yes, how? (e.g. has your own use, or that of others, decreased?) 40 DIALOG users had noted no real change in their use of the printed Index. Of the remainder making comment, 23 said use had changed (decreased), although patterns rather than volume of use seem to have changed most: institutional staff as opposed to student use has shifted to online rather than printed searches, for example. Only one respondent openly stated that they would be cancelling subscription as online use was more cost-effective, though realistically such attitudes will increase.

Does your organisation possess a CD-ROM player? Yes; No; No but purchase is envisaged in hand.

70 respondents had CD-ROM drives; 17 envisaged purchase or had purchase in hand; 48 did not have drives.

If the BEI were available on CD-ROM would you recommend organisational purchase?

Over half of those commenting said they would recommend purchase of a CD-ROM version of the BEI: 42 of those who already had a drive; 12 of those envisaging purchase of one.

Should a CD-ROM version of the BEI contain: BEI; BETI; BET (if all tick all)?

The most popular format for a CD-ROM was for BEI, BET and BETI together. 52 of 69 actual and potential drive holders who made comment.

How could the BEI improve the central or peripheral services to you? How could it best meet your developing and future needs?

The most popular subjects for comment were: coverage (15 replies, in addition to the 26 in direct response to the question on coverage), currency (10 replies - allied to frequency - 9 replies), the online service (10 replies), CD-ROM (18 replies) and indexing (12 replies). From the underlying intention of the questions and from topics raised in comments it seems reasonable to consider these five areas more carefully.

Coverage

Coverage could usefully be extended in a number of ways: by 'level' of material, by subject of material, by 'geographic' coverage, and by material coverage. Although actual numbers of comments in each of these categories is low it is assumed that they represent wider feeling and require closer consideration.

Five users perceived failings in the BEI's coverage of further education, four in vocational education and training. Leaving aside training which opens up a good number of issues in itself (not least the basic relationship of education, the BEI's provenance, to training), both further and vocational education fall very much within the BEI's remit. There is an invitation for users to propose addition of titles not covered. It is possible that the coverage of a number of journals in this field may not meet the
BEI's stated intention to index articles of lasting interest. Such journals could come into reckoning if policy towards the online file, as opposed to the printed Index, were to change (as outlined later below).

In addition, it is not always clear if the Index is being properly used where educational levels are concerned. It is wrong, for example, to assume that all references to articles about the higher education environment will necessarily be indexed under Higher Education in the published Subject List. References that do appear there will normally explicitly state their level in the title: in these cases the articles are specifically about education at the higher level (e.g. Higher education in Australia). The user interested in all aspects of higher education will also find relevant references under the related headings found in BET: Universities, Universities and Colleges, Undergraduate Students etc. (e.g. French universities of tomorrow) where Higher Education will be used as an 'educational level' term, suppressed from appearing in the printed Subject List but searchable on the online file (see Using the British Education Index in BEI and Thesaurus Construction and Format in BET). Qualifying a DIALOG search on a specific topic (Mathematics Education for example) with SS Mathematics Education and Higher Education will include the term both as a 'level' term and a descriptor. The BEI's principle of advising going to the most specific search point first, then including level criteria, should be remembered in both cases. A surprising number of articles fail to give adequate indication of the level with which work is concerned.

Similar comment applies to subject coverage. Several respondents expressed a desire to see the inclusion of more reference in fields like drama and dance, and special educational needs. Specific titles which fall within the BEI's geographic area (the United Kingdom and, perhaps increasingly, Europe) and contain significant material should normally be covered. Journals of a more practical nature may have been excluded by the orientation of the Index (see concluding comments).

On the subject of geographic coverage, several replies mentioned American titles quite deliberately excluded by the BEI. There is already a level of duplication between ERIC and the BEI but this is apparently historically based and primarily of British titles covered by ERIC. The BEI sees no value in duplicating work conducted by other information services (just as any document supply role is largely invalidated by the excellent interlending system in the U.K.). It seems wholly reasonable for American, Australian and Canadian education services to concentrate on materials specifically aimed at their own user bases, at least produced in their own countries. If there is room for geographic expansion, it would seem logical for the BEI to include otherwise neglected European material and users' comments on such an idea would be most welcome.

The one clearly definable and desirable refinement to the existing BEI record structure is an abstract. Although explicitly mentioned in nine replies, it is apparent that the desire is more widespread. Here, as with CD-ROM it should be stressed that the BEI staff is not blind to the desirability of such refinements: quite the opposite. Attempts are being made (and will be intensified) to include short abstracts in some records, perhaps by utilising existing abstracts rather than generating them internally, a very labour-intensive task. The BEI's life at Leeds has been characterised by steady development based on consolidation using available resources (human and financial). Given that the essential service, the regular production of a printed and online guide to significant journal literature in education, cannot be compromised, it becomes a question of how to supplement the essential service with desired 'extras'. The educational community could feasibly help in this respect (see concluding comments on coverage and currency).

The Index has traditionally concentrated on periodical literature with odd excursions into other materials. Survey comments chiefly requested coverage of newspapers and of government/grey literature. Again, numerically these requests are small, smaller still, perhaps surprisingly, suggestions that monographs be scanned for inclusion (3 instances). If this scale of preference is realistic, the Index can begin to formulate ideas about how such materials can eventually be covered, perhaps by involving other services. Taking on additional materials with existing resources is possible of course, but addition of more references to published issues increases direct costs to subscribers and inevitably increases the time it takes for some material to appear in the Index (i.e. reduces the currency of published references) unless frequency of publication is increased.
Currency and frequency

Information can never appear quickly enough. Levels of frustration and sometimes incomprehension at apparent production delays are understandable. But currency covers a number of things: the currency of material that appears in journals; the currency of materials when they arrive at the BEI office or at library centres used for journal scanning (Leeds University and, once a week, the British Library Document Supply Centre); the currency of material when it is added to the database of information (prior to final checking and release); the currency of material when it reaches the hands of a user. Of course it is the last one which concerns the reader most: the process that precedes that point is transparent, actually irrelevant.

Leaving aside the currency of BEI material on DIALOG, a separate issue dealt with below, we are about to undertake a radical examination of production processes to investigate the possibility of producing the same (ideally more) information more regularly without needing to pass on excessive additional costs to subscribers (a fundamental consideration quite often overlooked by those wanting more information in any form): paper and postage costs for example, do not decrease with increased frequency.

It should be said in defence of the Index that it has never focused on current awareness, another reason for having excluded more ephemeral items now requested by some users. Most of the references in BEI may date but their relevance to an appropriate enquiry should not diminish.

BEI online

The most common complaint about the DIALOG file is its currency. Frequency of file updating is a function of the DIALOG service rather than the BEI's. The low volume of data involved (relative to other files) and the modest use of the file (relative to that of others, ERIC included) make justification of more frequent updates difficult. Ironically, this is another case where exploitation of the resource leads to its improvement: increased use of the online file will most likely increase update frequency, just as additional subscription revenue increases internal resources and makes service improvements easier to implement.

Suffice it to say, the BEI favours more regular updates and the situation is being monitored. Users' comments will be referred to DIALOG but the value of direct contact by users with DIALOG's UK office should not be underestimated. The presence of ERIC files on DIALOG, the intended addition in time of Australian and Canadian education indexes and the core vocabulary they all share, make DIALOG an essential host for the BEI, but the intention is to explore other possible outlets to provide alternatives for users.

Other comments made about the file involved the incompatibility of pre-1986 (PRECIS entries) to post-1986 (BET entries). Anyone familiar with the labour intensive nature of retrospective record (or catalogue) conversion will appreciate the difficulty of amending 32,000 PRECIS entries to comply with BET terminology. One hope is that the value of the file will increase as the volume of material indexed using BET increases and makes retrieval easier and more efficient.

CD-ROM

The enthusiasm for a CD-ROM version is undeniable, reasons for BEI's early hesitation purely financial. There are already clear instances of institutions not purchasing the Index on financially grounds. The cost of a CD-ROM was given as a rider in a number of otherwise enthusiastic responses. The 'right' price (i.e. low) for purchasers inevitably reduces royalty revenue to the Index from CD sales. An institution justifying the purchase of an expensive one-off item might be just as likely to cancel the paper subscription (however reluctantly) and to reduce any online searching it might conduct, affecting Index revenue quite directly. The major concern is to ensure that revenue losses are covered by CD sales for the foreseeable future and do not threaten the future of the service. As stated earlier it is not lack of awareness of the desirability of such developments that delays improvement, but concern that essential current
user needs continue to be met. With these factors in mind, the BEI is to explore CD-ROM to a decision in 1990.

**Indexing**

Five of the twelve respondents commenting on indexing complained of a lack of specificity. The BEI tries to be as specific as the document to hand: imprecision can lie in the article indexed, in the terminology used, or in the search. A number of articles are very general or may cover a lot of different topics but in a way where indexing all of them would actually misrepresent their relative importance. If a user is genuinely interested in all aspects of the National Curriculum, the abundance of references under that term really expresses the number of times it has been used significantly in the literature, rather than any imprecision in indexing. Where requirements are specific, the most economic search will begin at the most specific search point.

The number of terms used to describe an article can vary from one to twenty, averaging six or seven. A number of concepts of relatively minor significance in context may be omitted from index strings, although they should normally be conveyed by ('within') one or more of the terms selected. Often to index at greater depth might reflect the treatment rather than the actual subject of the article, the Index's main aim. It might also apparently give greater significance to a topic than exists in the text itself. It could be that a long term move to 'major' and 'minor' descriptors, as in ERIC, would go some way to solving the problem though present resources make such luxuries impractical. Here, as with all of the points preceding, it should be remembered that salaried staff consists of a full-time editor, half-time indexer and full-time clerical support for data input and subscription maintenance. Raising staffing levels to facilitate any desirable developments increases direct costs to subscribers; only cost recovery ensures service continuity.

**Possible solutions**

The suggestions that follow are neither ideals nor firm proposals, but rather considered ways of meeting some user needs without over-committing the Index or making unrealistic promises. Firstly, a summary of the improvements some users would like us to provide:

- documentation about indexing, cataloguing, online assistance;
- greater frequency of printed issues, more frequent updating of online files;
- improved currency of material in the Index;
- wider coverage of subjects and materials in the Index;
- the inclusion of abstracts in Index records;
- the production of a CD-ROM version of the Index (and Thesaurus and Theses Index).

Use of BET and provision of indexing and subject cataloguing guidelines (in preparation) to interested parties in the UK (and there were 16 and 18 respectively requesting such guidelines) should enable users to generate BEI-compatible records locally. Thus, if a library possesses, and is prepared to provide information from, materials not currently covered by the Index, it is possible that the Index office could act as a gateway (quality control, standardiser) for the addition of externally created records to the database. These records might be excluded from the printed Index, allowing the latter to expand within its own economic limitations to provide records according to its present remit. The online file could then develop into a more wide ranging source for educational information. So, some references would appear in the printed Index and online, some online only, but all would be retrievable online.

Information of a purely practical nature, or reviews or news items, could be identified on DIALOG, as educational/age levels and document types are at present, to make them in- or excludable in searches. Careful local management of such material at Leeds could allow for the possibility of future separate publication of cumulated material of a similar nature (where economics allowed). Addition of more material to the online file might strengthen the case for more frequent file updating. The BEI could
itself produce some references of this kind as a matter of course in scanning literature. Even abstracts could be provided in a similar way. Establishing a formal network and ensuring that efforts were not duplicated would take time but one suspects there would never be a massive amount of information concerned (without more desirable involvements at institutional levels, also being investigated). In the longer term, it is conceivable that holdings could be broadcast. The feeling is that the printed Index should continue to concentrate on material of 'lasting interest'.

The Index is to approach a number (initially small) of mainstream journals to seek approval in principle for the shortened use of existing printed abstracts in BEI records, perhaps only online, perhaps in print too. Such arrangements could in time, then, improve the coverage, currency and frequency of online information.

Regarding publication frequency of the printed Index, one option is to investigate the possibility of publishing, say, one more issue a year with all part issues being produced at lower costs (lower physical quality) in an attempt to generate more information without incurring excessive material costs (and necessarily passing them on to the subscriber). The cumulation would retain its present lasting quality as a more 'permanent' object. It could be that lower quality production techniques (stapling rather than binding or smaller type size, for example) could also see the Index in users' hands more quickly. This could also improve currency of printed references (although an online service is the obvious place to look for currency, circumventing, as it does, the printing process which can always be subject to unwanted delays).

As regards CD-ROM, the Index is exploring the possible impact of production on subscription revenue to ensure continuation of the service. A good number of those in favour of a CD-ROM version of the Index expressed concern about the possible price of such a product. Such concerns are also being borne in mind.

It should be stressed that all developments, if accepted, will take time to implement and time before users benefit from them. It is also worth noting that this article has concentrated more on negative than positive comment. Where conflicting views exist, and they exist almost everywhere,
Thesaurus of ERIC Descriptors
12th Edition—1990
James E. Houston
Editor/Lexicographer, Educational Resources Information Center (ERIC) Processing and Reference Facility

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Scope Note (usage definition)
Used for
Narrower term
Broader term
Related term
Postings note (number of times term was used in indexing CJE and RIE)

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June 15, 1990

Ted Brandhorst
ERIC Facility
2440 Research Blvd.
Suite 400
Rockville, MD 20850-3238

Dear Ted,

It is with a mixture of feelings that I am writing to inform you that, effective June 25, 1990, I have accepted a position as Product Manager in the Legal/Government group of DIALOG's Product Development division. From that date forward, I will no longer be handling your database on DIALOG.

Until a replacement has been found for my position, File 1, ERIC, will be in the capable hands of Sue Phan, my colleague in the General Reference group. She may be reached at 415/858-7094. You will also be contacted by my replacement when he/she is "on board." I, of course, will still be at DIALOG and available to assist during this period of transition, although we do not anticipate any difficulties.

It has been a great pleasure to work with you over the past years and rewarding to me to watch your database and the Education/Library Science area for which I have been responsible grow and develop. The move to another area offers me new and challenging opportunities about which I am very excited. At the same time, I shall miss my association with you and other suppliers with whom I have worked so long. I believe that together we have accomplished a great deal and hope that we will continue to have contact with from time to time.

Sincerely,

(Ms) Dona W. Holloway
Product Manager, Education & Library Science

cc: S. Phan
S. Skudneski
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**CIJE MONTHLY REPORT - SEP90**

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EDUCATIONAL MEDIA SERV.
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TABLE OF CONTENTS

ACTION ITEMS

- CIJE Schedule for 1991
- ACCESS ERIC—Clearinghouse Information Request Timeline
- ERIC Digest Guidelines Presented in Digest Format
- ERIC Acquisitions Arrangements (EAA)—Update Covering Additions and Changes Received February-October 1990

OERI NEWS

- Information Services (IS) Reorganized by Assistant Secretary

NETWORK NEWS

- News From ERIC/RC—Our Breathless, Breezy Correspondent Serves Up a Rich Broth of Information
- Donald P. Ely Represents the United States at International Conference

SEARCHING AND RETRIEVAL

- ERIC/EC Hedges for Searching Special Education and Giftedness Topics on ERIC and ECER

PUBLICATIONS

- SO Clearinghouse Co-Publishes Book on James Madison and the Federalist Papers
- ERIC/RC Develops Six New Newspaper Slicks
- Catalog of ERIC Clearinghouse Publications [In-Print] (1991 edition)
- Complete Microfiche Index to RIE (24 years) Offered by EDRS
- Educational Information Tools and Systems (School & College, August 1990, p. 7-8)
- ERIC in a Parish Newspaper!

PERSONNEL

- Michael Eisenberg and Donald Ely Switch Roles at ERIC/IR
- Vic Fortin, Ex-Director of EDRS, Dies of Heart Attack (November 8, 1990)
- Bob Howe Retires From ERIC/SE After 24 Years
INTERNATIONAL

- Central ERIC Recommends User Configuration to Agency for International Development (AID) for Use in Developing Countries

VISITORS

- Central ERIC and ERIC Facility Visited by Team From Taiwan Ministry of Education

VENDOR NEWS

DIALOG

- DIALOG Introduces an Easy-To-Use Menu-Based Version of Its Online Search Software
- DIALOG Announces a New Telecommunications Option for Western Europe

SILVERPLATTER

- SilverPlatter Information Retrieval System (SPIRS), Version 2.0, to be Available in November/December 1990

MICROMEDIA

- Micromedia to Add ERIC Records of Canadian Origin

ORYX

- Oryx Provides New CIJE Brochure for 1991
ATTACHMENTS

1. CUE Schedule for 1991
2. ACCESS ERIC--Clearinghouse Information Request Timeline
3. ERIC Digest Guidelines--In Digest Format
5. News From RC
6. ERIC/EC Hedges for Searching Special Education and Giftedness
7. SO Brochure on James Madison and the Federalist Papers
8. ERIC/RC New Newspaper Slicks (6)
10. Complete Microfiche Index to RIE (1916-1989)--EDRS Flyer
11. Educational Information Tools and Systems (School & College, August 1990, p. 7-8)
12. Parish Newspaper Insert Featuring ERIC
13. Memo to AID Recommending ERIC User Configuration For Use in Developing Countries
14. Taiwanese Visitors to ERIC Facility (Letter and List)
15. DIALOG Introduces Easy Menu Searching (News Release)
16. DIALOG Announces New Telecommunication Option for Western Europe
18. Micromedia Requests Permission to Include ERIC Records of Canadian Origin in projected CD-ROM Product
19. CUE Brochure (1991)
20. Single Resume Statistics - RIEDEC90
21. CUE Monthly Report - October90, November90, December90
22. CUE Source Journal Index Update for October90, November90
23. Customer Service Report, August90, September90, October90

APPENDIX: ERIC Acquisitions Arrangements (February-October 1990) (Pull-Out)
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submission to the EAB are to be sent (using the standard form) to your respective monitor.
ACTION ITEMS

CIJE SCHEDULE FOR 1991

Oryx Press has provided the 1991 Schedule for CIJE shipments by the Clearinghouses (see Attachment 1.) The schedule reflects the usual two five-week issues: January and July, and the usual two weeks (Thanksgiving and Christmas) when no shipments are scheduled.

...Magon Kinzie (Oryx)

ACCESS ERIC—CLEARINGHOUSE INFORMATION REQUEST TIMELINE

ACCESS ERIC makes periodic requests to the ERIC Clearinghouses throughout the year for the information necessary to update and revise ACCESS ERIC's various products. In order to provide as much advance notice as possible for these requests, ACCESS ERIC has put together a Timeline covering all currently anticipated requests (there are 8) for 1991 (see Attachment 2).

...Beverly Swanson (ACCESS ERIC)

ERIC DIGEST GUIDELINES PRESENTED IN DIGEST FORMAT

The ERIC Digest Guidelines, prepared by Central ERIC on the basis of the Product Task Force work, have been converted to Digest format, as a kind of test as to whether they are short enough and whether they can follow their own advice.

The result appears as Attachment 3. For appearances sake, we have dispensed with the outline numbering scheme and, of course, the guidelines don't carry any references, as most real Digests will. We are not implying that all ERIC Clearinghouse Digests should look exactly like this model, but they should at a minimum, contain all the information elements that the model contains.

...Bob Thomas (Central ERIC)

ERIC ACQUISITIONS ARRANGEMENTS (EAA)—UPDATE COVERING ADDITIONS AND CHANGES RECEIVED FEBRUARY-OCTOBER 1990

Included as an appendix to this EAB (for ease of removal) is the semiannual update of the ERIC Acquisitions Arrangements (EAA) list. This update includes all additions (new arrangements = 121), (changes = 78), and (deletions = 10) received by the Facility from February 1, 1990 through October 31, 1990. This update is a supplement to the EAA dated June 1990. Changes are indicated by underlining the changed data. In the case of deletions, the bolderization of the organization name has been removed and the word Delete inserted in the Note field.

Please check the entries pertaining to your Clearinghouse and let us know of anything that should be corrected.

...Gail Mathews (ERIC Facility)

OERI NEWS

INFORMATION SERVICES (IS) REORGANIZED BY ASSISTANT SECRETARY

On October 12, 1990, Christopher Cross, the Assistant Secretary of Education for Educational Research and Improvement, announced a planned OERI reorganization that basically will allocate IS functions to other existing units of OERI. ERIC, for example, will be assigned to the Office of Research (OR), headed by Milt Goldberg.

...Central ERIC
DONALD P. ELY REPRESENTS THE UNITED STATES AT INTERNATIONAL CONFERENCE

Representing the United States at an international conference on The Impact of Computer Technology on Culture, Donald P. Ely, Professor, Instructional Design, Development and Evaluation (IDD&E) and Associate Director of the ERIC Clearinghouse on Information Resources, was joined by leaders from Bulgaria, Chile, Korea, and the Soviet Union. The conference, held during the 32nd international conference of the Association for the Development of Computer-Based Instructional Systems in San Diego, California, October 28-November 1, was aimed at fostering cross-cultural exchange of experiences with computers in education. (See Attachment 4.)

...Donald P. Ely (IR)

NEWS FROM ERIC/RC—OUR BREATHELESS, BREEZY CORRESPONDENT SERVES UP A RICH BROTH OF INFORMATION

The Facility is constantly looking for articles for the EAB. Sometimes our correspondents resist thinking in unit articles. A wonderful example is that foremost of holistic thinkers Craig Howley of RC. His postcards from Appalachia are a real treat, even though at first we didn't know what to do with them. We have decided that they lose too much in translation. Therefore, we bring you the news from RC in its original form, a rich stew of flavorful prose, as only Craig knows how to brew (see Attachment 5).

...Ted Brandhorst (ERIC Facility)

ERIC/EC HEDGES FOR SEARCHING SPECIAL EDUCATION AND GIFTEDNESS TOPICS ON ERIC AND ECER

Periodically, we like to reprint ERIC/EC's advice to searchers concerning searching both ERIC and ECER (Exceptional Child Education Resources) online. If you do any regular searching in the areas of the handicapped/disabled or gifted, these EC search aids (see Attachment 6) will be helpful.

...ERIC/EC

[Editor's note: A few entries on the EC listings are not reflective of the 12th ed. ERIC Thesaurus, i.e., "At Risk Persons" is now used in lieu of "High Risk Persons"; the descriptor "Noncategorical Education" is now indexed instead of the identifier "Noncategorical Special Education"; the identifier "Low Incidence Disabilities" is now posted as a descriptor.]

PUBLICATIONS

SO CLEARINGHOUSE CO-PUBLISHES BOOK ON JAMES MADISON AND THE FEDERALIST PAPERS

The SO Clearinghouse is proud to announce this major new ERIC Clearinghouse publication, written by John Patrick, the SO Director, and published in conjunction with two SO Partners, the National Trust for Historic Preservation and the National Center for America's Founding Documents.

The brochure announcing the publication appears as Attachment 7.

...John Patrick (SO)
ERIC/RC DEVELOPS SIX NEW NEWSPAPER SLICKS

ERIC/RC has generated six new short newspaper articles, formatted as slicks for ease of use by the target small newspapers (see Attachment 8). The titles are:

- Aren't Big Schools Better Than Small Schools?
- Shouldn't We Leave Schooling to the Professionals?
- Starve an Addict, Feed a Reader!
- What Can Parents Do to Help Their Children Write Well?
- Who Says Math is for Boys?
- Why Bother: Aren't We Too Poor to Send the Kids to College?

These articles are also available in Spanish-language versions.

...Todd Strohmenger (ERIC/RC)

CATALOG OF ERIC CLEARINGHOUSE PUBLICATIONS [IN-PRINT]—1991

ACCESS ERIC has announced the availability of the 1991 Catalog of ERIC Clearinghouse Publications [that are still in print and currently available from the Clearinghouses]. The Catalog lists nearly 500 titles, many available free. See Attachment 9 for the full announcement.

...ACCESS ERIC

COMPLETE MICROFICHE INDEX TO RIE (24 YEARS) OFFERED BY EDRS

EDRS offers a complete COM'ed microfiche index to RIE, including Title Index, Author Index, Institution/Sponsor Index, Subject Index, and complete Descriptor and Identifier Indexes (including both major and minor terms). This index, available for under $100, is the cheapest available access to the ERIC database and is suitable for users without online or CD-ROM access. See Attachment 10 for prices and how to order.

...EDRS

EDUCATIONAL INFORMATION TOOLS AND SYSTEMS, BY MICHAEL KEATING (SCHOOL AND COLLEGE) (AUGUST 1990, p. 7-8)

Both Sam Fustukjian, the ex-Director of ACCESS ERIC, and Charles Missar, a part-time lexicographer and indexer at the ERIC Facility, made presentations pertaining to ERIC at the 1990 Annual Conference of the Special Libraries Association (SLA). A brief summary of their remarks appears as Attachment 11.

...Ted Brandhorst (ERIC Facility)
ERI C IN A PARISH NEWSPAPER!

Paul Zurkowski, the former President of the Information Industry Association (IIA), is now in the business of publishing parish newspapers in the Washington Metropolitan area. His current stable of papers periodically features a Careers in Information supplement. Paul recently approached ERIC with an offer to devote an issue of this supplement to ERIC. The Facility has been working with Paul to provide him with the necessary information, graphics, etc. ACCESS ERIC has also assisted. Attachment 12 is a copy of Paul's initial approach to describing ERIC in a parish newspaper!

—Ted Brandhorst (ERIC Facility)

PERSONNEL

MICHAEL B. EISENBERG AND DONALD P. ELY SWITCH ROLES

Reversing their previous roles, on September 1, 1990, Michael B. Eisenberg became Director of the ERIC Clearinghouse on Information Resources, while Donald P. Ely became Associate Director.

Dr. Eisenberg is also an Associate Professor in the School of Information Studies at Syracuse University with specialties in school library media and user-based information systems.

Dr. Ely also continues as a Professor and Chair of the Instructional Design, Development, and Evaluation Program in the School of Education at Syracuse University. He had served as the Director of the Clearinghouse since 1977, contributing greatly to the system through his leadership, creativity, and expertise in the field of educational technology.

We believe this is the first time in the ERIC system that Directors have switched roles. ERIC is fortunate that both will continue to grace the system, with Don continuing to contribute through his expertise and institutional memory, and Mike contributing new approaches and methods by utilizing his background in the library and information science areas.

—ERIC/IR

VIC FORTIN, EX-DIRECTOR OF EDRS, DIES OF HEART ATTACK (NOVEMBER 8, 1990)

Since 1984, Vic Fortin had been Project Director of EDRS at Computer Microfilm Corporation (CMC), where he worked since 1975. Vic had left CMC earlier this year. Previously, in 20 years with the Marine Corps, he had reached the position of Assistant Inspector General for the Defense Supply Agency, with the rank of Lieutenant Colonel. He instilled a strong organizational and managerial spirit at EDRS, where he is fondly remembered.

He died the evening of November 8, 1990 of a massive heart attack, without warning or earlier symptoms. He was a jovial, humorous and good-natured man, easy to work with, reliable, and a man of great integrity and honesty. He will be greatly missed by those who had the pleasure of working with him.

FORTIN, VICTOR GERARD
On Thursday, November 8, 1990, of Annandale, VA at Fairfax General; husband of Dorothy A. Fortin; father of Elizabeth A. Boyd and son-in-law, Michael W. Boyd. Also survived by one grand-daughter, Victoria Boyd. Gravestone services and interment Tuesday at Quantico National Cemetery at 12 noon. Arrangements by DEMARNE SPRINGFIELD-ANNANDALE CHAPEL, Springfield, VA.

—Neil Olonoff (EDRS)
BOB HOWE RETIRES FROM ERIC/SE AFTER 24 YEARS

The statement (displayed at right) sent by Bob to the ERIC Directors Meeting, October 17, 1990, speaks for itself:

INTERNATIONAL

CENTRAL ERIC RECOMMENDS USER CONFIGURATION TO AGENCY FOR INTERNATIONAL DEVELOPMENT (AID) FOR USE IN DEVELOPING COUNTRIES

Central ERIC met on September 18 with representatives of the Agency for International Development (AID) in order to explore ways in which ERIC resources could be provided to developing nations. The advent of CD-ROM systems provides new low cost possibilities that are intriguing to AID.

The meeting briefed the AID participants on ERIC resources, particularly CD-ROM access, and detailed the costs for various configurations (i.e., Beginning, Intermediate, Complete).

A memo from Bob Stonehill to Cliff Bloch of AID, dated September 28, 1990, summarizes the meeting and arrays the alternative configurations in any easy-to-review table, with costs distinguished as one-time or annual. (See Attachment 13). ERIC is hopeful that these discussions with AID will lead to pilot installations in several countries so that AID can evaluate the recommended configuration for even greater dissemination.

...Ted Brandhorst (ERIC Facility)

...Bob Howe (ERIC/SE)
CENTRAL ERIC AND ERIC
FACILITY VISITED BY TEAM
FROM TAIWAN MINISTRY OF EDUCATION

On November 21, Central ERIC and the
ERIC Facility were visited by a large team from the
Taiwanese Ministry of Education. The visiting
group had been announced as five individuals (see
Attachment 14), but, when they arrived, consisted of
those on the list, plus about ten additional students,
interns, and staff. An interpreter translated the
Facility’s presentation into Chinese and fielded all
subsequent questions. As is customary with the
Chinese, they left behind an attractive artistic scroll
as a gift for ERIC’s hospitality.

...Ted Brandhorst (ERIC Facility)

DIALOG ANNOUNCES A
NEW TELECOMMUNICATIONS
OPTION FOR WESTERN EUROPE

One of the difficulties in the past about
recommending online access to ERIC for foreign
users was the telecommunications cost of online
access to U.S-based computers. DIALOG recently
took a step to mitigate that disadvantage by making
an arrangement with TYMNET’s Global Network
Service (GNS) to service nine (9) western European
countries (i.e., Belgium, Denmark, France, Italy,
The Netherlands, Sweden, Switzerland, United
Kingdom, Western Germany) with telecommunication connections to DIALOG (see
Attachment 16) for only $12 per hour ($0.20 per
minute). This is, of course, on top of the regular
DIALOG connect charges. United Kingdom users
can do even better by using DIALNET for $10 per
hour).

...Pat Brown (ERIC Facility)

SILVERPLATTER INFORMATION
RETRIEVAL SYSTEM (SPIRS),
VERSION 2.0, TO BE AVAILABLE
IN NOVEMBER/DECEMBER 1990

SilverPlatter is alerting all its customers
(see Attachment 17) that Version 2.0 of its retrieval
system will be distributed before the end of 1990.
The alert is focused on the fact that Version 2.0 will
require a hard disk and 640K of memory, as well as
MS-DOS Extensions, Version 2.0 or higher.

...Pat Brown (ERIC Facility)
MICROMEDIA TO ADD ERIC RECORDS OF CANADIAN ORIGIN

Micromedia, the vendor now in control of the Canadian Education Index (CEI) has requested ERIC's permission to include on their projected CD-ROM product all ERIC records for documents/articles of Canadian origin. See Attachment 18 for a copy of their request, together with interesting counts of how many Canadian items they found in various spans of time.

...Ted Brandhorst (ERIC Facility)

ORYX PRESS PROVIDES NEW CJE BROCHURE FOR 1991

Oryx Press has provided the ERIC network components with copies of a new CJE brochure for 1991. A copy can be seen as Attachment 19. Additional copies are available from Oryx.

...Magon Kinsie (Oryx)
### 1991 CIJE SCHEDULE

<table>
<thead>
<tr>
<th>Year</th>
<th>CIJE Issue</th>
<th>B1Tue</th>
<th>B1Thurs</th>
<th>B2Tue</th>
<th>B2Thurs</th>
<th>B3Tue</th>
<th>B3Thurs</th>
<th>B4Tue</th>
<th>B4Thurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td></td>
<td>CH</td>
<td>Fac</td>
<td>CH</td>
<td>Fac</td>
<td>CH</td>
<td>Fac</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jan**
- 9/11
- 9/20
- 9/18
- 9/27
- 9/25
- 10/4
- 10/2
- 10/11
- 10/9
- 10/18

**Feb**
- 10/16
- 10/25
- 10/23
- 11/1
- 10/30
- 11/8
- 11/6
- 11/15

**Mar**
- 11/13
- 11/29
- 11/27
- 12/6
- 12/4
- 12/13
- 12/11
- 12/20

**Apr**
- 12/18
- 1/3
- 1/2
- 1/10
- 1/8
- 1/17

**May**
- 1/15
- 1/24
- 1/22
- 1/31
- 1/29
- 2/7
- 2/5
- 2/14

**Jun**
- 2/12
- 2/21
- 2/19
- 2/28
- 2/26
- 3/7
- 3/5
- 3/14

**Jul**
- 3/12
- 3/21
- 3/19
- 3/28
- 3/26
- 4/4
- 4/2
- 4/11
- 4/9
- 4/18

**Aug**
- 4/16
- 4/25
- 4/23
- 5/2
- 4/30
- 5/9
- 5/7
- 5/16

**Sep**
- 5/14
- 5/23
- 5/21
- 5/30
- 5/28
- 6/6
- 6/4
- 6/13

**Oct**
- 6/11
- 6/20
- 6/18
- 6/27
- 6/25
- 7/5
- 7/2
- 7/11

**Nov**
- 7/9
- 7/18
- 7/16
- 7/25
- 7/23
- 8/1
- 7/30
- 8/8

**Dec**
- 8/6
- 8/15
- 8/13
- 8/22
- 8/20
- 8/29
- 8/27
- 9/5

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This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

* = 5 week issues
# ACCESS ERIC - Clearinghouse Information Request Timeline

## Products

<table>
<thead>
<tr>
<th>Product</th>
<th>Clearinghouse input needed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ERIC Users' Interchange</strong></td>
<td><strong>Issue 2 12/03</strong></td>
</tr>
<tr>
<td>submission of news, price changes, new services, search techniques, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Directory updates</strong></td>
<td></td>
</tr>
<tr>
<td>- Partners Directory</td>
<td>11/16</td>
</tr>
<tr>
<td>requests for new and current partners</td>
<td></td>
</tr>
<tr>
<td>- ERIC Partner Policy &amp; Procedure Manual</td>
<td>10/18</td>
</tr>
<tr>
<td>request comments</td>
<td></td>
</tr>
<tr>
<td><strong>A Pocket Guide to ERIC</strong></td>
<td>11/12</td>
</tr>
<tr>
<td>request for updates</td>
<td></td>
</tr>
<tr>
<td><strong>All About ERIC</strong></td>
<td>12/11</td>
</tr>
<tr>
<td>request for updates to text</td>
<td></td>
</tr>
<tr>
<td><strong>ACCESS ERIC Brochure</strong></td>
<td>1/07/91</td>
</tr>
<tr>
<td>suggested changes and/or updates</td>
<td></td>
</tr>
<tr>
<td><strong>The ERIC Review</strong> (One or more Clearinghouses will be asked to write lead article)</td>
<td>11/30</td>
</tr>
<tr>
<td>Issue 3 - Parental Involvement</td>
<td></td>
</tr>
<tr>
<td>Digests or research summaries - Research in Action column;</td>
<td></td>
</tr>
<tr>
<td>2-3 new titles from each Clearinghouse - New Titles in Education column</td>
<td></td>
</tr>
<tr>
<td>(include author, order #, price, 3-sentence write-up, publication date);</td>
<td></td>
</tr>
<tr>
<td>New product/service announcements - For Your Information column;</td>
<td></td>
</tr>
<tr>
<td>News of interest to teacher, administrators, policymakers, i.e. adjunct clearinghouse</td>
<td></td>
</tr>
<tr>
<td><strong>Issue 4 - School Readiness</strong></td>
<td>1/16/91</td>
</tr>
<tr>
<td>Same as above</td>
<td></td>
</tr>
<tr>
<td><strong>Media Package Mailings (3 mailings)</strong></td>
<td>1/03/91</td>
</tr>
<tr>
<td>news of interest to education writers/editors across the country</td>
<td></td>
</tr>
<tr>
<td>(Coordinate with Diane Loulou before sending materials)</td>
<td>2/26/91</td>
</tr>
<tr>
<td><strong>Conclusion Brochures</strong></td>
<td></td>
</tr>
<tr>
<td>Several Clearinghouses will be solicited for editing of brochures; lead time will be given</td>
<td></td>
</tr>
</tbody>
</table>
ERIC DIGEST GUIDELINES

INTRODUCTION

The purpose of these Guidelines is to assist the Clearinghouses in meeting the requirements for form, style, and content in the production of ERIC Digests. These Guidelines will facilitate the production of printed Digests, their processing for the ERIC database, and their conversion for the full-text ERIC Digests Online (EDO) file.

DESCRIPTION OF ERIC DIGESTS

Digests are short reports (1,000-1,500 words, on one or two pages) providing a basic introduction and overview, together with major pertinent references, on topics of prime interest to educators. While the Digests are targeted specifically to teachers, administrators, policymakers, and other practitioners, they are also intended to be useful to the broad educational community. The content of a Digest should be substantive, informative, and based on well-documented sources.

Types of Digests

Although Digests are an identifiable product line, it is possible to distinguish several different types that address specific audiences and/or purposes. When developing Digests, Clearinghouses may wish to consider the following types:

- **Overview**—An overview Digest serves as an *introduction to a topic*. Its audience is individuals, whether professional or general, who wish to acquire introductory information on the topic treated in the Digest.

- **Fact Sheet**—A fact sheet Digest provides *current information of a factual nature related to a topic*. As appropriate, it also interprets and discusses the facts presented. Its primary audience is policymakers, administrators, and other decisionmakers.

- **Issue**—An *issue Digest defines and describes a controversial topic*. It does not resolve controversies in the literature or in practices, but it delineates the various perspectives related to the topic. Its primary audience is individuals, who wish to become informed about alternative perspectives on educational issues.

- **Practice Application**—A practice application Digest provides *specific, concrete examples of how practitioners can apply research results in practical settings*. Its primary audience is educational practitioners.

- **Research Findings**—A research findings Digest reports on the *current status of research in an area*. It summarizes and synthesizes recent findings from relevant research. Its primary audience is those individuals who wish to become informed about research findings, e.g., researchers, graduate students, policymakers, administrators, and teachers.

- **Synopsis of Syntheses Papers**—A synopsis of syntheses papers Digest summarizes one or more existing review and synthesis publications. This type of Digest is based on one primary publication, which is itself a review and synthesis of many publications.

It is important to remember that these types are not necessarily mutually exclusive. For example, although a Digest may be primarily an overview, it may also contain elements of a fact sheet. The type of Digest need not be specified in the Digest itself.

Formatting Digests

The following format requirements are to be followed, unless exceptions have been specifically approved by the appropriate Clearinghouse Project Monitor:

1. **Length**—1,000 to 1,500 words on pages 8-1/2" by 11" in size. This length will generally result in a single sheet, with text on front and back.

2. **Style**—One of the following styles is recommended: (a) question-and-answer format, or (b) text divided by 3-6 major headings/subheadings.

Other stylistic considerations—(1) The introductory paragraph should explain what the Digest is to cover; (2) Digests should be written in clear, concise, informative sentences; (3) Lists are recommended in order to break up the text and create white space; lists may be set off with numbers, asterisks, or dashes/hyphens; (4) Lengthy quotations should be avoided; succinct paraphrases are preferable to long quotations; (5) Charts, tables, figures, and graphs should...
generally be avoided. [If a Digest contains charts, tables, figures, or graphs, they must be removed from the online versions and text substituted for the visual information.]

3. References--The number of references depends on the individual Digest topic, but 6-10 references are generally sufficient. References should include ERIC resources along with other works. ED or EJ numbers must be cited for items in the ERIC database. References may include related ERIC Digests, but relationships among Digests should be made clear in the text. Major points or direct quotes should be referenced in the text using a consistent style, such as Chicago or APA. For example, in Chicago style--(Miller 1988) or (Walstad and Soper 1988, p.10).

4. Design--Type Size should be large enough to ensure readability, e.g., 9- or 10-point minimum. Excessively small type just to meet page constraints must be avoided.

   Paper Color--White is preferred for good contrast with the ink, because further reproduction of Digests by users is encouraged. The copy sent to the Facility for microfiching must be a good copy with good contrast between paper and ink. Colored paper may be used for distribution or display copies, if desired.

   Ink Color--Black ink is preferred.

   Paper Size--8-1/2" by 11" ONLY

Masthead--It is recommended that a standard, systemwide masthead design be chosen from existing or adapted designs. The masthead must contain: (1) the Words "ERIC Digest"; (2) The Title of the Digest; (3) Author's Name; (4) ERIC Clearinghouse's Name and Address; (5) Official ERIC Logo; (6) EDO number; and (7) Date of Digest.

5. Numbering--The ERIC Technical Steering Committee recommendation for Digest numbering must be followed: EDO-Clearinghouse designation--publication year--individual Digest number e.g., EDO-HE-90-5. The EDO number must be placed on the front page as part of the masthead.

6. Date of Publication--Digests must show a clear date of publication (e.g., May 1990) which must be placed on the masthead. If a Digest is being re-issued, the date should be recorded as "Revised May 9, 1989" (if changed) or "Reprinted May 9, 1989" (if reprinted without changes).

7. Disclaimer--The standard disclaimer statement must appear on every Digest, preferably at the bottom of the second page, and be stated as follows:

   This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number [place here the current contract number, e.g., RI88062001]. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.

8. Online vs. Print--Special type fonts, sizes, and devices such as bold and italics, contribute to the readability of printed copies. However, they cannot be translated to online or CD-ROM versions. In online versions, capital letters or quotation marks should be substituted for italics or underlining.

9. Other Requirements--Include a statement that Digests are in the public domain and may be freely reproduced; include EDRS ordering information when source permits; include cosponsorship information, if appropriate. The Clearinghouses must submit each Digest to the ERIC database as soon as it is produced or published. For relevant information about processing Digests into the database, refer to Section 9 of the ERIC Processing Manual.

The Review of Digests

The Clearinghouse must review each Digest it produces or coproduces. Besides its own internal review, the Clearinghouse must have two external reviews by subject-matter experts. Simultaneously with its external reviews, the Clearinghouse must send a draft of the Digest to the program monitor in Central ERIC for a similar review. The Clearinghouse must allow fifteen working days from the date of receipt in Central ERIC to allow the program monitor to review and return the corrections to the Clearinghouse. If the Clearinghouse receives no comments from Central ERIC within the 15-day limit, then the Clearinghouse can assume that the draft is approved. In its review process, however, Central ERIC may request and receive an extension of the 15-day period, if the review takes longer than anticipated.
“The Impact of Computer Technology on Culture”

INTERNATIONAL TRACK
Association for the Development of Computer-based Instructional Systems
Wednesday, October 31, 1990
8:30 AM - 6:30 PM, Adobe Meeting Room
Town & Country Hotel, San Diego, California, USA

Five noted speakers will address the topic of “The Impact of Computer Technology on Culture” during this special international track. The track is co-sponsored by Sun Microsystems, Inc., the Center for the Design of Educational Computing (CDEC) at Carnegie-Mellon University, and the International Relations Committee of ADCIS.

8:30 AM - 8:40 AM Welcome and Introduction
Co-Chairs: Robert Cavalier, CDEC, Carnegie Mellon University, USA; and Thomas C. Reeves, College of Education, The University of Georgia, USA

8:40 AM - 9:30 AM Impact of Computing on Culture in Bulgaria
Speaker: Dr. Ivan Stanchev, Director, Research Center for Educational Informatics, Bulgarian Academy of Sciences, BULGARIA

9:40 AM - 10:30 AM Impact of Computing on Culture in Chile
Speaker: Dr. Fidel Otieza, Director, Educational Technology Center, University of Santiago, CHILE

10:30 AM - 11:00 AM Refreshment Break

11:00 AM - 2:00 PM General Sessions of the ADCIS Conference

2:00 PM - 2:50 PM Impact of Computing on Culture in Korea
Speaker: Dr. Unna Huh, Director, Center for Educational Computing, Han Yang University, KOREA

3:00 PM - 3:30 PM Refreshment Break

3:30 PM - 4:20 PM Impact of Computing on Culture in the USA
Speaker: Dr. Donald P. Ely, Director, ERIC Clearinghouse on Information Resources, Syracuse University, USA

4:30 PM - 5:20 PM Impact of Computing on Culture in the USSR
Speaker: Dr. Alexei Semenov, Director, Institute for New Technologies, Soviet Academy of Sciences, USSR

5:30 PM - 6:30 PM Panel Discussion

Special Thanks for Generous Support to
SUN MICROSYSTEMS, INC.
"The Impact of Computer Technology on Culture"

ADCIS International Track
Supported by

SUN MICROSYSTEMS, INC.

Wednesday, October 31, 1990
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Adobe Meeting Room, Town & Country Hotel
San Diego, California, USA

Dr. Ivan Stanchev
BULGARIA

Dr. Don Ely
USA

Dr. Alexei Semenov
USSR

Dr. Fidel Otieza
CHILE

Dr. Unna Huh
KOREA
Dear Ted:

We've got a few tidbits for the EAB, as follows:

From September 21 to 24, RC hosted seven Jordanian visitors (four administrators, a professor of educational administration, and two translators) participating in a USIA exchange program. Todd coordinated the activities and accompanied our guests to Richmond, where the group met with the Governor and the Secretary of Education; to rural Southside Virginia, to meet students and faculty in a rural library network; and to various sites in Charleston, including a meeting with the Secretary of Education and the Arts and Department of Education Officials. Officially "Jordanian," two of the group were Palestinians, and two were expatriate Egyptians (I think). The visitors knew about ERIC, and learned more. Staff performed searches, plied pubs, and discussed issues (the visitors wanted to learn more about American Indian education). ERIC documents, by the way, are available in Jordan through one of the universities. The professor noted that schools of education rely on North American educational research. This situation did not strike them as cultural imperialism, but then, they did point out to us how short is Jordan's history as a nation. Pan-Arab sentiment was strong among our guests, and current national boundaries seemed to them an artifact of British rule.

If the suggested theme topics for The ERIC Review came your way, you've probably asked yourself, "What absolute turkey (or clever provocateur) commended 'controlled vocabulary' to ACCESS ERIC?" Neither Dr. Swanson nor Ms. Coulter liked the idea, much. But we at RC don't give up easily. Gary and Craig are working on an article (with those regression models and one-way ANOVAs so common nowadays in the popular media) relating structural features of the thesaurus to postings. Problem is, LISA's been down, and we can't do the literature review it occurs to us we might just need in order to interest People magazine.
October 10, 1990
Page Two

The directors got to see it in October. This report is for everyone else. Todd has developed a videotape introducing ERIC on CDs to elementary and secondary educators. It shows ways ERIC has been used to help faculty, administrators, and students; we’re talking high-school kids here. The tape’s only purposes are to suggest to local teachers and administrators that (1) if they have ERIC, they’ll use it; and (2) that using ERIC will make a difference. One thing the tape doesn’t feature is information overload. Todd speaks of the existing tape as a “prototype,” but we’ve been using it in the field. For this audience, it works well in its present form. It may now (following the directors’ meeting) be available for use by other parts of the ERIC system.

As I write, Todd is presenting a workshop to staff of the Regional Educational Laboratories at the National Rural Education Association annual meeting. Billed as a “trainer-of-trainers” workshop, materials include a draft presenter’s manual and a participants manual, transparency masters, and (not surprisingly) the aforementioned videotape. Eventually, Todd hopes to include a videotaped search. The presenters’ manual advises that presenters (1) be experienced and enthusiastic ERIC users and (2) get hardware and software so they can tailor workshop demonstrations to audience requests. Todd just called to say that he had successfully badgered the Northwest Lab (as you may recall, they let their fiche subscription lapse) into attending the workshop. He hopes to show Northwest the error of its ways.

The joint RC/UD publication on at-risk students (featuring all those at-risk pubs you nominated earlier this year) is nearing completion. The bibliography and index are finished; the two essays (one by TC’s Aaron Pallas; and the other by PDK’s Jack Frymier and Neville Robertson) are undergoing final edits. Collaboration takes extra effort, but a project like this one isn’t possible otherwise. Thanks, Wendy, for your (possibly better) half of this effort.

I could go on in this vein, but this ought to suffice for now. Keep putting up reminders on MultiLink when material from the clearinghouses gets thin. I know it’s not rational (not to mention a pain for you all), but I respond better to occasional prompts. Any plodding plan to send stuff regularly to the EAB is more than I can manage to follow (No! Not another plan!). Besides—these little announcements require a kind of breathless breeziness (oh, the oxymoron!) and can’t be planned.

Sincerely,

Craig B. Howley
Codirector

CH\ds(0762)
Enclosures

cc: Todd Strohmenger
Searching ERIC and ECER Disabilities Descriptors on DIALOG

This database search aid lists the terms concerning special education that are used frequently in subject-indexing materials entered in the ERIC and ECER databases. These terms are recommended for use in "search saves" to facilitate quick and consistent searching of topics relating to special education and giftedness. See the Thesaurus of ERIC Descriptors for a complete list of the descriptors used in both ERIC and ECER.

The special education materials in the ERIC database include journal articles and the unpublished professional literature, such as reports, curriculum guides, etc. The materials in the ECER database include books, dissertations and a wider selection of the special education journal literature. Both databases are available online through the Dialog and BRS search services. Online searches can be obtained through most large libraries and educational resource centers and through CEC Information Services. For more information on searching ERIC and ECER, call CEC at 703-620-3660 and ask for an Information Specialist.

In the following lists you can assume that each term is used in the descriptor field on both ERIC and ECER unless it carries the suffix "ID" or "IF". "ID" and "IF" mean that the term will appear in the identifier field; identifiers are subject-indexing terms that are not covered in the Thesaurus. The suffixes "DE", "DF", "ID", and "IF" are used according to DIALOG's searching rules. That is, "DE" will retrieve multi-word descriptors containing the word in question, and "DF" will restrict your search to the single-word descriptor, while "ID" and "IF" discriminate between multi-word and single-word identifiers. The suffix "DE,ID" is used with those terms that were once identifiers but have been added to the Thesaurus and are now descriptors. Other DIALOG searching commands (such as "(w)", for immediate proximity, and "?", for truncation) are also shown with some terms to facilitate searching.
General Search

This short list will be helpful when you want an overview, a general search on special education, or a search on all disabilities, rather than a search on a particular disability or subject area.

Disabilities/DE, ID
Disabled/DE
Disorders/DE
Emotional Disturbances
Exceptional/DE
[also includes giftedness]

Disabilities

Adventitious Impairments
Amputations/DE
Aphasia/DF
Articulation Impairments
Attention Deficit Disorders
Autism/DF
Behavior Disorders
Behavior Problems
Blindness/DF
Cerebral Palsy
Cleft Palate
Closed Head Injuries/ID
Communication Disorders
Congenital Impairments
Deaf Blind
Deafness/DF
Delayed Speech
Developmental Disabilities
Downs Syndrome
Dyslexia/DF
Emotional Disturbances
Emotional Problems
Head Injuries/ID
Hearing Impairments
Homebound/DE
Hyperactivity/DF

Language Handicaps
Learning Disabilities
Learning Problems
Mental Retardation
Mild Disabilities
Mild Mental Retardation
Minimal Brain Dysfunction
Moderate Mental Retardation
Multiple Disabilities
Neurological Impairments
Neurosis/DF
Partial Hearing
Partial Vision
Perceptual Handicap
Physical Disabilities
Reading Difficulties
Severe Disabilities
Severe Mental Retardation
Slow Learners
Speech Handicaps
Spina Bifida
Stuttering/DE
Technology Dependence/ID
Visual Impairments
Ventilator Dependence/ID
Voice Disorders

Giftedness

Academically Gifted
Creative Thinking
Creativity/DE
Gifted/DE
Gifted Disabled
Gifted Disadvantaged
Talent/DE
RELATED TERMS

Education

Adapted Physical Education
Auditory Training
Compliance (Legal)
Curriculum Based Assessment/ID
Early Intervention/DE,ID
Education(2w)Handicapped(w)Children(w)Act/ID
[used for P.L. 94-142]
Education(2w)Handicapped(1w)Amendments(w)1986/ID
[used for P.L. 99-457]
Education Work Relationship [used for School-to-Work Transition]
Exceptional Child Research
Handicap Identification
High Risk Persons [use with Children or Young Children for
"children at risk"]
High Risk Students
Individualized Education Programs
Individualized Family Service Plan/ID
Intervention/DF
Low Incidence Disabilities/ID
Mainstreaming/DF
Noncategorical Special Education/ID
Regular "and" Special Education Relationship/DE,ID
Also use: Regular(w)Special(w)Education/ID
Regular(w)Education(w)Initiative/ID
Sensory Training
Special Education Teachers
State Standards
Transitional Programs [used for any age or educational level]

Health and Psychology

Acquired Immune Deficiency Syndrome/DE,ID
Aggression/DF
Alcohol Abuse
Alcoholism/DF
Allergy/DF
Anorexia Nervosa
Asthma/DF
Bulimia/DF
Cancer/DF
Child Abuse
Chronic Illness
Communicable Diseases
Depression (Psychology)
Developmental Psychology
Diabetes/DF
Diseases/DF
Drug Abuse
Drug Addiction
Emotional Adjustment
Fetal Alcohol Syndrome
Health Needs
Heart Disorders
Hospitalized Children
Hypertension/DF
Injuries/DF
Interpersonal Competence
Medically(w)Fragile [free text & ID]
Mental Disorders
Neurology/DF
Neuropsychology/IF
Neurosis/DF
Obesity/DF
Psychosis/DF

1987
Health and Psychology (continued)

Residential Care
Respite Care
Rubella/DF
Schizophrenia/DF
School Phobia
Seizures/DF

Self Destructive Behavior
Sexual Abuse
Sickle Cell Anemia/ID
Special Health Problems
Substance Abuse
Verbal Abuse/ID

Other Disability-Related Terms

Accessibility (for Disabled)
Adaptive Behavior (of Disabled)
Assistive Devices (for Disabled)
Augmentative Communication Systems/ID
Communication Aids (for Disabled)
Competitive Employment (Disabled)/ID
Daily Living Skills
Deaf Interpreting
Deinstitutionalization (of Disabled)
Group Homes
Handicap Discrimination
Independent Living
Labeling (of Persons)
Normalization (Handicapped)
Prostheses/DF
Rehabilitation/DF
Self Care Skills
Sheltered Workshops
Sign Language
Supported Employment/ID
Supported Work Programs/ID
Wheelchairs/DF
RELATED TERMS

**Education**

Adapted-Physical-Education  
Auditory-Training  
Compliance-Legal  
Curriculum adj Based adj Assessment.ID.  
Early-Intervention  
Education adj Handicapped adj Children adj Act.ID.  
[used for P.L. 94-142]  
Education adj Handicapped adj Amendments (1985).ID.  
[used for P.L. 99-457]  
Education-Work-Relationship [used for School-to-Work Transition]  
Exceptional-Child-Research  
Handicap-Identification  
High-Risk-Persons [use with Children or Young Children for "children at risk"]  
High-Risk-Students  
Individualized-Education-Programs  
Individualized adj Family adj Service adj Plan.ID.  
Intervention.DE.  
Low adj Incidence adj Disabilities.ID.  
Mainstreaming.MJ,MN.  
Noncategorical adj Special adj Education.ID.  
Regular with Special with Education with Relationship.DE,ID.  
Also use: Regular with Special with Initiative.ID.  
Regular with Special with Education.ID.  
Sensory-Training  
Special-Education-Teachers  
State-Standards  
Transitional-Programs [used for any age or educational level]  

**Health and Psychology**

Acquired-Immune-Deficiency Syndrome  
Aggression.MJ,MN.  
Alcohol-Abuse  
Alcoholism.MJ,MN.  
Allergy.MJ,MN.  
Anorexia-Nervosa  
Asthma.MJ,MN.  
Bulimia.MJ,MN.  
Cancer.MJ,MN.  
Child-Abuse  
Chronic-Illness  
Communicable-Diseases  
Depression-Psychology  
Developmental-Psychology  
Diabetes.MJ,MN.  
Diseases.MJ,MN.  
Drug-Abuse  
Drug-Addiction  
Emotional-Adjustment  
Fetal adj Alcohol adj Syndrome.ID.  
Health-Needs  
Heart-Disorders  
Hospitalized-Children
Health and Psychology—Continued

Hypertension.MJ,MN.
Injuries.MJ,MN.
Interpersonal-Competence
Medically adj Fragile.ID.
Mental-Disorders
Neurology.MJ,MN.
Neuropsychology.ID.
Neurosis.MJ,MN.
Obesity.MJ,MN.
Psychosis.MJ,MN.
Residential-Care

Respite-Care
Rubella.MJ,MN.
Schizophrenia.MJ,MN.
School-Phobia
Seizures.MJ,MN.
Self-Destructive-Behavior
Sexual-Abuse
Sickle adj Cell adj Anemia.ID.
Special-Health-Problems
Substance-Abuse
Verbal Abuse.ID.

Other Disability-Related Terms

Accessibility-for-Disabled
Adaptive-Behavior-of-Disabled
Assistive-Devices-for-Disabled
Augmentative adj Communication adj Systems.ID.
Communication-Aids-for-Disabled
Competitive adj Employment adj Disabled.ID.
Daily-Living-Skills
Deaf-Interpreting
Deinstitutionalization-of-Disabled
Group-Homes
Handicap-Discrimination
Independent-Living
Labeling-of-Persons
Normalization-Handicapped
Prostheses.MJ,MN.
Rehabilitation.MJ,MN.
Self-Care-Skills
Sheltered-Workshops
Sign-Language
Supported adj Employment.ID.
Supported adj Work adj Programs.ID.
Wheelchairs.MJ,MN.
SEARCH AID 2

Searching ERIC and ECER
Disabilities Descriptors
on BRS

This database search aid lists the terms concerning special education that are used frequently in subject-indexing materials entered in the ERIC and ECER databases. These terms are recommended for use in "search saves" to facilitate quick and consistent searching of topics relating to special education and giftedness. See the Thesaurus of ERIC Descriptors for a complete list of the descriptors used in both ERIC and ECER.

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In the lists below, you can assume that each term is used in the descriptor field of both ERIC and ECER unless it carries the suffix "ID". "ID" means that the term will appear in the identifier field; identifiers are subject indexing terms that are not covered in the Thesaurus. The suffixes "DE", "ID", and "MJ,MN" are used according to BRS's searching rules. That is, "DE" will retrieve multi-word descriptors containing the word in question, "MJ,MN" will retrieve single word descriptors, by themselves at both major and minor levels, and "ID" will retrieve multi-word and single-word identifiers. Multiple word descriptors must be hyphenated, and descriptors containing parentheses should be hyphenated, with the parentheses removed. Identifiers of 2 or more words must have adjacency terms between words. Other BRS searching commands (such as "$" for truncation) are also shown with some terms to facilitate searching.
General Search

This short list will be helpful when you want an overview, a general search on special education, or a search on all disabilities, rather than a search on a particular disability or subject area.

Disabilities.DE.
Disabled.DE.
Disorders.DE.
Emotional-Disturbances
Exceptional.DE.
[also includes giftedness]

Disabilities

Adventitious-Impairments
Amputations.DE.
Aphasia.MJ,MN.
Articulation-Impairments
Attention-Deficit-Disorders
Autism.MJ,MN.
Behavior-Disorders
Behavior-Problems
Blindness.MJ,MN.
Cerebral-Palsy
Cleft-Palate
Closed adj Head adj Injuries.ID.
Communication-Disorders
Congenital-Impairments
Deaf-Blind
Deafness.MJ,MN.
Delayed-Speech
Developmental-Disabilities
Downs-Syndrome
Dyslexia.MJ,MN.
Emotional-Disturbances
Emotional-Problems
Head adj Injuries.ID.
Hearing-Impairments
Homebound.MJ,MN.
Hyperactivity.MJ,MN.
Language-Handicaps
Learning-Disabilities
Learning-Problems
Mental-Retardation
Mild-Disabilities
Mild-Mental-Retardation
Minimal-Brain-Dysfunction
Moderate-Mental-Retardation
Multiple-Disabilities
Neurological-Impairments
Neurosis.MJ,MN.
Partial-Hearing
Partial-Vision
Perceptual-Handicaps
Physical-Disabilities
Reading-Difficulties
Severe-Disabilities
Severe-Mental Retardation
Slow-Learners
Speech-Handicaps
Spina-Bifida
Stuttering.MJ,MN.
Technology adj Dependence.ID.
Visual-Impairments
Ventilator adj Dependence.ID.
Voice-Disorders

Giftedness

Academically-Gifted
Creative-Thinking

Creativity.DE.
Gifted.DE.
Gifted-Disabled
Gifted-Disadvantaged
Talent.DE.
The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) is located at the Social Studies Development Center of Indiana University; 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; (812) 855-3838. ERIC (Educational Resources Information Center) is part of the Office of Educational Research and Improvement of the U.S. Department of Education. ERIC includes a nationwide network of sixteen clearinghouses, each one specializing in a particular subject area. Each clearinghouse in the ERIC system has responsibility for acquiring, processing, and reporting on the significant educational literature in its subject field. ERIC/ChESS monitors trends and issues about the teaching and learning of the social studies/social sciences.

The National Trust for Historic Preservation is a private, nonprofit membership organization. The National Trust was chartered by the U.S. Congress in 1949 to encourage the public to participate in the preservation of America’s history and culture and to own historic properties. It advocates the country’s heritage in the courts and with legislative and regulatory agencies; and it operates special projects to show how a preservation approach can be a central organizing principle in community revitalization.

The National Center for America’s Founding Documents is located at Boston University. The Center conducts projects in curriculum development and teacher education on the study of the Declaration of Independence, the U.S. Constitution, and The Federalist Papers. For information about the Center and its projects, contact John Drisko, Director, National Center for America’s Founding Documents, Boston University, 605 Commonwealth Avenue, Boston, MA 02215; (617) 353-6278.

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(202) 673-4187

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---

JAMES MADISON AND THE FEDERALIST PAPERS

by

John J. Patrick

National Trust for Historic Preservation
with
ERIC Clearinghouse for Social Studies/Social Science Education
and
National Center for America’s Founding Documents

Purchase one copy of this book and receive a six-month free membership in the National Trust for Historic Preservation.
ABOUT THE BOOK

JAMES MADISON AND THE FEDERALIST PAPERS is a collection of resources for high school history and government teachers and their students. It is the product of the Master Class for Teachers Program, conducted by the National Trust for Historic Preservation in association with the Social Studies Development Center at Indiana University.

This volume treats core ideas and issues on constitutional government in the United States. These core civic ideas are found in that classic of American political thought, The Federalist. Seven of Madison's papers in The Federalist are selected as the focal points for Teaching Plans and Lessons. This volume is also designed to link Madison's ideas in The Federalist to their counterparts in essays of the Anti-Federalists.

CONTENTS

This volume has three parts: Part One, Background Papers; Part Two, Lessons; and Part Three, Documents.

Part One includes three papers that provide background information and ideas for teachers.

Part Two includes twelve Lessons for high school teachers and students of American History or government. Each Lesson consists of a Teaching Plan and accompanying materials for students. These lessons are based on primary documents in the Federalist/Anti-Federalist debate on the Constitution of 1787. They emphasize issues about ideas on constitutional democracy, such as limited government, minority rights, federalism, republicanism, separation of powers, and popular sovereignty. Teachers have permission to copy and distribute lessons in this volume to their students for use in high school history and government classes.

Part Three consists of thirteen primary documents: seven Federalist papers by Madison and six papers by Anti-Federalists. There is a Select Annotated Bibliography at the end of this volume.

AUTHORS

John J. Patrick, the principal author and editor of this work, is director of the Social Studies Development Center at Indiana University, where he is also a professor of education and director of the ERIC Clearinghouse for Social Studies/Social Science Education. He is the author of the introduction to this work, Background Paper 1, "The Federalist Papers in the Curriculum," and Lessons 1-10 and 12.

Earl P. Bell is chairperson, department of history, the University of Chicago Laboratory Schools. He is the author of Lesson 11 and the Select Annotated Bibliography.

Murray Dry is a professor of political science at Middlebury College. He is the author of Background Paper 3, "The Constitutional Thought of the Anti-Federalists."

A.E. Dick Howard is the White Burkett Miller Professor of law and public affairs, the University of Virginia. He is the author of Background Paper 2, "James Madison and the Founding of the Republic."

ORIGINS

This book is the product of the Master Class for Teachers Program, conducted by the National Trust for Historic Preservation in association with the Social Studies Development Center at Indiana University.

During ten days of the summer of 1989, a select group of high school history and government teachers lived and worked at Montpelier, the home of James Madison.

These teachers participated in seminars on Madison's enduring ideas on constitutional government. Participants read assigned papers in The Federalist and other books and papers about and by James Madison. They also focused on curriculum applications of their experience at Montpelier. Well-known scholars addressed the group on the political thought of James Madison.

ORDER FORM

Please enclose a personal check, money order, or institutional purchase order payable to ERIC CHESS. Mail to: Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.

Enclosed is my purchase order number for copies of JAMES MADISON: AND THE FEDERALIST PAPERS, and the price specified below.

Quantity Description
$15.00 per copy, plus $2.00 for shipping and handling, for up to 10 copies. There is a discount of 20% for purchases of more than 10 copies.

NAME ORGANIZATION:
ADDRESS:
CITY:
ZIP:
September 9, 1990

Pat Coulter
Central ERIC
Office of Educational Research
    and Improvement
Information Services
ERIC Branch
555 New Jersey Avenue, N. W.
Washington, D. C. 20208-5720

RE: Contract No. RI-88-062016

Dear Ms. Coulter:

Enclosed with this letter are 10 copies each of the six new
ERIC/CRESS newspaper articles (slicks) translated into Spanish,
plus 10 copies of the English version. These articles were
produced and are being submitted by ERIC/CRESS to fulfill the FY
89-90 requirements established in the above-referenced contract.

If you require further information about the enclosed documents
or about ERIC/CRESS's full compliance in meeting the requirements
for the deliverables specified, please fell free to contact me.

Sincerely,

Craig Howley
Codirector
ERIC/CRESS

Enclosures

cc:  Red Brandhorst, ERIC facility w/copies
     Terry L. Eidell, AEL
     Jane Copley, AEL
     Teri Bourbon, ACCESS ERIC w/copies
"The Beav" of Leave-It-To-Beaver fame had this to say about reading: "You got to learn to read. If you couldn't read, you couldn't look up what was on television." Actually, that's a good point. It implies that all of us—children included—need to decide what we want to watch. Channel-chasing, unfortunately, is the way many people make that decision. There are better ways.

Deciding what to watch takes some work, because it's easy to get "hooked" on television. And once hooked, it's not so easy to kick the habit.

When children become hooked on television, their schoolwork can suffer. Children who watch a lot of TV (more than two or three hours a day) usually have below-average reading achievement. If they watch a moderate amount of TV, however, they usually have above-average reading achievement. What things can parents do to help the family—and especially the children—change a bad TV habit?

Parents can take steps to limit the amount of time children spend "glued to the tube." A good idea is to make decisions as a family. The family can consider everyone's interests, but compromise will be necessary.

Parents can also make some simple rules to help limit TV time. For example, they can forbid after-school TV watching—at least until they get home from work or until the children's homework is done.
FEW people any more come right out and say, “Math isn’t for girls.” Instead, girls seem to get a more subtle—and more harmful—message. The message is that studying math makes them less feminine.

In spite of this message, girls and boys are equally interested in math as they start high school. Girls enroll in beginning courses (for example, Algebra I and Geometry) just as often as boys. But as they go through high school, girls’ interest falls and their confidence ebbs. They don’t go on to take advanced courses.

That’s a problem. According to the National Center for Education Statistics, course-taking in math strongly influences achievement. Students who take six or seven courses in math do three times as well as students who take only one course! (In English and Social Studies, course-taking doesn’t influence achievement so much.)

Most studies suggest that if girls and boys take equal numbers of math courses, they perform equally well. One recent study suggests that girls do better. Why, then, do girls lose interest and confidence in their ability to do math in high school?

We can’t be sure. Whatever the answers, it’s clear that, if girls are less well prepared in math than boys, the fault is ours. In general, we just don’t develop the mathematics talent of girls as well as we do the talent of boys. This trend makes good comparisons very difficult. The fact is that math cannot be just for boys. Too much depends on math.

Almost every job in the modern world can be done better by someone who understands math well. That includes teaching and nursing, as well as engineering and business management. Several generations have shown that these jobs can be done equally well by men or women. Whatever job a particular young woman chooses, it’s important that she know math well.

Girls need good math teachers who can build their confidence and encourage their interest. They need teachers who can help them—who can expect them—to do challenging work in math class. They need parents and relatives to show them that mathematics is part of what it means to be a young woman.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. To find out more about the resources of the ERIC system and ERIC/CRESS, call (toll-free) 800/624-9120 (Eastern Time Zone) and ask for “User Services.” To order a free copy of “How to Help Your Child Learn Math,” call the U.S. Department of Education at 800/424-1616.
SHOULDN'T we leave schooling to professionals? Most parents and, in fact, most educators would say "No." Almost everyone agrees that parents are, after all, their children's most important teachers. Children learn to tell right from wrong from parents. Children learn to tell what's important in life from what's foolish or from what's just plain dangerous. And finally, children learn what it might mean to become an adult from their parents.

But becoming an adult has a lot to do with schooling, too. Children need to get the right kind of schooling, and they need enough of it to make a living and to make sense of the world. For parents, however, it's not easy to understand how schools work. It's even harder to understand how schools should work.

Where can parents turn with their questions about their children's schooling? Most personal contacts can't really reflect all the viewpoints and information sources that might help parents.

ERIC—the Educational Resources Information Center—can help. ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The U.S. Department of Education operates the computer-based ERIC system.

ERIC has a vast collection (over 700,000 articles and documents). Anyone interested in schooling can use that collection.

Now, it's easier for parents to ask ERIC for help. A new 86-page guide to ERIC, A Parents' Guide to the ERIC Database, explains what parents need to know in order to use ERIC. It's written clearly, and it features inexpensive resources for parents available from ERIC. It also shows parents how to ask and how to get answers for their own questions about schooling.

Schooling is a complicated business. Two million teachers work with over 40 million students in 16,000 school districts and nearly 80,000 schools. Students come to school from a wide variety of ethnic and cultural backgrounds, and with an even wider variety of hopes, fears, and needs.

The Parent's Guide can help parents learn what they need to know to help their own children make the most of their years in school. It describes articles and reports written especially for parents and available from ERIC, and it gives information about ordering them. It also describes ERIC in detail and shows parents how to use ERIC to search for information about topics that concern them.

The Guide is available, post-paid, for $6.00 from the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), P.O. Box 1348, Charleston, WV 25325. To order, call toll-free 800/624-9120 (Eastern Time Zone) and ask for "User Services."
WHEREVER they live, families with incomes below $10,000 a year do not have anything extra to spend on college. The effect is obvious. Fifteen percent of families earn less than $10,000 a year. But only 7 percent of college students come from these families.

Parents should not tell their children they cannot go to college just because they are poor, however. Low-income students who are ready for college can get financial support. The trick is to create a good plan to pay for college. School counselors can help families sort out the details.

For low-income students, access to a variety of financial aid packages is very important. Five basic federal aid programs provide most support to low-income students. These programs are: Pell Grants, Guaranteed Student Loans, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study.

Parents also need to know that aid varies among different types of colleges—in-state, out-of-state, private, public. For example, colleges manage the last three federally funded programs mentioned above, but not all colleges participate in each program.

A recent study says that most low-income students can expect to receive at least $1000 yearly from Pell Grants. Low-income students at expensive private colleges often receive the maximum $1800 Pell Grant. The federal government—not colleges—manages these grants.

Other government and private sources provide aid. Many offer support for ethnic minorities, for students who enter certain jobs, or for students attending particular colleges.

Good planning involves parents, counselors, and students as a team. Every member of the team must play an active role. Parents and students need to fill out financial aid forms. Students need to complete applications and take college entrance exams. Counselors need to meet with parents and students to guide them in exploring choices. All this takes work, but it makes a big difference for low-income students.

Finally, parents don’t need to wait for counselors to contact them. They can call to set up appointments as soon as their children are in the ninth or tenth grade.

"How Low-Income Families Pay for College" is available from the ERIC Document Reproduction Service (EDRS) for $4.00 plus postage. The order number is ED 260 673. Call EDRS at 800/227-3742 (toll-free) for information about ordering.

"ERIC" stands for the Educational Resources Information Center. Staff of the ERIC Clearinghouse on Rural Education and Small Schools prepared this article. To learn more about ERIC or the services of ERIC/CRESS call 800/624-9120, toll-free (Eastern Time Zone). Ask for "User Services."
What can parents do to help their children become better writers? First, they need to recognize that good writing is much more than correct penmanship and spelling. It is the skill of organizing and expressing thoughts so others can share them. Writing well is an advanced skill. It takes years to develop.

To write well, students need careful coaching throughout their years in school. Coaching helps athletes improve their performance, understanding, and enjoyment of a sport. Writing is a lot like sports. It's complex and it takes a lot of practice. Young writers—like young athletes—need feedback, praise, and helpful criticism.

Parents can help by doing some of the things good coaches do. For example, coaches and athletes participate in sports events together. They also work together to improve team performance and individual understanding of the game. The same two principles apply to how parents can help children become better writers.

Parents can monitor school writing assignments. They can discuss the importance of an assignment, and they can help children break the assignment into manageable parts. One very important part of writing, for example, is the process of rewriting a first draft. Most children don't understand the need to rewrite, and they need help. The trick is to point out changes that would improve a first draft—together with praising the draft's strong points. That's coaching.

Reading together is also an activity that can help. It's like watching a sports event as a family. It brings parents and children together for something important to both. Reading and writing are two sides of the same coin. Typically, skill in reading comes first: good writing usually doesn't emerge without lots of reading.

One strategy is to set aside time for reading instead of watching TV. Any book or article or story will do, so long as it's interesting to both parent and child. The idea here is to involve children in enjoying the written word. It also gives children models of how good writers actually write.

Parents who want to help their children learn to write—and to think—can learn more in a free pamphlet. The pamphlet is "Helping Your Child Learn to Write Well." Just call the U.S. Department of Education (toll-free) at 800/424-1616 and ask for a copy.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. To find out more about the ERIC system and ERIC/CRESS, call (toll-free) 800/624-9120 (Eastern Time Zone). Ask for "User Services."
IF YOU COULD choose to send your children to a very large or a small school, which would you pick? Most parents don’t have this choice, of course. But many communities have had to face the choice of closing their small schools. In low-income areas, the pressure is on to save money, and small schools seem to be more costly than large schools. Is there any good reason to preserve small schools?

Early in the nation’s history most schools were very small. But between 1900 and 1980, school size rose sharply. The change allowed each teacher to teach a single age group in “grade” schools. It also allowed high school teachers to specialize in single subjects. Educators hoped that the changes would help students learn better. During this period “bigger was better.” Today, many of the remaining small schools are in rural areas, where poverty rates are, on average, as high as those in center cities.

At least since the early 1960s, educators have known that smaller schools tend to be more friendly places than large schools. But what about students’ learning? The “bigger is better” view holds that learning is better in large schools.

Recent studies, however, suggest that small school size also has a positive influence on students’ learning. This seems to be especially true in low-income communities. A new study of schools in California shows that in low-income districts with small schools, students learn more. In high-income districts, however, students seem to learn more in large schools.

The lesson may be that small schools serve an important role, especially in low-income areas. There may be long-term advantages in maintaining—and improving—small schools. For example, students whose experiences in schools are not good have more trouble making their way in life. They are more likely to require unemployment and welfare benefits, adult training, and other costly social supports. They are less likely to find meaningful and productive work. As a result, they are less likely to pay taxes that support programs that benefit everyone. These facts suggest that closing small schools might wind up costing much more in the long term than it saves in the short term.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. ERIC/CRESS has a free publication on the subject of this article. Just call ERIC/CRESS “User Services” toll-free at 800/624-9120 (Eastern Time Zone) and ask for a copy of “What is the Effect of Small-Scale Schooling on Student Achievement?”

The Catalog of ERIC Clearinghouse Publications provides ordering information and prices for current in-print ERIC Clearinghouse publications, as well as best sellers from previous years that are still in-print. Many of these publications are free; others are available for a nominal fee. A subject index helps you quickly locate publications in your areas of interest.

Educators, librarians, students, and parents will find nearly 500 education titles, including teaching guides, bibliographies, research digests, monographs, and more, announced in the new 1991 edition of the Catalog of ERIC Clearinghouse Publications.

The Catalog lists titles prepared and produced by the Educational Resources Information Center’s 16 subject-specific Clearinghouses. The titles cover a broad range of subject areas in education. For example, you’ll find publications dealing with issues related to:

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Early Childhood Education
- Educational Management
- Handicapped and Gifted Children
- Higher Education
- Information Resources
- Junior College
- Languages and Linguistics
- Reading and Communication Skills
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
- Urban Education

Some popular titles you’ll find in the Catalog include:

- College Planning for Gifted Students
- Cooperative Problem-Solving in the Classroom
- Counseling Young Students At Risk
- Parenting School-Aged Children
- School Leadership: Handbook for Excellence
- Urban School Finance: The Quest for Educational Equity

To order your copy of the 1991 Catalog of ERIC Clearinghouse Publications, send a check or money order for $8.00 payable to ACCESS ERIC, Catalog Orders, 1600 Research Boulevard, Rockville, MD 20850. For more information, call 1-800-USE-ERIC.
Now available from EDRS.

The Complete Index to ERIC's Resources in Education (RIE)
Twenty-Four Years on Microfiche!

*Available as a set or as separate indexes*

Why do you need a microfiche index when you can access ERIC online or by CD-ROM?

- It is an inexpensive alternative, providing the most economical access to RIE.
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3 Major and minor terms combined; displays accession number only (with asterisk indicating major/minor status of each usage).
The Special Libraries Association (SLA) is an international professional association serving 12,500 members who work in companies, academic institutions, and other organizations. Its 81st annual conference in Pittsburgh drew 4700, including 1300 officials from exhibiting firms. About 18 percent of SLA members work in academic libraries.

One division of SLA is the Education Division which celebrated its 15th birthday at the Pittsburgh convention. Librarians in schools of education, college librarians, and government researchers are among the Education Division's 247 members.

Gaining ACCESS to ERIC for everyone
School board members, superintendents, teachers, and parents may never have used the Educational Resources Information Center (ERIC), but under the U.S. Department of Education's three-year project, ACCESS ERIC, all of this might change.

Founded by the Department of Education in 1966, ERIC and its 16 subject Clearinghouses provide quick access to education-related reports and surveys. There are 750,000 abstracts of documents and journal articles on education research and practice in the ERIC database. Information from ERIC's files is available worldwide at 3000 locations. Each year, ERIC answers 115,000 education-related inquiries.

Researchers, education policymakers, and librarians have been the primary users of ERIC. Now ERIC is reaching for new
audiences. At the SLA conference, Sam Fustukjian, former director of ACCESS ERIC, indicated ERIC is attempting to reach these new audiences.

One example is that ERIC is teaming up with national and local PTA groups in "Saying No to Drugs" and "Is Failing Bad?" These are pamphlets distributed to nontraditional sites, like pediatricians' offices. These pamphlets are condensed versions of ERIC reports that have been rewritten in layperson's terms.

At the SLA conference, Fustukjian also discussed The ERIC Review, a new journal for teachers and education practitioners. The first issue of the magazine is due out this Fall. This journal will try to make the information in the ERIC database more understandable for people in education. Other ACCESS ERIC projects in the works: an electronic bulletin board for ERIC users and a new edition of the free brochure, All About ERIC.

What ERIC can do for you
ERIC can help administrators through its 16 subject-specific Clearinghouses, says Charles Missar, an ERIC consultant and conference speaker. Missar provided examples. As salary negotiations get under way, ERIC and its Educational Management Clearinghouse can identify recent reports and studies that pinpoint wage and salary trends in education.

For an administrator seeking to track student performance and achievement levels nationally or locally, ERIC and its Tests, Measurement, and Evaluation Clearinghouse can provide information from the National Assessment of Educational Progress and other surveys.

Other ERIC Clearinghouse topics include counseling and personal services, handicapped and gifted children, reading and communication skills, rural education and small schools, teacher education, and urban education. Currently, ERIC has had numbers of requests for information on subjects like adult literacy, at-risk youth, computer uses in education, language handicaps, preschool programs, and television viewing.

"The best and easiest way for School and College readers to learn more about the service is to call 800-USE-ERIC," says Missar. With this one call prospective ERIC users can find out about catalogs, abstract journals, databases, and other information sources that make up the ERIC system. ERIC's database, for example, can be searched by means of five major online and CD-ROM vendors.

Other sources
Another education information source featured at SLA was the Education Index from H.W. Wilson Co. Available in print, online, or CD-ROM, the Index covers 345 leading international English-language periodicals, yearbooks, and monographs. Administration, teacher evaluation, classroom computers, and vocational education are a few of the topics covered in this Index. It's updated twice each week, with coverage from December 1983 to the present.

According to Barbara Berry, editor of the Education Index, readers of School and College can usually scan the Index at the college and university library. About 65 percent of the Index' 4400 subscribers are in academic libraries.

More details
For more information on joining the SLA, call 202/234-4700. To find out about H.W. Wilson Co.'s Education Index, call 212/588-8400.
Memo to: Information Company executives

From: Paul G. Zurkowski

In re: A prototype curriculum development effort to teach information.

I am pleased and excited to present two multi-parish newspapers we have launched in Montgomery County just this September, Our Parish Times, covering Garrett Park, Wheaton, Kensington and Silver Spring parishes and Our Parish Chronicle, covering Bethesda and Potomac Parishes. 9,700 copies were distributed to six parishes by insertion in their Sunday Bulletins and by distribution to students and faculty in their parish schools. Additional distribution of the Magazine Section, featuring the Careers in Information report, to private Catholic Schools in Montgomery County and Catholic high schools in Washington, DC, faculty and students, totalled 6,000 copies.

Our goal by the end of 1990 is to publish four newspapers serving a total of twenty parishes with five parishes per newspaper, each with a common magazine section including the Careers in Information section devoted to introducing Catholic school students to what the information age means for their future.

The Careers in Information feature is a communications vehicle for a junior and senior high school curriculum development effort in cooperation with the Washington Archdiocesan Schools Office. Superintendent of Schools Jerome Porath has suggested the creation of such a committee drawn from Catholic high schools in the Washington area and from parish schools in Montgomery County. Thus, Careers in Information offers you opportunity (1) to send an advertising message targeted on these students while they are considering what they want to be when they grow up; (2) to position your product in the curriculum development effort which will produce a program for use in other schools systems and (3) to create a sustained awareness of your products and services in the minds of students, parents, teachers and administrators. Successful information services have paid close attention to getting their products used in educational settings. The current Careers in Information introduced Prodigy and IntelliGate as examples of the kinds of services and career opportunities opening up in the information age.

Could we talk about what we could do together? As you will note in the paper, we intend to sponsor an Information Fair, modeled on the Westinghouse Science Talent Search concept, in the spring of 1991. This would offer information companies many opportunities to work with and recognize students and to support their career interests in information just as Westinghouse has done with science. We also will need to talk about educational rates for these services. There may also be opportunities to discuss systems for use by school systems. We'd consider a story about your products and services both from a career and an applications standpoint. You could immediately support yourself and this effort by advertising in this Careers in Information section. A rate card featuring a Grand Opening Discount of 25% on multiple insertions is enclosed. The deadline for the October 14 edition is October 1 for space reservation and October 8th for camera copy. Help us develop this prototype activity!
For Education Information Start With ERIC!

A Sketch of the Eric System

The major work of the ERIC system is building the ERIC database. That statement sounds vague, but it means something quite definite. Recall that the database consists of descriptions of over 750,000 articles and documents about education produced since 1966 AND microfiche reproductions of most of the documents. A number of vendors have created CD-ROM collections of these materials as well. In other words, the ERIC system collects and describes, on average, about 35,000 articles and documents each year. Then it organizes them and makes them available to the public.

That's a lot of reading, writing, editing, and printing. But database building is just the beginning. The database and descriptions of ERIC journal articles and ERIC documents are put together for one main purpose -- to make them available to users. Serving users, then, is another main focus of the ERIC system. These services include document reproduction, electronic searches of the database, answering written and telephoned requests and presenting workshops for various groups of users.

Local Access to ERIC

For teachers seeking information about developments in education, the starting place is ERIC. The Educational Resources Information Center, a nationwide information service designed to make education literature readily available. As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and its many user groups.

As the heart of ERIC is the largest education database in the world -- containing nearly 750,000 bibliographic records of documents and journal articles. Approximately 3,000 records are added monthly. Curriculum materials, papers, conference proceedings, and literature reviews, along with articles from nearly 800 education-related journals, are indexed and abstracted for entry into the ERIC database.

The ERIC facility through which all educational literature bound for the system must pass is located just off 270 in Montgomery County. Ted Brandhorst manages the system and provided us with the results of a computerized search of the

ERIC Conclusion Brochures

We can't afford to be ignorant about education but where should we go for current and reliable information? In response to the public's concern about issues in education as reported in a recent Gallup Poll, ERIC has prepared the free Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

The pamphlets provide practical information such as answers to commonly asked questions, organizations to call for help and additional reading materials.

Continued on Page 10
Abstracts Produced from an ERIC Database Search

If you are interested in following up

ED 314 062 IR 052 993

Problem Definition Process:
A Guide to Research Strategies
Proctor, Mary, Harriton, Pub Date-Jan 89, 70p.: Access Pennsylvania: An Agenda for Knowledge and Information Through Libraries.

A guide designed to help libraries gain access to "Pennsylvania Online: A Curriculum Guide for School Library Media Centers" (1985), and State of Pennsylvania curriculum guide for online searching, many of its components are available for use by schools and libraries when the teaching involves online searching. The guide provides lesson plans and worksheets for each of seven steps in the process of defining a research problem: (1) "Identifying the Key Words" addresses synonyms, variant forms, and related terms; (2) "Recognizing General and Specific Subjects" helps students to narrow a topic; (3) "Choosing Appropriate Terms" enables students to recognize and eliminate synonyms or terms that are not related or compatible with the research question; (4) "Recognizing the Relationship Between Key Words" includes the most effective ways to select operators; and (7) "Developing a Search Strategy" focuses on the selection of an appropriate subject category, selection of an appropriate database, analysis of its content, and deciding that the search should be performed online or manually. Answer keys for the worksheets and a glossary of basic search terms are included. (SD)

ED 309 028 IR 052 555

This guide provides step-by-step instructions for the end user for searching the ERIC database on CD-ROM using the Dialog OnDisc software. Topics include: (1) preparing for the search by analyzing the information needed; (2) beginning the search and selecting a search option; (3) modifying the search; (4) displaying the records; (5) printing full records; (6) printing selected records; and (7) obtaining the text. (MES)

ED 288 554 IR 052 222


Design to assist educators in teaching information skills in a systematic way by integrating them into the kind of instruction that is currently taught in a curriculum, this guide is intended to be shared by teachers and library media specialists. It is based on a review of the literature and applications of research, the guide is not bound to any specific information system or technology and may be used in any school. The guide consists of: (1) a philosophy statement explaining the perspective from which the guide was written; (2) a detailed, 12-step description of the process of successful information searching and application of the retreived information; (3) a midpoint assessment; and (4) the specific skills needed at each step; (5) a scope and sequence for the information science curriculum, which supports the grade level at which each step may be introduced, reinforced and/or taught to mastery, and identifies the level of each step in Bloom's Taxonomy of Educational Objectives; (6) a bibliography which includes seven background readings that support and/or further explain the information skills process presented in the guide; and (7) a form provided so that users of the guide may submit samples of successful lesson plans to accompany one or more of the steps in a future edition of the guide. (KM)

ED 264 887 IR 051 397


This curriculum guide is intended for any librarian in Pennsylvania concerned with teaching online searching and looking for guidelines to integrate the skill into the full academic curriculum. The local access to the ERIC database is described in the first section, "Online Searching," which includes the following subsections: an introduction, online searching, how to use the Dialog OnDisc software, and tips for finding information. The second section, "Online Management," includes: an introduction, budget and costs, vendor, gateway software, telecommunications, copyright, security, searching, and cooperatives. References, an annotated bibliography and numerous appendices, including a sample search and lists of vendors, telecommunications networks, and commonly used databases, are provided, (ERIC)

ED 254 373 IR 051 115


A Sketch of ERIC: Continued from page 7.

Finally, at the database grows in size, the ERIC system is publishing summaries and syntheses to help educators and citizens overview significant new literature in the database. The various specialized units of the system develop a variety of publications that pull together information about new topics or topics of persistent interest. Sales of these publications are another service provided to users. Most of these publications are also available as paper-copy "blowbacks" from microfiche film.

(A Brief Sketch is taken from A Parent's Guide to the ERIC Database.)

Information Content: Continued from page 9.

The text of the new law so lawyers and accountants could advise their clients on how to pay this new-fangled "income" tax.

The printing process was so cumbersome that by the time President Hall, the company involved (named after the maiden names of each of the founders' mothers), received orders to send out the new law, Congress had passed so many amendments the original text was useless but not up to date. P-H quickly saw the potential and a need for updating the text as the law was changed or as court decisions and IRS rulings interpreted it. They punched holes in the sides of the printed pages, put them in a ring binder and the "Loose leaf note" series was born.

What's Next?

Next issue we will give an overview of emerging developments to content packages or stand-alone information services. We'll also have even more for you as we explain the exciting things happening in publishing.

ERIC CONCLUSIONS BROCHURES

Continued from page 7.

The series includes:

- How Can Elementary School Education Be Improved?
- How Can We Keep Students in School?
- Why Don't Our Children Like Math?
- How Do I Help My Child Say "No" To Drugs?
- How Can Parents Get More Out of School Meetings?
- Is Repeating a Grade a Sign of Failure?
- What Alternative Do Public Schools Have?
- What Can Kindergarten Teach Children About Reading?
- Do Some Schools Teach Us Enough About Our Constitution?

Additional titles reflecting emerging trends and issues in education will be available in the future. Order one or more titles by call TOLL-FREE 1-800-USE-ERIC. Available toll-free 24 hours a day. Call 1-202/687-7452 for complete information about ERIC. Call ACCESS ERIC today and gain entry to this world of education information. Call ACCESS ERIC, 1-800-USE-ERIC. Monday through Friday, 8:30 a.m. to 5:30 p.m. Requests may be submitted by fax to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX: 301-251-5212).
MEMORANDUM

DATE : September 28, 1990

TO : Cliff Bloch
   Agency for International Development (AID)

FROM : Robert M. Stonehill
       Director, Educational Resources Information Center (ERIC)
       U.S. Department of Education/OERI

SUBJECT : ERIC Resources in Developing Nations

Issue

During our meeting September 18, 1990, with Michael Laflin and Amalia Cuervo, we discussed the potential value of having a modified version of ERIC available to developing nations. We have been pursuing that idea and can report positive results. At relatively low cost, ERIC can assist developing nations in obtaining substantial "libraries" of key educational materials. With a personal computer, CD-ROM player, and subscriptions to the ERIC database and microfiche collection, any educational ministry or university--no matter how remote--can have immediate access to thousands of useful documents, research studies, curricular materials, and descriptions of successful programs and practices.

We are interested in working collaboratively with AID to establish some pilot sites where ERIC materials can be provided to educational staff in developing nations.

Background

Since its inception almost 25 years ago, the Educational Resources Information Center (ERIC) has become the world's largest and most widely-used education database. ERIC's network of 16 Clearinghouses gather, index, and abstract key education documents and journal articles. Each year, information on 30,000 new documents and journal articles are added to the ERIC database, which now contains over 700,000 citations. Retrieval of ERIC information can be via computer (through online database vendors or CD-ROM systems) or manually, through printed indexes. Most documents entered in the ERIC database are filmed, and copies can be obtained either on microfiche or paper.

ERIC is readily accessible in many parts of the world--over 900 institutions perform computer searches of the ERIC database or maintain ERIC microfiche collections; over 3,000 subscribe to ERIC print indexes of the document literature (Resources in Education) or the journal literature (Current Index to Journals in Education). However, virtually all the ERIC document collections and search service providers are located in developed nations (see Figure 1, attached).
For a variety of reasons—primarily geographical and economical—few under-developed nations have been able to take advantage of the ERIC database or document collection. A main reason was that until recently the ERIC database was only available online, and the cost and reliability of telecommunications was prohibitive. With the advent of CD-ROM and its vast information storage capability at low cost—each disc can store over 650 million bytes of information, or 250,000 pages—geographic isolation is no longer a limiting factor in having access to current education information.

The basic components and respective costs of an "ERIC library" are described on Attachment 1—Estimated Costs to Become a Foreign ERIC Service Provider. They include a computer workstation with a CD-ROM reader and printer, a subscription to the latest portion (usually the most recent 7-10 years) of the ERIC database on CD-ROM, a subscription to the microfiche document collection for a similar period of time, and a microfiche reader. That configuration would have a one-time cost of approximately $22,800 ($18,700 of which is for a ten-year microfiche collection) and an annual subscription fee of $2,300. These costs may in fact be lower (e.g., if computers are already available) or somewhat higher (e.g., for a subscription to the entire database or microfiche collection).

An additional cost reduction can be had by cutting microfiche coverage. For example, while the latest 10 years collection of microfiche cost $18,700, five years would cost half that and two years would cost approximately $3,740.

"Estimated Costs To Become A Foreign ERIC Service Provider," is attached. The complete collection covers all microfiche (1966-present), all past issues of the system's two journals, online access via vendors such as DIALOG or BRS, and CD-ROM versions of the database.

However, it is not necessary to have the full complement of ERIC products in order to have a useful tool to address educational problems and issues. The configuration, "Suggested Collection" in "Estimate Costs To Become A Foreign ERIC Service Provider," gives the user access to the latest years of the database and its products at a greatly reduced cost. It also provides for quick, reliable access, while avoiding expensive and often difficult telecommunications linkages, storage and subscription costs.

While the above configuration is not inexpensive, it does provide a basic ERIC collection that can provide the latest collected information in education. Such information can assist in developing educational policy, assist in keeping decision makers aware of the latest trends in education help develop curriculum materials, etc.
In essence, even in modified form, ERIC can be a valuable resource to a developing nation, and it can be packaged so that the costs are not prohibitive.

We would like to schedule a meeting with you to discuss the ideas presented here and your reaction to them.
## MINIMAL LEVEL COLLECTION

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1. Purchase price in the United States.
2. Includes long-distance telecommunications charges.
October 30, 1990

Dr. Ted Brandherst  
ERIC Processing & Reference Facility  
ARC Professional Services Group  
Information Systems Division  
2440 Research Blvd., Suite 400  
Rockville, MD 20850-3238  

Dear Dr. Brandherst:

Per our telephone conversation yesterday, I am enclosing a name list of the visiting group of educational administrators from Taiwan that is scheduled to visit you in the afternoon (from 2:30 p.m. - 4:00 p.m.) of Nov. 21.

They expect to benefit the following topics from this visit for their future work after returning to the country.

1. Establishment of a National Institute of Educational Research  
2. Function and goal of the Institute  
3. Framework of the Institute  
4. Operation  
5. Employment of staff  
6. Budget and allocation

I would deeply appreciate it if you could kindly make necessary arrangements of their visit.

Sincerely,

Fu-wei Kwang  
Cultural Division
The Educational Visiting Group on Institute of Educational Research and Development of Republic of China

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<tr>
<td>Leader</td>
<td>Dr. Wu, Ching Ji</td>
<td>Director Secondary Education Department, Ministry of Education</td>
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<tr>
<td>Advisor</td>
<td>Dr. Huang, Jeng Jye</td>
<td>Professor National Taiwan Normal University</td>
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<tr>
<td>Member</td>
<td>Mrs. Ko, Yin Hwa</td>
<td>Section Chief Account Department, Ministry of Education</td>
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<tr>
<td>Member</td>
<td>Mr. Lee, Keng Dan</td>
<td>Group Leader Educational Research Council, Ministry of Education</td>
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<tr>
<td>Member</td>
<td>Mr. Wu, Yun-Fa</td>
<td>Department Staff Personnel Department, Ministry of Education</td>
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Ching-Ji Wu, Ph. D.
Director, General Professor

Jeng-Jye Huang, Ph. D.
Professor, Department of Education
Director, Center for Educational Research

Department of Secondary Education
Ministry of Education R. O. C.
National Taiwan Normal University

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FAX: (02) 322-4403

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FAX: (02) 393-9468
FOR IMMEDIATE RELEASE

DIALOG INTRODUCES EASY MENU SEARCHING

PALO ALTO, CA, 5 November 1990 -- At the ONLINE/CD-ROM '90 conference in Washington, DC today, Dialog Information Services, Inc. unveiled DIALOG Menus(sm), an easy-to-use menu-based version of its highly respected DIALOG* online information service.

DIALOG Menus is designed to bring the latest information directly to the desks of busy research, business, and information professionals. It offers menu-assisted access to more than 220 DIALOG databases covering the spectrum of subject areas -- from business and finance to science and engineering, biotechnology to current news. DIALOG Menus databases include the complete text of articles from more than 1,100 journals and newsletters, as well as directory listings, patent records, company financial statements, bibliographic citations, and more.

Drawing on technology used in the development of other successful menu-based DIALOG products and services such as DIALOG Business Connection* and
KNOWLEDGE INDEX*, the interface for DIALOG Menus was originally introduced in 1989 as part of DIALOG Corporate Connection* (DCC), a comprehensive information product intended for end users with little or no online searching experience.

Designed to be administered by information center managers, generally in large corporations or research centers, DIALOG Corporate Connection was an immediate hit with both the managers and their clients. GE's Whitney Library, an early subscriber to the service, received more than 120 password requests within a week, and typical comments have noted that, "The ability to search on my own is a real plus." DIALOG Corporate Connection has been equally well received in other organizations, and currently more than 2,000 subscribers are using the service.

The enthusiastic reaction to the menu structure encouraged DIALOG to extend this search option to all subscribers. Customers who elect to search using DIALOG Menus will have access to the same round-the-clock customer support for which Dialog is well known among professional researchers.

Dialog Information Services is the acknowledged world leader in electronic information access and delivery. The DIALOG service contains more than 380 databases used by over 125,000 customers in nearly 100 countries. For more information on DIALOG or the new DIALOG Menus, contact Dialog Marketing at 800-3-DIALOG (800-334-2564) or 415-858-3785, or via fax at 415-858-7069.

*Dialog Information Services is the acknowledged world leader in electronic information access and delivery. The DIALOG service contains more than 380 databases used by over 125,000 customers in nearly 100 countries. For more information on DIALOG or the new DIALOG Menus, contact Dialog Marketing at 800-3-DIALOG (800-334-2564) or 415-858-3785, or via fax at 415-858-7069.

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DIALOG announces a new telecommunications option!

October 1st sees the opening of a new telecommunications route into DIALOG: BT Tymnet's Global Network Service (or GNS). GNS is a network with access points in 24 cities spread among nine European countries. Anyone can dial into these access points; no prior arrangement is needed. This new route provides an alternative to the present system, whereby our customers in most European countries must sign a contract with their national telecommunications service before they can be connected to DIALOG.

GNS currently offers nodes in the following countries:

- Belgium
- Denmark
- France
- Italy
- The Netherlands
- Sweden
- Switzerland
- United Kingdom
- West Germany

GNS costs £12 per hour ($0.20 per minute) to use. Unlike many of the national data communications services, there are no extra per-character charges. All GNS charges will appear on your DIALOG invoice.

Full instructions on using GNS, including a list of telephone numbers, are being mailed out with this newsletter. The procedure, in summary, is as follows:

- Dial your local GNS number
- Wait for the message please enter your terminal identifier
- Type A
- Wait for the message please log in:
- Type DIALOG
- DIALOG will ask you to log on as normal

You should note that some GNS nodes only operate at a particular modem speed, while others operate at several speeds. Make sure that you choose the correct number for your modem. Some of these nodes support the MNP error-checking protocol; if your equipment also supports this protocol, you will find that line noise should be considerably reduced or eliminated.

Users in the UK should note that they can still access DIALOG via our DIALNET network, either by dialling directly to 071-955 1100, or by using the Dialplus route described in issue 8 of this newsletter. DIALNET costs only £10 per hour, and is therefore slightly cheaper than GNS.

We are very pleased to be able to announce this major new telecommunications route, and hope that you find it to be a significant enhancement to DIALOG access from Europe.
Dear SilverPlatter Subscriber

SilverPlatter is pleased to announce that the work on Version 2.0, our updated SPIRS (SilverPlatter Information Retrieval System) software, is nearing completion.

As you may have read in the last issue of our newsletter, The SilverPlatter Exchange, Version 2.0 includes a number of improvements to make searching easier for users. These enhancements include:

- New installation software to make it possible for the System Administrator to select the drive on which SPIRS will reside, the colors used in the display, the default field for displaying, printing, and records, and enhancements to make installing SPIRS software even faster and easier.

- The SHOW function immediately displays the first record in retrieved set.

- Specific records may be marked for printing or downloading when viewing them during SHOW.

- Using FIND, SHOW, PRINT and DOWNLOAD functions is easier with improved menus.

- Accessing HELP is faster and more direct with the completely redesigned context sensitive HELP system.

- Changing the parameters for showing, printing, or downloading records is easier with the redesigned OPTIONS feature.

- Search strategies can be saved and used again during a subsequent session.

- Local Area Network compatibility.

Please Remember: Version 2.0 will require a hard disk drive and 640K of memory, as well as MS-DOS Extensions Version 2.0 or higher to ensure compatibility with the 9660 standard. If you have questions about these requirements, please call the Product Support Department at SilverPlatter.

In order to provide you with some advance information about Version 2.0, copies of the revised System Reference Guide will be mailed to you in November. You should receive your copy of Version 2.0 SPIRS software and the revised Manual in December.

We are looking forward to providing you with our enhanced software.

Sincerely,

SilverPlatter Information
September 4, 1990

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
2440 Research Blvd., Suite 550
Rockville, Maryland 20850-3238

Dear Mr. Brandhorst:

Micromedia is in the design stage of a Canadian education CD-ROM. We are placing a variety of databases on the same disc, including our own Canadian Education Index. The CEI also carries education records from Microlog, our report clearinghouse database that is much like ERIC.

In addition, we will include information on education-related associations derived from our Directory of Associations in Canada, and detail on libraries and information centres extracted from our Canadian Library Yearbook.

We also have agreements in principle with the Canadian Education Association to include their Ki-es-Ki, a Who's Who in education in Canada, and with the Ontario Ministry of Education to include the ONTERIS database.

We would like to add ERIC records of Canadian origin. Maureen Davis suggested I should contact you on this matter. As with all sources, ERIC records would be presented as a distinct group, to be chosen from a menu. Using "CANADA", as well as the individual province names as "Country of Origin", 4100 records are found in ERIC for the years 1980-90, and 1860 for the years 1985-90. In effect, Canadian coverage by year is roughly 400 records.

Would you be so kind as to send detail on the availability of ERIC tapes for such applications. As well, I would be most interested in your comments and questions on our strategy.

I look forward to hearing from you on this matter.

Yours truly,

Frank X. Gagné
Manager, Product Development

cc: Maureen Davis
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✓ Indexes and describes more than 1,500 articles

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Note: Page 1 of this brochure was reprinted. The ERIC Facility had only the printed red brochure and this page in the original advertising material was not reproducible.

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With CIJE, you'll have a nationwide network of ERIC clearinghouses, each specializing in a different area of education, working to identify the most recent studies in teaching techniques, administrative procedures as well as reports on topical issues, outstanding programs, current trends.

---

**EJ 404 541**
**SP 519 350**

National Certification for Teachers: A Dialogue, Sykes, Gary, NEA Today: v7 n6 p6-12 Jan 1989

Descriptors: Higher Education; *Teacher Certification; *Teacher Evaluation; *Excellence in Education; Competence; National Programs; Teachers; Standards

Identifiers: National Board for Professional Teaching Standards; Knowledge Base for Teaching

This article describes the National Board for Professional Teaching Standards, which is establishing an assessment process to certify teachers who show a high level of competence. A hypothetical meeting in 1995 is described at which experienced teachers offer opinions on national certification discussing whether it is possible to measure quality. (SM)

---

**EJ 404 415**
**SO 520 355**


Descriptors: *Music Education; Secondary Education; *Music Teachers; Participative Decision Making; *Popular Culture; Teacher Role; Student Participation; *Bands (Music); High Schools

Identifiers: *Popular Music

Describes the criteria a high school music teacher used to select music for a new non-traditional class titled "Pop Band." Lists criteria that song must have: playability, special feature, popularity, variety, artist's qualifications, and appropriateness. Students took an active role in the decision-making process. (CG)
CIJE is easy to use!

- CIJE's three indexes make it simple to locate articles by subject, journal, or author name. And, thanks to the thorough, logical organization of CIJE's subject categories, it's easy to pinpoint the most recent sources on related topics.
- The main entry section provides a clear, concise description of every article's contents, prepared by an ERIC specialist. The abstracts are so thorough that they alone can answer many research questions!
- Plus, if you need the full text of an indexed article, you can easily obtain a copy. Often your requests can be processed within 48 hours!

A one-year subscription to CIJE gives you twelve monthly issues, each packed with current information. The convenient January-December subscription cycle helps simplify your budgeting. For long-term use, the CIJE Semiannual Cumulations gather six months of material into one convenient hard-bound volume—it's the perfect way to see half a year's information at a glance. Or, subscribe to both monthly and semiannual for even greater savings!

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For a limited time, you can subscribe to CIJE at the Educator's Preferred Rate—featuring savings of more than $60! But hurry—this 30% discount expires December 31, 1990.

For even greater savings, place your subscription on Standing Order. You can deduct an additional 5% from your rate and be assured of not missing a single issue from year to year. And if your needs ever change, you can cancel your standing order at any time.
Works For You!

The current re-evaluation of our education system is prompting teachers, administrators, and researchers to seek out highly specific information. Every month, Current Index to Journals in Education puts you in touch with the very latest research and thinking on educational issues found in such journals as—

- Academic Computing
- Action in Teacher Education
- Adolescence
- American Biology Teacher
- American Education Research Journal
- American Journal of Education
- Arithmetic Teacher
- Art Education
- Black Scholar
- Childhood Education
- Children Today
- Communication Education
- Computing Teaching
- Counseling Psychologists
- Curriculum Review
- Early Childhood Development and Care
- Education Administration Quarterly
- Electronic Learning
- Elementary School Guidance and Counseling
- Gifted Child Today
- History and Social Science Teacher
- Horn Book Magazine
- Humanities
- Issues in Science and Technology
- Journal of Research in Mathematics Education
- Journal for Vocation Special Needs Education
- Journal of Agricultural Education
- Journal of Career Planning and Employment
- Journal of Childhood Communication Disorders
- Journal of Curriculum and Supervision
- Journal of Educational Psychology
- Journal of Home Economics
- Language Learning
- Mathematics Teacher
- Music Educators Journal
- Performance and Instruction
- Reading Horizons
- School Administrator
- Science Teacher
- Youth Theatre Journal
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*In Canada call: (602) 265-2651 or FAX (602) 265-6250
SINGLE FRAME RESUME STATISTICS
RIEDEC90

RECORDS INPUT = 1284
RECORDS OUTPUT = 1284

LEVEL 1 DOCUMENTS PROCESSED = 1172 91.2%
LEVEL 2 DOCUMENTS PROCESSED = 99 7.7%
LEVEL 3 DOCUMENTS PROCESSED = 13 1.0%
OTHER DOCUMENTS PROCESSED = 0.0%
TOTAL = 1284
LINES PRINTED = 59467

YEAR-TO-DATE STATISTICS

YTD RECORDS INPUT = 13052
YTD RECORDS OUTPUT = 13052
LEVEL 1 DOCUMENTS PROCESSED = 11123 85.2%
LEVEL 2 DOCUMENTS PROCESSED = 1610 12.3%
LEVEL 3 DOCUMENTS PROCESSED = 319 2.4%
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**TOTALS**

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| CG   | 140               | 14                  | 0                           | 1591                    |
| CS   | 171               | 20                  | 0                           | 1790                    |
| EA   | 80                | 10                  | 2                           | 957                     |
| EC   | 145               | 17                  | 0                           | 1534                    |
| FL   | 72                | 12                  | 2                           | 758                     |
| HE   | 78                | 12                  | 0                           | 1177                    |
| IR   | 171               | 48                  | 9                           | 1567                    |
| JC   | 38                | 3                   | 0                           | 230                     |
| PS   | 72                | 6                   | 9                           | 856                     |
| RC   | 44                | 9                   | 6                           | 396                     |
| SE   | 201               | 25                  | 9                           | 1315                    |
| SO   | 83                | 13                  | 0                           | 1252                    |
| SP   | 69                | 11                  | 1                           | 943                     |
| TM   | 57                | 8                   | 0                           | 616                     |
| UD   | 48                | 7                   | 0                           | 686                     |

**GRAND TOTALS**

<p>| 1532 | 239 | 39 | 16716 |</p>
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1200

1300
August 21, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR OCT90

Name Changes

CE Convergence: An International Journal of Adult Education to Convergence
CS Central States Speech Journal to Communication Studies
CS Pre/Text: An International Journal of Rhetoric to Pre/Text
FL Unterrichtspraxis to Unterrichtspraxis/Teaching German
IR Laserdisk Professional to CD-ROM Professional
IR Simulation and Games to Simulation & Gaming
SE Children and Animals to KIND
SO Teaching Political Science to Perspectives on Political Science

Journal Additions

CE Generations
CE Canadian Journal of University Continuing Education
EA School Organisation
RC Alberta Journal of Educational Research
RC Northeast Indian Quarterly
TM Journal of Personnel Evaluation in Education
UD Policy Review

Journal Deletions

CE Industrial Education
CE Journal of Rehabilitation
RC Appalachian Journal
SE New Journalism Quarterly
RC Winds of Change
SE European Journal of Science Education
Name Changes

CE  Australian Journal of Adult Education to Australian Journal of Adult and Community Education

FL  Journal of Educational Techniques and Technologies to IALL Journal of Language Learning Technologies

Journal Additions

FL  Georgetown Journal of Languages and Linguistics

JC  Research & Teaching in Developmental Education

SP  Teacher Magazine
CUSTOMER SERVICE REPORT
AUGUST 1990

NEW

ST. THOMAS UNIVERSITY
MAIN LIBRARY
16400 N.W. 32ND. AVENUE
MIAMI, FL 33054

INFORMATION SERVICES LIBRARY
3825 RIDGEWOOD ROAD
JACKSON, MS 39211

ACQUISITIONS/SERIALS DEPT.
PERKINS LIBRARY
DUKE UNIVERSITY
DURHAM, NC 27706

UNIVERSITY OF RIO GRANDE
DAVIS LIBRARY/ACQUISITIONS
EAST COLLEGE AVENUE
RIO GRANDE, OH 45674

RENEWED

NORTHWESTERN UNIVERSITY LIBRARY
SERIALS DEPARTMENT
1935 N. SHERIDAN ROAD
EVANSTON, IL 60208

1 1323
CUSTOMER SERVICE REPORT
SEPTEMBER 1990

NEW

PEEL BOARD OF EDUCATION
J.A. TURNER PROFESSIONAL LIB.
5650 HURONTARIO STREET
MISSISSAUGA, ONTARIO
L5R 1C6 CANADA

KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE
92-6, UMYEON-DONG,
SEOCHO-GU,
SEOUL, 137-791 KOREA

COLLEGE OF BOCA RATON
LIBRARY
MILITARY TRAIL
BOCA RATON, FL 33431

MORNINGSIDE COLLEGE LIBRARY
1601 MORNINGSIDE AVENUE
SIOUX CITY, IA 51106

HEIDELBERG COLLEGE
BEEGHLY LIBRARY
ACQUISITIONS
310 E. MARKET STREET
TIFFIN, OH 44883

CANCELLED

UNIVERSITY OF BRIDGEPORT
WALHSTROM LIB/ACQ. DEPT.
PERIODICALS DEPT. 783
126 PARK AVENUE
BRIDGEPORT, CT 06602
CUSTOMER SERVICE REPORT

OCTOBER 1990

N E W

OKANAWAN COLLEGE
LEARNING RESOURCE CENTRE
ACQUISITIONS DEPARTMENT
1000 KLO ROAD
KALOWNA, B.C. V1Y 4X8 CANADA

MARS HILL COLLEGE
MEMORIAL LIBRARY
MARS HILL, NC 28754

JACKSONVILLE UNIVERSITY
CARL S. SWISHER LIBRARY
ACQUISITIONS DEPARTMENT
JACKSONVILLE, FL 32211

MARS HILL COLLEGE
MEMORIAL LIBRARY
MARS HILL, NC 28754

C A N C E L L E D

SAN DIEGO STATE UNIV. LIBRARY
800 WEST LOS VALLECITOS BLVD.,
SAN MARCOS, CA 92069

SOUTH GATE JR. HIGH SCHOOL
LIBRARY
4100 FIRESTONE BLVD.,
SOUTH GATE, CA 90280

CENTRAL STATE UNIVERSITY
HALLIE Q. BROWN LIBRARY
WILBERFORCE, OH 45384

1990
ACQUISITIONS ARRANGEMENTS (EAA)
(SUPPLEMENT)

DECEMBER 1990

Prepared by:
Gail Mathews, Acquisitions Librarian
Maureen Roberts, Acquisitions Staff
Adult Literacy and Basic Skills
Unit
London
UNITED KINGDOM WCIV 7DA
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: M. Smith
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama Public Library Service
Montgomery, AL 36130
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: B. K. Dessy
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama State Dept. of Education
Montgomery, AL 36130
EFAA: 229 START DATE: 81
LEVEL: 1 AUTHORIZER: B. K. Dessy
NOTE: Blanket
SEND MF TO: Contributor/Author

Alabama State Dept. of Education
Div. of Vocational Education Services
Montgomery, AL 36130
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: S. B. Franks
NOTE: Blanket
CONTACT: James Kendrick, Coordinator
SEND MF TO: Contributor/Author

American Association of Retired Persons
Washington, DC 20049
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: A. Metzen
NOTE: Blanket, automatic, scope
SEND MF TO: Organization Contact

American Vocational Association
Alexandria, VA 22314
CH: CE START DATE: 85
LEVEL: 2 AUTHORIZER: J. L. Rehm
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Arizona Commission of Indian Affairs
Phoenix, AZ 85007
CH: RC START DATE: 79
LEVEL: 1 AUTHORIZER: T. Machukay
NOTE: Blanket
SEND MF TO: Organization Contact
Arizona State Dept. of Education
Phoenix, AZ 85007
EFAA: 256 START DATE: 81
NOTE: Individual release
CONTACT: Linda Edington, Res.
Librarian at the Educational Information Center
SEND MF TO: Organization
Contact

Arkansas State Dept. of Education
Little Rock, AR 72201
EFAA: 328 START DATE: 90
LEVEL: 1 AUTHORIZER: J. Wright
NOTE: Blanket, automatic
CONTACT: Susan Rinker, Supervisor
Information Services Resource Center
SEND MF TO: Organization
Contact

ARROW, Inc.
Washington, DC 20036
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: E. L. Fisher
NOTE: Blanket
SEND MF TO: Organization
Contact

Association for Continuing Higher Education
Evansville, IN 47722
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: L. R. Paul
NOTE: Blanket for Journal of Higher Education and conference proceedings, located at Evansville University
SEND MF TO: Contributor/Author

Association for Educational Data Systems (AEDS)
CH: IR
NOTE: See: International Association for Educational Data Systems

Australian Advisory Council on Languages and Multicultural Education
Canberra, ACT 2601
AUSTRALIA
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: V. Elwell-Gevins
NOTE: Blanket for occasional papers, automatic
SEND MF TO: Organization
Contact

BW Associates
Berkeley, CA 94704
CH: JG START DATE: 90
LEVEL: 1 AUTHORIZER: D. Weiler
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Benton Foundation
Washington, DC 20036
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: K. Menichelli
NOTE: Blanket for Policy Options Papers, cite availability
SEND MF TO: Contributor/Author

Board of Cooperative Educational Services
Genesee Migrant Center
CH: RC
NOTE: See: Genesee Board of Cooperative Educational Services

Business Council for Effective Literacy
New York, NY 10020
CH: CE START DATE: 89
LEVEL: 2 AUTHORIZER: G. Spaggenberg
NOTE: Blanket, cite availability
SEND MF TO: Organization
Contact

California Association for the Gifted
Canoga Park, CA 91304
CH: EC START DATE: 88
LEVEL: 2 AUTHORIZER: S. Mountford
NOTE: Blanket, automatic; Level 1 for "Communicator" only
SEND MF TO: Organization
Contact

California Center for Applied Research
Social and Economic Analysis
Sacramento, CA 95833
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: D. Gwynn
NOTE: Blanket, automatic
SEND MF TO: Organization
Contact

California Educational Research Cooperative
Riverside, CA 92505
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: J. L. Zywowski
NOTE: Blanket, located at California University-Riverside
SEND MF TO: Organization
Contact

California League of Middle Schools
Sacramento, CA 95814
CH: EA START DATE: 90
LEVEL: 2 AUTHORIZER: C. L. Zon
NOTE: Blanket for Practitioner's Monographs, cite availability
SEND MF TO: Contributor/Author

California State Dept. of Education
Div. of Vocational Education
Sacramento, CA 94244
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: J. Allison
NOTE: Blanket, monitor & request
CONTACT: Marilyn Burt, Publications Distribution Manager
SEND MF TO: Organization
Contact

California University at Los Angeles (UCLA)
American Indian Studies Center
Los Angeles, CA 90024
CH: RC START DATE: 80
LEVEL: 1 AUTHORIZER: D. Champagne
NOTE: Blanket, automatic, scope, clearinghouse must cite: American Indian Studies Center - UCLA
SEND MF TO: Organization
Contact

Capital Area School Development Association
Albany, NY 12222
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: N. Armin
NOTE: Blanket, located at State University of New York (SUNY)
SEND MF TO: Organization
Contact

Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University
Baltimore, MD 21218
EFAA: 341 START DATE: 90
LEVEL: 1 AUTHORIZER: J. H. Hollifield
NOTE: Blanket for technical reports, automatic
SEND MF TO: Organization
Contact

Center for Technology in Education
New York, NY 10025
EFAA: 336 START DATE: 90
LEVEL: 1 AUTHORIZER: K. McMilian
NOTE: Blanket, automatic, OERI Center Located at Bank Street College of Education
SEND MF TO: Organization Contact

**Charles Sturt University**
Distance Education Centre
Wagga Wagga, N. S. W. 2650
AUSTRALIA
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: D. Roberts
NOTE: Blanket for Occasional Papers in Distance Education, cite availability
SEND MF TO: Organization Contact

**Children’s Television Workshop**
Research Dept.
New York, NY 10023
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: G. B. Sammar
NOTE: Blanket, copyright contact: David Chan, Legal Dept.
SEND MF TO: Organization Contact

**Christchurch College of Education**
Christchurch
NEW ZEALAND
EFAA: 329 START DATE: 90
LEVEL: 1 AUTHORIZER: C. L. Knight
NOTE: Blanket, automatic CONTACT: G. S. Constable at Henry Field Library
SEND MF TO: Organization Contact

**City University of New York (CUNY)**
H. H. Lehman College
Institute for Literacy Studies
Bronx, NY 10468
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: M. Wolfe
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

**College of Marin**
Kentfield, CA 94904
CH: JC START DATE: 90
LEVEL: 2 AUTHORIZER: P. Kassebaum
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

**Colorado Commission on Higher Education**
Fort Collins, CO 80526
EFAA: 286 START DATE: 83
LEVEL: 1 AUTHORIZER: G. Golins
NOTE: Blanket, DELETE: Colorado Lifelong Learning Project

**Colorado Outward Bound School**
Denver, CO 80220
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: S. McMullen
NOTE: Blanket, monitor & request, scope, cite availability: Colorado Migrant Health Program
SEND MF TO: Contributor/Author

**Colorado State Dept. of Health**
Migrant Health Program
Denver, CO 80220
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. M. Bell
NOTE: Blanket
SEND MF TO: Organization Contact

**Columbia University**
East Asian Institute
New York, NY 10027
CH: SO START DATE: 90
LEVEL: 2 AUTHORIZER: R. Martin
NOTE: Blanket for East Asian Curriculum Project publications, monitor & request, cite availability
SEND MF TO: Organization Contact

**Connecticut State Dept. of Education**
Div. of Vocational, Technical and Adult Education
Bureau of Vocational Services
Middletown, CT 06457
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. M. Bell
NOTE: Blanket
SEND MF TO: Organization Contact

**District of Columbia Public Schools**
State Education Agency for Vocational and Adult Education
Browne Administrative Unit
Washington, DC 20002
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: G. N. Blake
NOTE: Blanket
SEND MF TO: Organization Contact

**Eastern Kentucky University**
Training Resource Center
Dept. of Correctional Services
Richmond, KY 40475
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: P. Lawrenz
NOTE: Blanket
SEND MF TO: Organization Contact

**Education Commission of the States**
Denver, CO 80202
EFAA: 189 START DATE: 78
LEVEL: 1 AUTHORIZER: S. F. Walker
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

**Education Development Center**
Women’s Educational Equity Act Publishing Center or WEEA Pub. Center
Newton, MA 02160
EFAA: 257 START DATE: 81
LEVEL: 1 AUTHORIZER: K. Hanson
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

**Employment and Training Administration (DOL)**
Office of Youth Programs
Washington, DC
EFAA: 153
NOTE: DELETED Arrangement

**European Centre for Leisure and**
APPENDIX A

Page 6 of 13

Education
Prague 110 00
CZECHOSLOVAKIA
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: I. Savicky
NOTE: Blanket for Adult Education in Europe Series, Philosophy of Education for the 21st Century
SEND MF TO: Contributor/Author

Falmer Press
Bristol, PA 19007
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: E. Streisand
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Florida Educational Research Association
Tampa, FL 33602
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER E. Streisand
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Florida Educational Research Council, Inc.
Sanibel, FL 33957
EFAA: 151 START DATE: 78
LEVEL: 1 AUTHORIZER: C. T. Carey
NOTE: Blanket, automatic, cite availability
Formerly: Florida Educational Research and Development Council, Inc. located at Fort Myers, FL
SEND MF TO: Contributor/Author

Further Education Staff College
Coombe Lodge
Bristol BS18 6PG
ENGLAND
EFAA: 258 START DATE: 84
LEVEL: 1 AUTHORIZER: P. Toogood
NOTE: Blanket for selective pubs., monitor & request, cite availability
SEND MF TO: Contributor/Author

Further Education Unit
London WC1H 7WE
ENGLAND
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: J. Love
NOTE: Blanket, automatic
SEND MF TO: Organization
Contact

Geneseo Board of Cooperative Educational Services
Geneseo, NY 14454
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: R. Lynch
NOTE: Blanket
SEND MF TO: Contributor/Author

Georgia State Dept. of Education
Atlanta, GA 30334
EFAA: 106 START DATE: 76
LEVEL: 1 AUTHORIZER: A. Moughon
NOTE: Blanket, automatic, cite availability & copyright when noted
SEND MF TO: Organization
Contact

Germanna Community College
Locust Grove, VA 22508
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: H. W. Ward
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Getty Center for Education in the Arts
Douglas, MI 49406
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: V. J. Rosenberg
NOTE: Blanket, monitor & request
SEND MF TO: Organization
Contact

Global Horizons
The Center for Applied Ecosocial Studies
Port Charlotte, FL 33954
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: R. Peters
NOTE: Blanket, automatic, scope
SEND MF TO: Organization
Contact

Groton College
Disabled Student Services
El Cajon, CA 92020
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: M. Lee
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Harvard University
Inst. for International Development Project BRIDGES
Cambridge, MA 02138
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: B. J. Joy
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Hogeschool Gelderland
Centre for International Education
Nijmegen 6503 NH

NETHERLANDS
CH: FL START DATE: 90
LEVEL: 1 AUTHORIZER: G. Williams
NOTE: Blanket for Language Projects pubs.
SEND MF TO: Organization
Contact

Household Financial Services
Money Management Institute
Prospect Heights, IL 60070
CH: CE START DATE: 90
NOTE: Now Money Management Institute of Household International

Idaho State Div. of Vocational Education
Boise, ID 83720
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: J. Anderson
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. of Commerce and Community Affairs
Office of Urban Assistance
Springfield, IL 62701
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: J. W. Moulton
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. of Public Aid Bureau of Long Term Care
Springfield, IL 62763
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: J. Merritt
NOTE: Blanket, automatic
SEND MF TO: Organization
Contact

Illinois University
Computer-Based Educational Research Lab (CEIR)
Urbana, IL 61801
EFAA: 129 START DATE: 77
LEVEL: 1 AUTHORIZER: J. L. Pence
NOTE: Blanket
SEND MF TO: Contributor/Author

Indiana Historical Bureau
Indianapolis, IN 46204
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: J. Bennett
NOTE: Blanket, monitor & request
SEND MF TO: Organization
Contact

Indiana Historical Commission for Higher Education
Indianapolis, IN 46204
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: J. Bennett
NOTE: Blanket, monitor & request
SEND MF TO: Organization
Contact
International Council for Computers in Education (ICCE)
Eugene, OR
CE: IR
NOTE: See: International Society for Technology in Education

International Institute of F. V. Yokel
Ponzi, RI 02907
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: J. Isserlis
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

International Society for Technology in Education
Eugene, OR 97403
CH: IR START DATE: 84
LEVEL: 2 AUTHORIZER: D. Moursund
NOTE: Blanket for monographs, citation availability, formerly ICCE
CONTACT: Chief Executive Officer
SEND MF TO: Organization Contact

International Women's Rights Action Watch
Women, Public Policy and Development Project
Minneapolis, MN 55455
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: M. A. Freeman
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Iowa Global Education Association
Muscatine, IA 52761
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: W. Loxley
NOTE: Blanket, except as noted by authorizer
SEND MF TO: Organization Contact

International Bureau of Education UNESCO
Geneva 1211
SWITZERLAND
EFAA: 331 START DATE: 90
NOTE: Individual release, monitor & request, cite availability
CONTACT: Liliane Bernay, Head of Documentation & Information Unit
SEND MF TO: Organization Contact

Kansas State University
Center for Rural Education and Small Schools
Manhattan, KS 66506
CH: RC START DATE: 90
LEVEL: 2 AUTHORIZER: G. Bailey
NOTE: Blanket
SEND MF TO: Organization Contact

Katimavik
Montreal, Quebec H3C 3R4 CANADA
CH: RC
NOTE: DELETED Arrangement

Leeds University
Lancaster-Leeds Language Learning in Large Classes Project
Leeds LS2 9JT ENGLAND
CH: FL START DATE: 90
LEVEL: 1 AUTHORIZER: H. Coleman
NOTE: Blanket for project reports, automatic, cite availability
SEND MF TO: Organization Contact

Library of Congress
National Library Service for the Blind & Physically Handicapped
Jefferson City, MO 65109
CH: RC START DATE: 79
LEVEL: 1 AUTHORIZER: D. K. Heard
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Missouri State Dept. of Elementary and Secondary Education
Jefferson City, MO 65102
EFAA: 327 START DATE: 90
LEVEL: 2 AUTHORIZER: R. E. Bartman
NOTE: Blanket, monitor & request
CONTACT: O. Baker, Assistant Commissioner for Instruction
SEND MF TO: Missouri State Dept of Elementary and Secondary Education

Missouri University
Instructional Materials Laboratory
Columbia, MO 65211
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: H. Schlichting
NOTE: Blanket
SEND MF TO: Organization Contact

Money Management Institute of Household International
Prospect Heights, IL 60070
CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: J. E. Bryant
NOTE: Blanket, automatic, formerly: Household Financial Services
SEND MF TO: Contributor/Author

Movement for Canadian Literacy
Ottawa, Ontario K1R 6K7
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: J. MacDonald
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Music Educators National Conference
Reston, VA 22091
CH: SO START DATE: 89
LEVEL: 2 AUTHORIZER: M. A. Cameron
NOTE: Blanket, monitor & request
SEND MF TO: Music Educators National Conference

APPENDIX A
Ontario Secondary School Teachers Federation (OSSTF)
Toronto, Ontario M4A 2P3
CANADA
EFAA: 152 START DATE: 78
LEVEL 1 AUTHORIZER: K. Crouse
NOTE: Blanket for resource booklets
SEND MF TO: Contributor/Author

Open University (The) Inst. of Educational Technology
Milton Keynes MK7 6AA
ENGLAND
EFAA: 240 START DATE: 81
LEVEL 1 AUTHORIZER: C. J. Lawless
NOTE: Blanket for CITE, CALRG & SRC reports and TCC working papers
SEND MF TO: Contributor/Author

Oregon State Dep't of Education
Salem, OR 97310
EFAA: 304 START DATE: 85
LEVEL 1 AUTHORIZER: S. C. Lesh
NOTE: Blanket, automatic CONTACT: Resource Center
SEND MF TO: Organization Contact

Pennsylvania State University
Center for Continuing and Graduate Education
Monroeville, PA 15146
CH: CE START DATE: 87
LEVEL 1 AUTHORIZER: B. A. Quigley
NOTE: Blanket; Formerly: Regional Continuing Education Center
SEND MF TO: Contributor/Author

Pennsylvania State University
Office of Continuing Professional Education
Div. of Planning Studies
University Park, PA 16802
CH: CE START DATE: 90
LEVEL 1 AUTHORIZER: D. S. Queeney
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

Pennsylvania University
Literacy Research Center
Philadelphia, PA 19104
CH: LE START DATE: 90
LEVEL 1 AUTHORIZER: D. A. Wagner
NOTE: Blanket, monitor & request; automatic for newsletter
SEND MF TO: Organization Contact

Pittsburg State University Curriculum Resource Center
Pittsburg, KS 66762
CH: CE START DATE: 80
LEVEL 1 AUTHORIZER: M. Johnson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Population Reference Bureau Inc. Education Department
Washington, DC 20009
EFAA: 179 START DATE: 79
LEVEL 1 AUTHORIZER: E. L. Hanlon
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

Portland Area Vocational-Technical Education Consortium
Portland, OR 97219
CH: JC START DATE: 90
LEVEL 1 AUTHORIZER: D. M. Johnson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Prince George's Community College
Science Resources Dept.
Largo, MD 20772
CH: JC START DATE: 90
LEVEL 1 AUTHORIZER: V. Zdravkovich
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Priority Country Area Program
Brisbane, Queensland
AUSTRALIA
CH: RC
NOTE: DELETED Arrangement

Rhode Island State Dept. of Education
Bureau of Vocational & Adult Education
Providence, RI 02906
CH: CE START DATE: 82
LEVEL 1 AUTHORIZER: L. Greenwood
NOTE: Blanket for gender equity and single parents series
SEND MF TO: Contributor/Author

Riverside County Office of Education
Educational Resource Center
Indio, CA 92201
CH: RC START DATE: 90
LEVEL 1 AUTHORIZER: J. K. Esmeralda
NOTE: Blanket
SEND MF TO: Organization Contact

Save the Children Federation
Annual National Indian Child Conference
Albuquerque, NM
CH: RC
NOTE: DELETED Arrangement

Scottish Council for Research in Education
Edinburgh EH8 8JR
SCOTLAND
EFAA: 332 START DATE: 90
LEVEL 2 AUTHORIZER: R. Wake
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Smithsonian Institution
Arthur M. Sackler Gallery
Washington, DC 20560
CH: SO START DATE: 90
LEVEL 1 AUTHORIZER: L. B. Pierce
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Snowpeak Publishing, Inc.
Denver, CO 80161
CH: EC START DATE: 90
LEVEL: 2 AUTHORIZER: L. Mansini
NOTE: Blanket for "Understanding Our Gifted", cite availability
SEND MF TO: Contributor/Author

South Australian College of Advanced Education
Centre for Human Resource Studies
Underdale, S. A. 5032
AUSTRALIA
CH: CT START DATE: 82
LEVEL: 1 AUTHORIZER: R. Harris
NOTE: Blanket
SEND MF TO: Contributor/Author

South Carolina University
College of Libraries and Information Science
Columbia, SC 29208
CH: IR START DATE: 89
LEVEL: 1 AUTHORIZER: J. Olegaard
NOTE: Blanket
SEND MF TO: Contributor/Author

South Dakota State Dept. of Education and Cultural Affairs
Office of Adult, Vocational and Technical Education
Pierre, SD 57501
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: L. G. Nelson
NOTE: Blanket
SEND MF TO: Contributor/Author

Southeast Regional Resource Center
Juneau, AK 99801
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: J. Buckner
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Southern Illinois University
Carbondale, IL
CH: CE
NOTE: See: University Council for Vocational Education

Southern Illinois University
Area Adult Education Service Center
Edwardsville, IL 62026
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: K. D. Rankin
NOTE: Blanket
SEND MF TO: Contributor/Author

State University of New York
(SUNY)
College at Potsdam
Dept. of Instructional Technology
Potsdam, NY 13676
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: N. Licht
NOTE: Blanket
SEND MF TO: Contributor/Author

State University of New York
(SUNY)
Eastern Stream Center on Resources and Training (ESCORT)
Oneonta, NY 13820
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: P. Kellerman
NOTE: Blanket, automatic scope
SEND MF TO: Contributor/Author

Summer Institute of Linguistics
Australian Aborigines and Islanders Branch
Berrimah, Northern Territory 0828
AUSTRALIA
CH: FL START DATE: 86
LEVEL: 1 AUTHORIZER: A. POOLE
NOTE: Blanket, Level 1 for AAB Bib., and SIL-AAB Annual Report; Level 2 for Work Papers, Series A and B
SEND MF TO: Organization Contact

Swedish National Board of Education
Stockholm, S-106 42
SWEDEN
EFAA: 209 START DATE: 79
LEVEL: 1 AUTHORIZER: I. Marklund
NOTE: Blanket now for all pubs., automatic; Formerly listed as: National Swedish Board of Education
SEND MF TO: Contributor/Author

Tennessee University
Bureau of Educational Research and Service
Knoxville, TN
CH: CE
NOTE: Blanket, monitor & request, located at Texas A & M University
SEND MF TO: Contributor/Author

Texas Alliance for Geographic Education
College Station, TX 77843
CH: SO START DATE: 89
LEVEL: 1 AUTHORIZER: S. W. Bednarz
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Texas Education Agency
College Station, TX 77843
CH: CE START DATE: 86
LEVEL: 1 AUTHORIZER: J. R. Cummings
NOTE: Blanket
SEND MF TO: Contributor/Author

Tomas Rivera Center
Claremont, CA 91711
CH: LE START DATE: 90
LEVEL: 2 AUTHORIZER: Y. R. Ingle
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

UNESCO
Paris, 75700
FRANCE
EFAA: 63 START DATE: 73
NOTE: Level 2 for non-sales, Level 3 for Sales
SEND MF TO: Contributor/Author

University Council for Vocational Education
Carbondale, Il 62901
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: J. S. Washburn
NOTE: Blanket, location varies; currently at Southern Illinois University
SEND MF TO: Contributor/Author

University of Technology, Sydney
Faculty of Adult Education
Broadway, N.S.W. 2007
AUSTRALIA
University of the Orange Free State
Research Institute for Educational Planning
Bloemfontein 9300
SOUTH AFRICA
EFAA: 204 START DATE: 79
NOTE: Individual release
CONTACT: H. J. van der Linde
SEND MF TO: Contributor/Author

University of Western Ontario
Dept. of Psychology
London, Ontario N6A 5C2
CANADA
CH: FL START DATE: 78
LEVEL: 1 AUTHORIZER: R. C. Gardner
NOTE: Blanket
SEND MF TO: Organization Contact

Virginia State Dept of Education
Richmond, VA 23216
EFAA: 196 START DATE: 78
LEVEL: 1 AUTHORIZER: J. E. Foudriat
NOTE: Blanket
SEND MF TO: Contributor/Author

Washington Office of the State Superintendent of Public Instruction
Office of Learning Resources
Olympia, WA 98504
CH: IR START DATE: 89
LEVEL: 1 AUTHORIZER: J. C. Rutherford
NOTE: Blanket
SEND MF TO: Contributor/Author

Western Resource Center, Inc.
Atascadero, CA 93422
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: S. Krauss
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Williamsburg Charter Foundation
Burke, VA 22015
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: T. McWhertor
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Women's Sports Foundation
New York, NY 10173
CH: SP START DATE: 89
LEVEL: 1 AUTHORIZER: D. Anderson
NOTE: Blanket, automatic
CONTACT: K. M. Reith
SEND MF TO: Organization Contact

World Wildlife Fund
Washington, DC 20002
CH: CE START DATE: 87
LEVEL: 2 AUTHORIZER: M. Jacobson
NOTE: Blanket for Worksite Wellness Series, cite availability
SEND MF TO: Contributor/Author

World Education, Inc.
Boston, MA 02111
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: G. Garb
NOTE: Blanket for "World Education Reports"
SEND MF TO: Contributor/Author

Young Discovery Library

Ossining, NY 10562
CH: SO START DATE: 90
LEVEL: 2 AUTHORIZER: M. J. Dillon
NOTE: Blanket for the Young Discovery Library series
SEND MF TO: Contributor/Author
# TABLE OF CONTENTS

## ACTION ITEMS
- Acquisitions Data Report (ADR) Online System in Full Operation
- ERIC E-Mail Now at 2400 Baud

## OERI NEWS
- "National Goals for Education" (OERI Booklet)
- "New Information from the Office of Educational Research and Improvement" (OERI)—New Monthly Publication
- Collaboration and Dissemination Meeting with Regional Laboratories, Research and Development Centers, and the ERIC Executive Committee

## NATIONAL NEWS
- NREN: The National Research and Education Network (Background Paper by Stephen B. Gould)

## ERIC NETWORK NEWS
- ERIC’s 25th Anniversary—Planning Documents
- ERIC/SP Teleconference on "Who's Missing From the Classroom: The Need for Minority Teachers"
- ERIC/HE Premiers Portable/Disposable Conference Display
- ERIC “Special Collections”

## SEARCHING NEWS
- ERIC Search Aids

## INTERNATIONAL NEWS
- “Adapting ERIC to New Zealand,” by Keith Pickens
ACCESS ERIC NEWS

- GTE User Fact Sheet—For Use With the Referral Databases
  Developed by ACCESS ERIC
- ERIC Calendar of Education-Related Conferences (1991)

VENDOR NEWS

- DIALOG OnDisc ERIC—As Reviewed by the CD-ROM Collection
  *Builder's Toolkit*, by Paul Nichols
- ORBIT Drops ERIC
- "ERIC Magnetic" Debuted by SilverPlatter
- Compact ERIC/SchoolDisc—Some Statistics from UMI
- ERIC Document Reproduction Service—Contract Change
  --Special Announcement (for RIE)
  --New EDRS Prices
  --CBIS Page for ERIC Telephone Directory
  --Revision of ERIC Ready Reference #5, "ERIC Price Codes"
- ERIC on CD-ROM Summary Price List
- ERIC Online Costs as Compared to the Costs for Other Databases

PERSONNEL

- Don Ely (IR) Elected to White House Conference on Libraries and
  Information Services (WHCLIS)
- Michael Eisenberg (IR)
  --Distinguished Alumni Award
  --Co-Authors New Book: "Information Problem-Solving:
    The Big Six Skills Approach to Library Skills Information"
- Susan Hubbard, Author of IR Conclusion Brochures,
  Publishes Short Story Collection
- UD Staff Changes
- "Self-Esteem" Presentation by ERIC/CG Well Received

PUBLICATIONS

- ERIC/CG Receives Large Publication Order From
  the U.S. Postal Service
- ERIC/CE
  --"ERIC for Adult Educators" Audiotape
  --CE Materials Distributed at Ohio White House Conference
- ERIC/HE
  --ASHE-ERIC Higher Education Report Series Experiences
  Rapid Growth with 1989 and 1990 Reports
  --ASHE-ERIC Higher Education Reports Issued Since July 1990
ATTACHMENTS

1. "National Goals for Education" (OERI Booklet)
2. "New Information from the Office of Educational Research and Improvement" (OERI)—New Monthly Publication
3. Collaboration and Dissemination Meeting (Announcement Letter and Agenda)
5. ERIC's 25th Anniversary — Planning Documents
6. ERIC/SP Teleconference on "Who's Missing From the Classroom: The Need for Minority Teachers"
7. ERIC/IHE's Portable Conference Display
8. ERIC "Special Collections"
9. ERIC Search Aids
11. "Adapting ERIC to New Zealand," by Keith Pickens
12. GTE User Fact Sheet (for use with ACCESS ERIC Referral Databases)
13. ERIC Calendar of Education-Related Conferences (1991)—Press Release
14. DIALOG OnDisc ERIC—As Reviewed by the CD-ROM Collection Builder's Toolkit, by Paul Nichols
15. ORBIT Drops ERIC (Letter from Kay Poole to Facility)
16. "ERIC Magnetic" Announcement by SilverPlatter
17. ERIC Document Reproduction Service (EDRS)—Contract Change
   A. Special Announcement (for RIE)
   B. New EDRS Prices
   C. CBIS Page for ERIC Telephone Directory
   D. Revision of ERIC Ready Reference #5; "ERIC Price Codes"
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
ACQUISITIONS DATA REPORT (ADR) ONLINE SYSTEM IN FULL OPERATION

All Clearinghouses have now received the new boot disk for the ADR Online, permitting regular dial-up access. Better yet, all Clearinghouses have now connected with the ADR and demonstrated their capability to use the online system. Therefore, beginning with the March Acquisitions Data Report input, all ADR data should be entered using the online system (either interactively or in batch mode). On the last day of the month, the data will be copied and sent to the computer center in order to produce the printed ADR. This means that if you do not use the online system during March to enter your data, you will not have any data in the printed ADR. Do not transmit your data to the Facility along with your weekly shipments, as you have done in the past (unless for some reason you can’t use the ADR). To avoid “traffic” congestion, please do not wait until the very last day of the month to enter your data using the ADR Online. To help improve ADR access, a second phone line has been installed with roll-over capability so that two lines operating at 2400 baud will soon be available. If one line is busy, your call will roll to the second line. If you have any questions, please call Pat Brown or Carolyn Weller.

...Pat Brown (Facility)

E-MAIL NOW AT 2400 BAUD

The E-Mail system is now operating at 2400 baud. The new capability will reduce your telephone costs somewhat as the connect time will be less. All Clearinghouses now have modems operating at 2400 baud. Please be certain your software settings for your model are set for 2400 when using E-Mail. If you have any questions, please contact Pat Brown.

Any Clearinghouse, that currently is not transmitting their RIE and CUE data to the Facility at 2400 baud, and wishes to, should inform Millie O’Donnell in advance that as of a given date they will be transmitting data at 2400.

...Pat Brown (Facility)

NATIONAL GOALS FOR EDUCATION (OERI BOOKLET)

OERI has published a formal booklet enumerating the six national education goals established at the historic education summit in Charlottesville, Virginia, and unveiled before the Congress by the President on January 31, 1990.

This booklet (Attachment 1), with an Introduction by the Secretary of Education, is perhaps the most succinct and authoritative expression of these goals and may be useful to Clearinghouses referring to these goals in the course of their publication preparation and other work.

...Central ERIC

"NEW INFORMATION FROM THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT" (OERI)— NEW MONTHLY PUBLICATION

OERI has announced an exciting new monthly publication entitled "New Information From the Office of Educational Research and Improvement." This product is designed as a brief three-page camera-ready clipsheet, with an article or two, some short filler pieces, and statistical tables and charts that relate particularly to professional associations. The first issue appears as Attachment 2. It is also available in ASCII format.

This graphically attractive product should be able to be used by Clearinghouses in a variety of ways in their newsletters, journal columns, and other products slanted toward the media.

...Central ERIC
COLLABORATION AND DISSEMINATION MEETING WITH REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, AND THE ERIC EXECUTIVE COMMITTEE

On January 16-17, 1991, OERI sponsored a "Collaboration and Dissemination Meeting" with key representatives from the Regional Laboratories, R&D Centers, and ERIC. This meeting recalled the old "Dissemination Conferences" NIE held on a few occasions, but was particularly meaningful for ERIC because of the equal billing ERIC received for the first time with the much more heavily funded Labs and Centers.

Attachment 3 is a copy of the letter from the Assistant Secretary setting his goals for the meeting and a copy of the meeting agenda.

There were numerous other handouts at the meeting. One of the most interesting was a planning document for an "Institutional Communications Network" or "ICNet," drafted by Keith Stubbs of OERL. Copies can be obtained directly from Keith Stubbs ((202) 219-1803).

...Ted Beadbatch (ERIC Facility)

NATIONAL NEWS

NREN: THE NATIONAL RESEARCH AND EDUCATION NETWORK

Plans for transforming the existing "Internet" network into a new "National Research and Education Network" (NREN) are moving forward under the leadership of the National Science Foundation (NSF) and the Federal Research Internet Coordinating Committee.

NREN is an ambitious project, requiring the entire decade of the '90s for full realization. It offers the prospect of new ways of understanding, storing, and communicating information and will likely impact ERIC in some way in the course of its development.

Provided as Attachment 4 is a recent paper by Stephen B. Gould that provides a useful overview and some background information on this important new Government information initiative.

...Pat Brown (ERIC Facility)

ERIC'S 25TH ANNIVERSARY---PLANNING DOCUMENTS

Counting from 1966 as the year of the first issue of Resources in Education (RIE) (then Research in Education), 1991 marks ERIC's 25th anniversary year. Plans are underway to celebrate this anniversary year in a variety of ways. ACCESS ERIC has taken the lead in coordinating efforts (see Attachment 5) and an anniversary emblem has been developed and sent in camera-ready form to all ERIC components.

...ACCESS ERIC

ERIC/SP TELECONFERENCE ON "WHO'S MISSING FROM THE CLASSROOM: THE NEED FOR MINORITY TEACHERS"

On April 10, from 1:30 to 4:00 pm EST, the Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education will broadcast a national teleconference, "Who's Missing from the Classroom: The Need for Minority Teachers." This teleconference, funded by OERI, will be interactive, including an on-site studio audience and telephone linkage with the receiving sites.

The format will consist of three segments, focusing on:

(1) the value of diversity in the teaching force;
(2) problems related to minority teacher recruitment and possible solutions, and
(3) development of effective policies and procedures.
Each segment will be introduced by pretaped comments from education leaders and by "field pieces" of classroom scenes, followed by a panel discussion. Panelists will then respond to questions from the moderator, studio, and viewing audiences.

This teleconference is a major product resulting from a 1990 modification to the Clearinghouse's contract in order to address the issue of increasing the number of minority teachers in elementary and secondary schools. Work has been carried out in collaboration with AACTE and the joint Forum of Education Organizational Leaders/the Washington Higher Education Secretariat Task Force on Minority Teachers.

If you are in the Washington, DC area, and would like to participate as a member of the studio audience (BizNet Studios, 1615 H Street, N.W.), please complete the enclosed form and return it by March 15 to guarantee your reservation. For those outside of the area, but on campuses or with organizations having access to down-link capabilities, we encourage you to become a site for reception of the teleconference. Contact Mwangaza Michael-Bandele at the Clearinghouse ((202) 293-2450) for transmission details.

Two additional products of this effort will be a program guide for use during the telecast and a monograph. The Clearinghouse is excited about this project and asks for your support in disseminating information about the teleconference. (See Attachment 6 for an announcement and Press Release.) Please let me know if you have questions.

...Mary Dilworth (ERIC/SP)

ERIC "SPECIAL COLLECTIONS"

For many years, EDRS has offered users prices for the ERIC "Special Collections." Very few people, even within the system, can recall what these now quite old and "historical" collections are. They are comprised of the first 4,000 ED accessions, which appeared in pre-RIE publications, and two non-ED series: Manpower Research (MP's) and Pacesetters in Innovation (ES's).

Microfiche exist for most of these records and some of you with the oldest microfiche collections may have them.

For the reference staff amongst us, Attachment 8 lists these various "Special Collections" and the accession series and ranges for each. Since the EDRS contract still calls for these items to be offered, it may be useful to Clearinghouse staff to have this information at hand.

...Maureen Roberts (Facility)

ERIC SEARCH AIDS

DIALOG used to publish a "Search Aids" document covering their various databases, until they acquired so many databases that preparation of the compilation became exorbitant. The Facility used to get a request from DIALOG to update this list every year.

Nowadays the request comes from Maxwell Online. Attachment 9 is an "ERIC Search Aids" compilation prepared for the BRS group. (It has also been sent to DIALOG, where the new EDRS Coordinator, Eireann Carroll, will use it to answer questions, but where it will not be published.)

We thought that Clearinghouse User Services staff might find such a list useful in their work.

...Jim Houston (ERIC Facility)
"USING ERIC ON CD-ROM: A GUIDE TO THE BASICS,"  
BY LANA S. DIXON AND ALAN H. WALLACE

The John C. Hodges Library at the University of Tennessee has developed an excellent booklet, in large type, with attractive graphics, illustrating how to do an ERIC on CD-ROM search (using the SilverPlatter system).

This booklet is reproduced here as Attachment 10 for what good use ERIC User Services staff can make of it.

Jim Houston (ERIC Facility)

INTERNATIONAL NEWS

"ADAPTING ERIC TO NEW ZEALAND,"  
BY KEITH PICKENS

The InterEd group continues to grow! New Zealand doesn’t have an ERIC equivalent, but it has a very interested and active Keith Pickens at the New Zealand Council for Educational Research (NZCER) who has contacted us and doesn’t want to be left out of any planning for the English-speaking countries.

See Attachment 11 for Keith’s recent article on ERIC in the Education Libraries Journal (v33 n2 Summer 1990 p. 8-13).

Ted Brandhorst (Facility)

ACCESS ERIC NEWS

GTE USER FACT SHEET—FOR USE WITH THE REFERRAL DATABASES DEVELOPED BY ACCESS ERIC

The ACCESS ERIC "Referral Databases" accessible online via the GTE Education Network are:

1. ERIC Information Service Providers;
2. Education-Related Information Centers;
3. Education-Related Conference Calendar.

In addition, GTE has mounted the ERIC Digests Online full-text file.

The "ERIC Partners" file and the "ERIC Training Opportunities" file are not available via GTE.

ACCESS ERIC has prepared a "GTE User Fact Sheet" (see Attachment 12) to facilitate your connecting with GTE and to explain the searching process and the search logic GTE uses (especially for phrases, where the logic used is not made explicit on screen).

...ACCESS ERIC

ERIC CALENDAR OF EDUCATION-RELATED CONFERENCES (1991)

The ERIC Calendar of Education-Related Conferences used to contain just the conferences that ERIC was participating in or those from which it was soliciting documents. The new Calendar has been expanded by ACCESS ERIC to contain education-related conferences of all types, whether ERIC has an involvement or not. The new Calendar covering 1991 activities lists 486 events and is well on its way to becoming the premier conference calendar in the field of education.
The printed Calendar for 1991 is available for $15. The Calendar is also available online, in a continuously updated version, via GTE Education Services.

For ACCESS ERIC's press release on the 1991 Calendar, see Attachment 13.

**VENDOR NEWS**

**DIALOG ONDISC ERIC—AS REVIEWED BY "THE CD-ROM COLLECTION BUILDER'S TOOLKIT", BY PAUL NICHOLS**

The CD-ROM Collection Builder's Toolkit bills itself as "The Complete Handbook of Tools for Evaluating CD-ROM's." The only ERIC-related product reviewed is DIALOG OnDisc ERIC (see Attachment 14). This book is particularly useful in containing a list of all previous reviews of the product.

...Jim Houston (ERIC Facility)

**ORBIT DROPS ERIC**

Kay Pool, Vice President, Business Development, Maxwell Online, has notified the ERIC Facility of Maxwell Online's intent to drop ERIC from the ORBIT Search Service. ORBIT will announce this intent with an online notice on 3/1/91 and will discontinue ERIC effective as of 4/1/91. Maxwell Online will continue to offer ERIC on the BRS Search Service.

In a 2/21/91 letter to Ted Brandhorst (see Attachment 15), Ms. Pool states that ERIC usage on ORBIT decreased 50% in 1990 from the already low 1989 usage level. Maxwell Online believes that "this decrease reflects the wide distribution of the database [ERIC] on other media as well as the fact the ORBIT user community is not the best target market."

...Jim Houston (Facility)

**"ERIC MAGNETIC" DEBUTED BY SILVERPLATTER**

SilverPlatter has announced a new product whereby the ERIC database would be delivered to users on CD-ROMs for loading onto a magnetic system for multi-user access (still using the SilverPlatter retrieval system). A prototype of the product was demonstrated at the Mid-Winter Conference of the American Library Association, (ALA) held in Chicago in January 1991.

The SilverPlatter press release announcing this new product appears as Attachment 16.

...Ted Brandhorst (ERIC Facility)

**COMPACT ERIC/ERIC SCHOOLDISC—SOME STATISTICS FROM UMI**

Just after they had completed the scanning of the materials going into the prototype Compact ERIC/ERIC SchoolDisc product, UMI provided some fascinating statistics showing the overlap they found between the various groupings. The figure below illustrates these overlaps in a kind of Venn diagram approach.

The surprising observations are:

1. of the 44 journals selected for cover-to-cover treatment by ERIC SchoolDisc, 28 or 64% were also selected for Compact ERIC. Only 18 of the 44 SchoolDisc journals were unique to SchoolDisc;
2. of the 670 journal articles selected for SchoolDisc, 319 or 48% were contained in journals selected for Compact ERIC.

...EAB 1-2
January-March 1991
The recent competition for the ERIC Document Reproduction Service (EDRS) has resulted in the U.S. Department of Education awarding a new contract for the operation of EDRS, effective February 1991, to Cincinnati Bell Information Systems (CBIS Federal, Inc.). CBIS will take over the operation of EDRS from Computer Microfilm Corporation (CMC), which has operated EDRS (the microfiching and document delivery arm of ERIC) since the mid-1970's.

A "Special Announcement" has been developed for the front of RIE, together with an explanation of the new price structure, a CBIS page for the ERIC Network Directory, and a revision of ERIC Ready Reference #5: "ERIC Price Codes." These materials appear as Attachments 17 (A-D).

...Central ERIC

ERIC ONLINE COSTS AS COMPARED TO THE COSTS FOR OTHER DATABASES

ERIC people have long made claims concerning the low cost and economical access provided by ERIC to its database and to its documents. All of us have our favorite examples.
Central ERIC recently prepared a table comparing ERIC's online costs with those of three other Government databases (NTIS, AGRICOLA, and MEDLARS) and four other private databases (National News Index, Magazine Index, PsychInfo, and Sociological Abstracts). The table (see Attachment 19) is a telling illustration of the low cost claims and Clearinghouses may wish to pass along the good news to their users.

In the Government sector, ERIC's online connect charges are 16% lower than MEDLINE, 30% lower than AGRICOLA, and 60% lower than NTIS.

In the private sector, ERIC's online connect charges are 45% lower than PsychInfo, 55% lower than Sociological Abstracts, 66% lower than Magazine Index, and 68% lower than National News Index.

Pat Coulter (ERIC)

---ERIC/IR---

MICHAELEISENBERG--
DISTINGUISHED ALUMNI AWARD

Michael B. Eisenberg, Director, ERIC Clearinghouse on Information Resources, and Associate Professor of Information Studies, Syracuse University, received the 1990 Distinguished Alumni Award from the School of Information Science and Policy, Rockefeller College of Public Affairs and Policy, University at Albany. Mike received his Master of Library Science degree at Albany in 1973.

---ERIC/IR---

MICHAEL EISENBERG--
CO-AUTHORS NEW BOOK

Information Problem-Solving: The Big Six Skills Approach to Library Skills Instruction presents an expanded examination of an information problem-solving/critical thinking skills based library and information skills curriculum. The book offers an indepth investigation of a powerful, yet simple approach to integrated library and information skills instruction.

The book details: the basic themes which underlie the BIG SIX SKILLS CURRICULUM for library and information skills instruction; the BIG SIX SKILLS CURRICULUM full scope and sequence; examples of transferable information problem-solving skills adaptable in all situations at all grade levels; and strategies and tactics for implementation. The authors, Michael Eisenberg and Robert Kerkowitz, emphasize practical, tested techniques that translate concepts into practice for library media specialists.

---ERIC/IR---

DON ELY (IR) ELECTED TO WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES (WHCLIS)

Don Ely, Professor and Chair, Instructional Design, Development and Evaluation and Associate Director, ERIC Clearinghouse on Information Resources, has been elected as one of the 36 delegates from New York State to attend the White House Conference on Libraries and Information Services in Washington, DC next July. He was earlier elected to the Governor’s Conference on Libraries and Information Services held in Albany, November 28-30. He is also a Trustee of the Onondaga County Public Library System.

At the White House Conference, delegates will develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvement in library and information services. The final report will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation.

---ERIC/IR---
SUSAN HUBBARD, AUTHOR OF IR CONCLUSION BROCHURES, PUBLISHES SHORT STORY COLLECTION

Susan Hubbard, Managing Editor of the ERIC Conclusion Brochures Project, was recently featured in a newspaper article describing the publication of her short story collection by the University of Missouri Press. Her manuscript was chosen from hundreds submitted to a contest sponsored by Associated Writing Programs, an organization of more than 90 colleges and universities that emphasize creative writing.

The Conclusion Brochures Project began in October 1986 at the ERIC Clearinghouse on Information Resources. The publications resulting from this project are still in demand and may be obtained from ACCESS ERIC.

UD STAFF CHANGES

Robin Johnson Utsey, who has been on maternity leave, will not be returning to work in the near future so that she can spend more time with her new son. Patricia Jenson has left the staff to teach English to girls at a private junior high school (located, coincidentally, on the block where our Director lives). Therefore, Douglas Folsom has been named Processing Coordinator. Doug will also handle acquisitions administration. Our new Administrative Assistant is Peter Cuasay.

In addition, Eric Larsen has been hired to edit abstracts and to coordinate lexicography. Wendy Schwartz, who previously managed both those functions, will now coordinate production of publications, promotion, and acquisitions.

SELF-ESTEEM PRESENTATION BY ERIC/CG

A talk on self-esteem, given by CAPS Director Garry Walz and Associate Director Jeanne Bleuer in Florida last month, brought new meaning to the expression "packed house." The Florida Association for Counseling and Development, which had sponsored the workshop, was forced to cut attendance to 100 and even at that, had participants sitting on the floor and standing in the back. Evaluations were outstanding, with several rating the presentation a 6+ on a 1 to 5 point scale.

ERIC/CG RECEIVES LARGE PUBLICATION ORDER FROM THE U.S. POSTAL SERVICE

CAPS was extremely pleased by a repeat order from the U.S. Postal Service for 500 copies each of two career development titles: Career Development Today and Career Development in Organizations. A previous order two years ago was so well received in their training seminars that they repeated the order.

"ERIC FOR ADULT EDUCATORS" AUDIOTAPE

The ERIC for Adult Educators audiotape, developed by the ERIC Clearinghouse on Adult, Career, and Vocational Education, has sold 42 copies in the 7 months that it has been available. Most of the purchases were from secondary and postsecondary educational institutions. We are, however, wondering what the Psychiatric Hospital in Northville, MI plans to do with it!
CE MATERIALS
DISTRIBUTED AT OHIO
WHITE HOUSE CONFERENCES

Two of ERIC/ACVE’s products were
duplicated by the State Library of Ohio and included
in the packets of the Ohio White House Conference
on Literacy.  Bilingual Vocational Education for
Immigrants, an ERIC Digest, and Computer-Assisted
Instruction in Adult Literacy Education, a Practice
Application Brief, were requested by the conference
chairman.

For the Conference on Productivity, the
chairman reproduced and distributed Workplace
Literacy Programs, an ERIC Digest, and The New
Work Force, a Trends and Issues Alert.  It’s uncertain
who was more pleased—the conference chairman or
Clearinghouse staff!  Judy Wagner attended all three
of the conferences, and Susan Imel attended the one
on Democracy.

Keynote speakers at the conferences were:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Productivity</th>
<th>Democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhea B. Lawson, Literacy Resource Librarian, Enoch Pratt Free Library</td>
<td>K. Wayne Smith, President and CEO, OCLC</td>
<td>Gordon Gee, President, The Ohio State University</td>
</tr>
</tbody>
</table>

ASHE-ERIC HIGHER EDUCATION REPORT SERIES EXPERIENCES
RAPID GROWTH WITH 1989 AND 1990 REPORTS

The recently compiled sales statistics of the
1989 and 1990 ASHE-ERIC Higher Education Report
Series demonstrate that the series is experiencing a
period of rapid growth.  This may be partly due to the
recent need for information dealing with various
minority issues.

"High Risk Students" has only been out a few
months and already we are getting a tremendous
response from the higher education community.

*Note that publications dealing with minority issues
are currently bestsellers.

...Barry Solomon (ERIC/HE)
# ASHE-ERIC HIGHER EDUCATION REPORTS
**ISSUED SINCE JULY 1990**

## Published Titles (1990 Series)

<table>
<thead>
<tr>
<th>NUMBER</th>
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<tr>
<td>90-1</td>
<td>The Campus Green: Fundraising in Higher Education</td>
<td>Barbara E. Brittingham and Thomas R. Pezzulo</td>
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<tr>
<td>90-2</td>
<td>The Emeritus Professor: Old Rank-New Meaning</td>
<td>James E. Mauch, Jack W. Birch, and Jack Matthews</td>
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<tr>
<td>90-3</td>
<td>&quot;High Risk&quot; Students in Higher Education: Future Trends</td>
<td>Dionne J. Jones and Betty Collier Watson</td>
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<td>90-4</td>
<td>Budgeting for Higher Education at the State Level: Enigma, Paradox and ritual</td>
<td>Daniel T. Layzell and Jan W. Lyddon</td>
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## Titles Scheduled (1990 Series)

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<tr>
<td>90-5</td>
<td>Proprietary Schools: Programs, Policies and Prospects</td>
<td>John B. Lee and Jamie P. Merisotis</td>
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<td><em>(Expected Publish Date: February, 1991)</em></td>
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<td>90-6</td>
<td>College Choice: Understanding student Enrollment Behavior</td>
<td>Michael B. Paulsen</td>
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<td></td>
<td><em>(Expected Publish Date: March, 1991)</em></td>
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<tr>
<td>90-7</td>
<td>Pursuing Diversity: College Minority Student Recruitment</td>
<td>Barbara Astone and Elsa Nu ez-Wormack</td>
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<tr>
<td></td>
<td><em>(Expected Publish Date: March, 1991)</em></td>
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<tr>
<td></td>
<td><em>(Expected Publish Date: April, 1991)</em></td>
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A Message from the Secretary:

Not long ago, on the historic campus of the University of Virginia in Charlottesville, President Bush and the nation's governors met and rededicated themselves to excellence in education for all Americans. A call was made to establish national education goals that focused on results, accountability, and flexibility in the use of federal education resources.

On January 31, 1990, in an address before a joint session of the Congress on the state of the union, President Bush unveiled the national performance goals for education. The goals do not represent an attempt to mandate a national curriculum or to force specific reforms on states and local districts. They are designed to inspire school reform efforts at the federal, state, and local levels and by everyone involved in the education of our children. Only through such reforms can the United States retain its leadership in the global economy.

These goals are ambitious, but I am confident that with hard work, dedication, and cooperation on the part of parents, students, teachers, administrators, and business and community leaders, we will achieve them. The challenges of the 21st century are already on the horizon, and we must ensure that our young people are equipped with the knowledge and skills necessary for active and successful participation in the economic, political, cultural, and community life of our nation.

Lauro F. Cavazos
INTRODUCTION

At the historic education summit in Charlottesville five months ago, the president and the governors declared that "the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive." The six national education goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure — for the failure of these students will become the failure of our nation. Achieving these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their failure. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals — performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers...
must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

### NATIONAL EDUCATION GOALS

#### GOAL 1

**Readiness for School**

By the year 2000, all children in America will start school ready to learn.

**Objectives:**

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

#### GOAL 2

**High School Completion**

By the year 2000, the high school graduation rate will increase to at least 90 percent.

**Objectives:**

- The nation must dramatically reduce its dropout rate, and 75
percent of those students who do drop out will successfully complete a high school degree or its equivalent.

☐ The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

GOAL 3

Student Achievement and Citizenship
By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

☐ The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

☐ The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

☐ All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

☐ The percentage of students who are competent in more than one language will substantially increase.

☐ All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

GOAL 4

Science and Mathematics
By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

☐ Math and science education will be strengthened throughout the system, especially in the early grades.

☐ The number of teachers with a substantive background in mathematics and science will increase by 50 percent.

☐ The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.
GOAL 5.

Adult Literacy and Lifelong Learning
By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

☐ Every major American business will be involved in strengthening the connection between education and work.

☐ All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

☐ The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

☐ The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.

☐ The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

GOAL 6

Safe, Disciplined, and Drug-Free Schools
By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

☐ Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

☐ Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.

☐ Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

NECESSARY CHANGES AND RESTRUCTURING

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation’s education system and
each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The president and the governors will work to support these state efforts and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

THE PRESCHOOL YEARS

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

THE SCHOOL YEARS

As steps are taken to better prepare children for school, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.
The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

THE AFTER-SCHOOL YEARS

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create
effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not
simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America’s achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The president and the governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A CHALLENGE

These national education goals are not the president’s goals or the governors’ goals; they are the nation’s goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The president and the governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.
Dear Association Executive:

Over the past year, I have had the opportunity to meet with a number of you. In these meetings, you have asked for more information from the Office of Educational Research and Improvement.

Now I am pleased to announce a new service, New Information from the Office of Educational Research and Improvement. This monthly is camera-ready so that your editors will be able to use the stories, short items, and graphics directly in your publications. This will supplement the OERI Bulletin that you have been receiving for the past year.

I would appreciate it if you could pass this material along to your editors. If you would like to continue to receive copies of New Information from OERI yourself, please fill out one of the self-addressed cards in this package and drop it in the mail. Tim Burr, the editor, will make sure you are added to the mailing list.

Thanks for your help in improving American education.

Sincerely,

Christopher T. Cross
Assistant Secretary

Enclosures
MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

December 1990

TO: Association Editors

FROM: Tim Burr, Editor
OERI Outreach Staff, 202-219-1673

SUBJECT: A new service for you

What is the latest on federal education research? How do education statistics relate to your members? Can they use the latest in effective practices? Do you sometimes need to fill a little space in your periodicals?

We've all found ourselves in the last situation. And it's handy to have something you can drop in at the last minute. If the items relate to your members' interests and needs, that's even better.

To help fill this need, we have developed a new camera-ready clipsheet, New Information from the Office of Educational Research and Improvement. Every month you will get three pages, such as those enclosed, with an article or two, some short filler pieces, and tables and charts that relate to your members. The material is in the public domain, so feel free to reproduce it. We would appreciate attribution.

We would also appreciate a copy of any pieces you use. This will help us better meet your needs in the future by indicating what you have found worthwhile.

We also want to make sure New Information from OERI is getting to you as quickly as possible. Therefore, please fill out the enclosed card to tell us what name and address should be on the mailing list. Once you've done that, just drop it in the mail.

If you would like any of the text electronically, you can get it in ASCII on our Electronic Bulletin Board. The phone number is 800-222-4922 or -- if that number is busy -- 202-219-2011 or 2012.

By the way, this will not replace the OERI Bulletin, our quarterly listing of publications, data sets, contracts and grants, and events. You will still get that, and you are welcome to use information from it as well.

This summer we met with some of your colleagues. They had a number of suggestions on how to make New Information from OERI as useful as possible. What you have is the result of those meetings. I would appreciate your suggestions, too, so we can continue to improve this publication.

Attachments
New Information from the Office of Educational Research and Improvement

December 1990

This information is in the public domain. It may be reprinted or edited to fit space requirements.

For additional information, call Tim Burr of OERI's Outreach Staff at 202-219-1673, or write U.S. Department of Education, OERI, 555 New Jersey Avenue NW, Washington, DC 20208-5570.

Who Are Our Eighth Graders?

Office of Educational Research and Improvement
U.S. Department of Education

An eighth grader is 13 or 14, right? Maybe. The National Center for Education Statistics of the U.S. Department of Education's Office of Educational Research and Improvement recently conducted a survey of 25,000 eighth graders in public and private schools throughout the country—the National Education Longitudinal Study of 1988 (NELS:88). The spring 1988 survey also included the students' parents, their teachers, and principals.

While more than 60 percent of 1988 eighth graders were born in 1974, another 30 percent were born in 1973, and 6 percent were born in 1972 or before. The students' ages tied in with whether they had repeated a grade—and 18 percent had repeated at least one grade by the time they finished eighth grade.

About 71 percent of the students are white, 13 percent are black, 10 percent are Hispanic, 4 percent are Asian/Pacific Islander, and 1 percent are American Indian or Alaskan Native. About 2 percent are considered to be limited-English-proficient. About 88 percent are in public schools, 8 percent in Catholic schools, and 5 percent in other private schools.

Since this is the first longitudinal study to begin in eighth grade, the followups every 2 years will give an unparalleled opportunity to see who drops out and who stays in school. This base-year survey provides some indicators of "at-risk" status and has examined six primary risk factors.

What percent have each of the six factors?

Parents' Contact with School


Problems at School

Charting the Course
Feel free to use any or all.

**Full-Time Public School Teachers at All Levels with Outside Employment, by Sex, 1987-88**

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<th></th>
<th>Sum Only</th>
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<td>64%</td>
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<tr>
<td>Summer Only</td>
<td>11%</td>
<td>5%</td>
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<tr>
<td>School Year Only</td>
<td>24%</td>
<td>30%</td>
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*All year* plus *School year only* equals number with outside jobs while teaching full time.

**Full-Time Private School Teachers at All Levels with Outside Employment, by Sex, 1987-88**

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<td>32%</td>
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<tr>
<td>School Year Only</td>
<td>35%</td>
<td>25%</td>
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*All year* plus *School year only* equals number with outside jobs while teaching full time.

**Full-Time Public School Teachers with Outside Employment by Level Taught, 1987-88**

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<td>70%</td>
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<tr>
<td>Summer Only</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>School Year Only</td>
<td>11%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*All year* plus *School year only* equals number with outside jobs while teaching full time.

**Full-Time Private School Teachers with Outside Employment by Level Taught, 1987-88**

<table>
<thead>
<tr>
<th></th>
<th>Summer Only</th>
<th>All Year</th>
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<td>73%</td>
<td>70%</td>
</tr>
<tr>
<td>Summer Only</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>School Year Only</td>
<td>15%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*All year* plus *School year only* equals number with outside jobs while teaching full time.


Federal support for education in constant 1989 dollars, by level: FY 1965 to 1989

[Graph showing federal support for education in constant 1989 dollars, by level: FY 1965 to 1989]

Sources of funds, Fiscal Year 1989: Departments of Education (44.2%), Health and Human Services (13.8%), Agriculture (12.4%), Defense (7.3%), Energy (5.2%), Labor (5.0%), Veterans Affairs (2.0%), and Interior (1.5%), and National Science Foundation (3.5%), National Aeronautics and Space Administration (2.0%), and Other Agencies (2.9%); Total $46.7 billion.

Tidbits
Feel free to use any or all.

Compare and Contrast
Office of Educational Research and Improvement
U.S. Department of Education

- 1988 eighth graders watched television four times as many hours as they spent on homework (21.4 hours versus 5.6 hours). *National Education Longitudinal Study of 1988.*

- Two-thirds of 1988 eighth grade students want to get at least a bachelor’s degree, but only about one-third planned to enroll in a college preparatory program in high school. *National Education Longitudinal Study of 1988.*

- On average, public school principals in 1987-88 earned twice as much as private school principals ($44,250 versus $22,650). *Schools and Staffing Survey.*

- The typical public school teacher in 1987-88 earned $10,000 more than the average private school teacher ($26,230 versus $16,562). *Schools and Staffing Survey.*

- Korean 13-year-olds scored 567.8 on a science test given by the International Assessment of Educational Progress. United States students only scored 473.9—below New Brunswick (Canada), Spain, United Kingdom, and Ireland. *Condition of Education, Volume I.*

- A school district of 380 students in grades K-12 can have the same advanced classes as large districts through technology. Using satellite dishes, students in this small school district and in similar districts in 21 states can watch courses presented live from San Antonio. They can even ask questions using a telephone hookup. This is part of the Star Schools Program funded by the Office of Educational Research and Improvement. *Office of Educational Research and Improvement Bulletin.*

- One of the most powerful predictors of a young child’s success as a reader is recognition of the letters of the alphabet. Other predictors are knowing which is the front of the book, whether the story is told by the pictures or print, and which way the pages turn, and awareness of phonemes—the speech sounds that roughly correspond to individual letters. Therefore, the best thing parents can do for their young children is to read to them. *Beginning to Read: Thinking and Learning about Print—A Summary.*

- While children make up 37 percent of users of public libraries, 58 percent of the libraries do not have a children’s librarian. Nonetheless, more than 90 percent have specific programs for children, such as study space, summer reading programs, and story hours. *Services and Resources for Children in Public Libraries.*

- For more information about new studies, publications, data sets, and upcoming events, get the free, quarterly OERI Bulletin. Just send your name and address on a postcard to OERI Bulletin, 555 New Jersey Avenue NW, Washington, DC 20208-5725.

Recognized Ideas
Office of Educational Research and Improvement
U.S. Department of Education

- With so many students having after-school activities or jobs, “early bird” classes give students a chance to take classes they might not otherwise fit into their schedules. Particularly popular are music and foreign languages.

- To minimize the drug and alcohol presence in school and promote awareness, 100 young people are recruited to participate in the “All Star Program” as peer counselors. Participating students attend three-day summer workshops with workshops on decision making, role modeling, and self worth. Students meet monthly with parents to promote their involvement in the project.

- “DoDads” is a large group of fathers who work in the school in the evenings. Their pride in their contributions to the school is reflected in their DoDads tee shirts and the fact that many remain as part of the group even after their children have graduated.

- The high school library is open one night a week for community members and students. The guidance department is also on duty that night so that students (and their parents) may come for individual counseling on college possibilities, scholarships, and other financial aid opportunities, as well as for any personal needs.

- Members of the “Breakfast Club,” a group of senior citizens, are given a list of students with a history of tardiness. The senior volunteers call the students each morning to wake them up, to give personal encouragement, and to show that someone cares. This approach has been quite effective in reducing tardiness in a large school with a heterogeneous student body.

- On “Conspiracy Day,” all faculty members conspire to teach the same study skills within the context of their courses. Since the skills are taught for six consecutive classes as they relate to each subject, students tend to retain the skills at very high levels.

The School Recognition Program (also known as the Blue Ribbon Schools Program), established in 1982 within the U.S. Department of Education, presents Excellence in Education Awards to public and private schools that are unusually effective in educating their students with available resources. One year, elementary schools are recognized; the next, secondary schools. For more information, write the School Recognition Program, Programs for the Improvement of Practice, OERI, 555 New Jersey Avenue NW, Washington, DC 20208-5645.
Dr. Ted Brandhorst  
ERIC Processing and Reference Facility  
ORI, Inc., Information Systems  
4350 East-West Highway  
Suite 1100  
Bethesda, Maryland 20814-4475

Dear Dr. Brandhorst:

I am looking forward to the Collaboration and Dissemination Meeting with key representatives of the regional laboratories, research and development centers, and ERIC on January 16 and 17, 1991. As my staff has informed you, the meeting will be held at the Washington Court Hotel, 525 New Jersey Avenue, NW, Washington, DC.

I see four specific goals for the meeting:

1. to establish mutual expectations among OERI, ERIC, the labs and the centers for collaboration and dissemination;
2. to enable participants to share information about their activities as a foundation for collaboration and dissemination;
3. to start some collaborative activities, or identify potential ones; and
4. to agree on next steps for collaboration and dissemination, including dates of future meetings.

Enclosed is a copy of the conference agenda. On the first day, you should plan to attend a discussion group and be prepared to share information regarding your organization. You will be contacted shortly by an OERI staff person concerning logistical arrangements.

If you have any questions concerning the meeting, please call Bob Stonehill on (202) 219-2088. I look forward to seeing you at what I believe will be a very important meeting for all of us.

Sincerely,

Christopher T. Cross  
Assistant Secretary

Enclosure
AGENDA

COLLABORATION AND DISSEMINATION MEETING WITH REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, AND EDUCATION INFORMATION RESOURCES DIVISION

JANUARY 16 AND 17, 1991

Washington Court Hotel
525 New Jersey Avenue, N.W.
Washington, D.C.

Wednesday, January 16, 1991

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Meeting Location</th>
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<tbody>
<tr>
<td>8:30 - 8:45</td>
<td>Coffee and Danish</td>
<td>Atrium</td>
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<tr>
<td>8:45 - 9:15</td>
<td>Opening Remarks and Introductions</td>
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<tr>
<td></td>
<td>Milton Goldberg, Director, Office of Research</td>
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<td>Nelson Smith, Director, Programs for the Improvement of Practice</td>
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<tr>
<td>9:15 - 10:45</td>
<td>New OERI Initiatives/Lab, Center, ERIC Reactions</td>
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<td></td>
<td>Christopher T. Cross, Assistant Secretary</td>
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<td></td>
<td>Susan Fuhrman, Director, Center on Education Policy and Student Learning</td>
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<td></td>
<td>Dean Nafziger, Director, Far West Laboratory for Research and Development</td>
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<td></td>
<td>Todd Strohmenger, Chairman, ERIC Executive Committee</td>
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<tr>
<td>10:45 - 11:00</td>
<td>Break</td>
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<tr>
<td>11:00 - 12:15</td>
<td>Break Into Discussion Groups</td>
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<td></td>
<td>1) Families/Early Childhood</td>
<td>Mt. Vernon Room</td>
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<tr>
<td></td>
<td>2) &quot;At Risk&quot; Children</td>
<td>Suite 316</td>
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<td></td>
<td>3) Assessment</td>
<td>Suite 318</td>
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<td></td>
<td>4) Mathematics, Science, and Technology</td>
<td>Sagamore Hill East</td>
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<td></td>
<td>5) Adult Literacy and Lifelong Learning (including postsecondary and workforce)</td>
<td>Ballroom West</td>
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<td></td>
<td>6) Rural Education</td>
<td>Mt. Vernon Lounge</td>
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<td></td>
<td>7) Restructuring</td>
<td>Sagamore Hill West</td>
</tr>
<tr>
<td>12:30 - 1:45</td>
<td>Lunch</td>
<td></td>
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</table>
2:00 - 3:15 Return to Group Discussions
   1) Families/Early Childhood Mt. Vernon
   2) "At Risk" Children Suite 316
   3) Assessment Suite 318
   4) Mathematics, Science, and Technology Sagamore Hill East
   5) Adult Literacy and Lifelong Learning Ballroom West
       (including postsecondary and workforce)
   6) Rural Education Mt. Vernon Lounge
   7) Restructuring Sagamore Hill West

3:15 - 3:30 Coffee Break

3:30 - 4:30 Reflections on Group Discussions Atrium

5:30 - 7:00 Reception Atrium
   * Sponsored by the American Educational Research Association and Sports
     Illustrated for Kids

Thursday, January 17, 1991

9:00 - 10:00 Institutional Communications Network Atrium
   (ICNet) - Discussion of Present and Future Use.

10:00 - 10:15 Break

10:15 - 12:00 Laboratories Room 318
   Centers Ballroom West
   ERIC Suite 316
   Lab and Center Dissemination Committee Sagamore Hill

12:00 - 1:00 Lunch

1:00 - 3:00 Laboratories Room 318
   Centers Ballroom West
   ERIC Suite 316

3:00 - 4:00 Discussion of Next Steps Atrium

Adjourn
An Intellectual Utility for Science and Technology: The National Research and Education Network

STEPHEN B. GOULD*

This article will provide a brief overview of the primary computer network structures serving the U.S. academic research community. Plans for transforming the Internet into a National Research and Education Network are moving forward under the leadership of the National Science Foundation and the Federal Research Internet Coordinating Committee. The article outlines the scope of computational and information resources likely to be available to users through the national network, and highlights the role envisioned for the network in facilitating effective remote interaction by researchers with colleagues, scientific instruments, and data. When fully implemented, the national network can serve both as a powerful utility that extends the capabilities of scholars, scientists, and engineers, and as a testbed for an electronic information infrastructure available to every home, office, and factory in the United States in the 21st century.

If information maintained in electronic or digital form is the lifeblood of the "information age," then interconnected computer networks are surely becoming primary circulatory systems that nourish the health of business, science, and technology. Electronic information holds substantial advantages over printed information in that it is more economical to manage and store, can be searched more effectively, can be retrieved quickly without going to another location, and can be moved around easily. Computer networks that are national or international in reach are fast becoming an essential means of exploiting these inherent advantages.

This article will provide a brief overview of the continuing evolution of the primary computer network structures serving the U.S. academic research community. The develop-

ment of a national electronic information infrastructure for science and technology is an ongoing process that is similar to, parallels, and is encouraged by the development of computer networks serving the scientific and engineering communities.

Information technology is now often defined as the combination of computer technology and telecommunications technology that makes possible computation, communication, and the storage and retrieval of information. In the academic research community, information technology now includes:

- Computer hardware of all kinds, from microprocessors dedicated to specific research tasks to the most powerful supercomputers;
- Communications networks that link scientists and engineers to each other and to resources of various kinds through their computers; and
- Computer software that researchers use to design and run projects, collect and analyze data, and manage the information that the projects yield.

Extensive use of these tools is rapidly changing the conduct of science and engineering. It has steadily reduced constraints of speed, cost, and distance associated with data collection and analysis, modeling of complex phenomena, communication and collaboration among researchers, and information storage and retrieval.

**Demand for Wide-area Network Services**

Advancements in information technology fuel a number of trends related to data collection and analysis that in turn encourage increased use of wide-area computer networks among researchers. Growth in the amount of information that researchers can electronically or digitally store and analyze with their individual workstations has substantially increased the demand for direct electronic access to central, large-scale data repositories. Creation of new families of computer-controlled instruments and machines has opened up enticing opportunities for resource sharing through remote control and interaction. The development of regional centers housing expensive high-performance computers requires the availability of high-quality wide-area networks to maximize the distribution of benefits of these expensive resources within the research community.

Use of computer networks is contagious, and in itself fuels greater demand. The more researchers that are introduced to the opportunities associated with computer networks and obtain connections, the greater the value inherent in network access. Increased connectivity among researchers and computational resources breeds greater demand for network access which, when fulfilled, breeds further demand. The most popular network function to date, and thus a major factor fueling network growth, is electronic mail. E-mail, the process of sending text from one computer user to another over the network, is partially replacing written and telephone communication within many research communities. Accordingly, networks have become a primary channel for conversation and for repeated exchanges of text, data, and software files.

Growth in demand for wide-area networks is also a reflection of new interdependencies within and among universities, government agencies, and private industry. A broad consensus favoring increased efforts to promote effective technology transfer among these sectors
An Intellectual Utility for Science and Technology

serves to promote greater communication and collaboration between them. To maintain national competitiveness, it has become increasingly important to share scientific and technical developments as they happen. As a high-speed conduit for such information, wide-area networks are recognized as both facilitating the conduct of research and the transfer of research to those who develop and use technology.

Development of the Internet

The network of computer networks known as the Internet originated with the development of the ARPANET, an experimental network established in 1969 by the Defense Advanced Research Projects Agency (DARPA). With ARPANET, DARPA sought to demonstrate the potential of computer networking based on packet-switching technology that allows many users to economically share a single communication channel. In the 1970s, DARPA sponsored several additional networks and supported the development of a set of rules and procedures for addressing and routing messages across separate networks so that they could be linked together. Called the "Internet protocols," these rules and procedures provided a universal language allowing electronic messages to be sent across multiple interconnected networks.

In the 1980s the number of networks attached to ARPANET grew as technological advances facilitated network connections. ARPANET has become so heavily used by 1983 that the Department of Defense split off operational traffic associated with military research and development programs onto a separate network known as MILNET. In recognition of the exploding demand for network services, DARPA officials also sought to shift the burden of serving general academic research needs away from the Department of Defense.

Beginning in 1985, the National Science Foundation (NSF) assumed responsibility within the Federal government for coordinating the development of the Internet. Since then, NSF has actively worked to foster the creation of networks serving the academic research community, to interconnect the networks serving various segments of the research community, and to build expanded data communication capacity to better serve research needs. In 1986, NSF began funding a backbone network called NSFNET in order to provide remote access to its supercomputer centers. Regional and local area campus networks are linked to NSFNET's interstate backbone to connect researchers at more than 220 colleges and universities. Regional networks include partial-statewide networks like the Bay Area Regional Research Network in northern California, statewide networks like the New York State Educational Research Network, and multistate networks like the Southern Universities Research Association Network.

Other Federal agencies also operate networks on the Internet to support their missions, including the Department of Energy (HEPNET, MFENET, and ESNET), the Department of Health and Human Services, and the National Aeronautics and Space Administration (NASNET and SPAN). This loosely organized confederation of Federal, regional, and local networks, which use the Internet protocols, make up the current Internet. The Internet now supports a vast, multidisciplinary community of researchers and its use is generally free-of-charge to individuals engaged in government-sponsored research.

The Internet's evolution from a prototype network to a large-scale multinetwork has accelerated rapidly in the 1980s. In late 1983, the Internet was comprised of about 50
networks. By January 1990, the number had grown to over 1000. The number of host computers connected to the Internet has grown from about 200 in 1982 to over 20,000 in early 1987 and over 100,000 by early 1990. NSF has estimated that over half a million researchers are using the Internet. Funding for Internet operations comes from the five Federal agencies involved in operating research networks and from universities, states, and private companies involved in operating and participating in local and regional networks and the NSFNET backbone. A Federal Research Internet Coordinating Committee, operating under the auspices of the White House Office of Science and Technology Policy, coordinates the functioning and integration of agency networks at the Federal level. However, management of the Internet is decentralized, residing primarily at the host site and individual network levels.

Researchers and educators currently use the Internet and other networks for a variety of functions:

- Electronic mail (e-mail) and electronic publishing;
- Software and data file transfer/exchange;
- Graphics and image file transfer;
- Remote computer access (interactive and batch) to supercomputers and other specialized research instruments; and
- Remote access to computerized databases.

Not all individual academic networks are currently equally suited for or even capable of each of these applications. Actual network uses, therefore, depend on which network an individual user is connected to.

The National Research and Education Network

Today's Internet is far from providing uniformity in the type and quality of service provided to users, and despite its size does not yet reach the entire research and education community. While compatibility among networks has been steadily increasing, many of the networks currently being used are still fragmented into separate operations regimes. Communication options are often limited in terms of the kinds of computer equipment, systems and applications that can use the networks effectively. Interconnection points between some networks are weak if available, thus limiting the extent to which colleagues can reliably use the networks to communicate and collaborate. Since instruction, documentation, and troubleshooting support for network users are in many cases scarce, the researchers able to effectively use existing networks are those who have developed a degree of expertise in computer networking technology.

To remedy these weaknesses, continued evolution of the Internet until it becomes a user-friendly, unified high-speed research network with nationwide coverage is envisioned by Federal sponsors and academic participants. Supporters see a truly national research network as one of the elements required to obtain a high performance distributed computation and communication infrastructure that will enhance research and technology development in government, academia, and industry. A coordinated research network based on very high capacity links would enable the creation of large-scale geographically distributed
research support systems that could link numerous high performance workstations, databases, data generation sources, and the most powerful high performance computers.

The Federal Research Internet Coordinating Committee, which includes representatives of DARPA, DOE, HHS, NASA, and NSF, has begun transforming the Internet into a full-fledged National Research and Education Network (NREN). This is being done through the sharing of communications circuits, network access points, and even entire networks, leading to streamlined operations and reduced costs. The plan developed by the Committee calls for the NREN to be developed in three stages. In Stage 1 the agencies will complete an upgrade of their networks to 1.5 megabit per second (T1) trunks. Under the supervision of DARPA, “policy-based routing” mechanisms are being devised that will allow better interconnection of these trunks. In stage 2 the agencies will acquire a common set of 45 megabit per second (T3) transcontinental trunks, to be known as the Research Interagency Backbone. When this is fully operational, it will be interconnected with the NSFNET backbone, resulting in a interim NREN that provides upgraded network services to 200 to 300 research institutions.

The NREN concept is based on a fundamental premise of open access to all qualified researchers and scholars. By the end of Stage 2, it is expected that every university and major laboratory will be connected to the NREN through a mid-level network. It is anticipated that the mid-level networks would continue to be operated with the financial sponsorship of state and local governments and industry as private and autonomous business entities. Stage 2 technologies are expected to form a base from which commercial providers can offer compatible networking services nationally. Deployment of the Stage 3 NREN, an operational national network with gigabit-capacity trunks, will include a structured process resulting in transition of the network from a government operation to a commercial service.

Dimensions of the Intellectual Utility

An extensive array of information resources will likely become stitched together by the NREN to form a more cohesive electronic information infrastructure within the United States. Reference databases, which store in electronic formats information that primarily helps researchers find out about printed literature of interest, comprise what may be the most extensive category of resources. These computer-searchable services have expanded enormously over the past twenty-five years. The National Library of Medicine's MEDLINE, the Library of Congress' card catalog, the National Agriculture Library's AGRICOLA, and NASA’s RECON databases are examples of the reference services that could be integrated into NREN. Increasingly, reference databases are being expanded to include full-text retrieval capabilities. Other reference resources include the U.S. National Technical Information Service which electronically maintains abstracts of unclassified, publicly available reports, software packages and data files from over 300 government agencies related to hundreds of subject areas.

Scientific and engineering data sets found in source databases preserve information and measurements relating to topics of broad common interest to various segments of the research community. For example, GenBank is an electronic library of known genetic sequences. Descriptions of the molecular structures of all chemical substances reported in the scientific literature since 1961 are maintained by the Chemical Abstracts Service.
Oceanic and Atmospheric Administration and the National Aeronautics and Space Administration have thousands of computer tapes holding data drawn from observations of the earth, the atmosphere, and space. Ongoing and anticipated large-scale data-generation and observational efforts will produce ever larger files that could be made widely available to researchers for analysis through the NREN.

Knowledge banks take a variety of forms, including electronic bulletin boards, ongoing computer conferences, multi-function databases, and expert systems. BIONET, which serves the molecular biology community, offers a research news bulletin board that has become a forum where scientists can post interesting developments and highlight the expertise and research interests of their laboratories for the rest of the electronic community. A service initiated by the Welch Medical Library of the Johns Hopkins University makes available an online gene map along with over 4,300 descriptions of specific disorders and substances related to genetic diseases that are updated every week. Prototype expert systems being developed will assist researchers in interpreting mass spectra of organic molecules, in troubleshooting particle beam lines for high energy physics, in chemical synthesis planning, in planning experiments in molecular genetics, and in automated theory formulation in chemistry, physics, and astronomy.

Software libraries will be a major component of the future U.S. information infrastructure. Such repositories are maintained by various research organizations to support the needs of their community of computer users. In many disciplines, it is common to use standard software packages for certain classes of problems. A key function of the NSF-funded supercomputer centers is to make available large collections of software relating to diverse scientific and engineering supercomputing applications, since few research groups or universities can afford to maintain their own comprehensive libraries.

Prototyping services such as the Metal Oxide Semiconductor Implementation System (MOSIS) represent yet another type of resource that could be connected to the NREN. MOSIS serves the research community as a broker for commercial silicon foundry services by contracting for the manufacture of custom very large-scale integrated chips. Orders for circuit designs that are submitted electronically are batched by MOSIS and sent on to one of several foundries for cost-effective, rapid prototype fabrication.

Sharing of expensive instrumentation is important to many research disciplines and is likely to become more so. A wide variety of facilities provide the experimental apparatus required by groups of scientific collaborators located throughout the country. Many research facilities consist of a single, large, and expensive installation such as a radio telescope, synchrotron light source, wind tunnel, particle accelerator, or supercomputer. Other unique facilities are comprised of computers that host specialized analytic software or unique databases. A primary function of the NREN will be to facilitate access to these unique scientific resources.

Future information infrastructure development efforts may include standardizing, cross-linking, and developing a master index for diverse databases in order to form a universally-accessible digital library system. This could greatly simplify access to information sources from printable documentation to complex data structures from any workstation on the national network. There are likely to be expanded efforts to incorporate textbook type knowledge in computer-based formats into sophisticated expert systems and comprehensive knowledge banks related to science and technology. Proposals for an network-accessible "electronic transaction framework" would provide a testbed for exploring new ideas in...
An intellectual Utility for Science and Technology

computer-based interactions related to custom design of electronic and optical devices, flexible manufacturing systems, and rapid procurement/bidding systems.

National Collaboratories

The Internet and NREN are providing the technical means to facilitate the operation of a new generation of cohesive "centers without walls:" centers, institutes and laboratories that exist outside of normal organizational structures and without a single geographical location or common administrative structure. In March 1989, a workshop sponsored by NSF's Directorate for Computer and Information Science was convened at Rockefeller University to develop recommendations for a research agenda that would focus on advancing mechanisms to more effectively support remote interaction by researchers with colleagues, instruments and data. Workshop participants envisioned use of high-speed computer networks to support functional "collaboratories" that allow scientists and engineers to work with remote facilities and each other as if they were co-located. More than just use of network services, a collaboratory would be enabled by a combination of technology, tools and infrastructure that permit the maintenance of an effective, ongoing interface among physically remote colleagues and facilities.

Functions envisioned for collaboratories include fostering interdisciplinary research, managing unique instrumentation, and assembling a critical mass of the factors that contribute to research productivity. To be successful, a collaboratory must allow a geographically dispersed community of researchers to interactively share ideas, data, and instruments with much the same ease as individuals who are collocated now enjoy. Without the constraints of distance, opportunity and choice would determine the composition, size and duration of disciplinary or interdisciplinary research teams. Collaboratories could offer new alternatives for managing and using inherently remote instruments like space telescopes and unmanned deep ocean vehicles. Some of the largest scientific challenges, such as comprehensively documenting and understanding global change, require research efforts that are necessarily distributed among a geographically-dispersed array of researchers, instruments, and databases. To meet such challenges, effective remote interaction will be essential to problem solving.

Research required for the development of collaboratories will focus on integration of existing computer-based/controllable research tools into a unified system architecture, creating smoothly functioning interfaces between such tools, making the enhancements and modifications required to make the tools fully accessible and usable by the research community, and evaluating and improving the degree to which the tools work together to support scientific and engineering research. The component parts of a collaboratory will include software to facilitate project organization and management, and coordination of action, joint design, and resource scheduling. General collaborative tools include e-mail systems that perform with increased interoperability, graphics capability, privacy, and user support services; electronic file transfer protocols that enable team members to share their results in the form of computer files and engage in cooperative development and analysis activities; and software for the operation of remote facilities and instruments (with access control and authentication for safety and security). Other tools that could enhance research productivity and strengthen interfaces within a collaboratory are listed in Table 1. In addition to specialized instrumentation, hardware components for the collaboratory are envisioned.
to include workstations having a minimum of 10 mips processor speed, 10 mbytes memory, and 1000×1000 pixel color display, computer network links capable of conveying information at speeds in excess of 1 gigabit per second, and high performance computers with processor power of gigaflops to teraflops.

Table 1: Collaboratory Infrastructure Tools*

- Smart agents for the design of experiments, including expert systems for planning, scheduling, coordination, operation and design of experiments;
- Smart data gathering tools for intelligent screening and identification of significant data;
- Interoperable data description protocols to facilitate multidisciplinary use and analysis of data from multiple sensors and computer models;
- Information fusion techniques for overall integration and understanding of data from heterogeneous sources;
- Standard file representations for higher level functionality in shared files;
- Standardization and adoption of user-friendly formats to facilitate database use;
- Multimedia e-mail (graphics, sound, spread sheets, scanned images, and full-motion video);
- Computer conferencing software to support structured discussions in an open architecture environment;
- Real-time computer supported multi-media teleconferencing;
- Publication mechanisms for digital technical reports and journals;
- Digital libraries with search mechanisms for finding information contained in documents of all types, including software, video, and other "unusual forms" (i.e., linearly-encoded scientific data), within in a distributed database;
- Hypertext capabilities that work across local-and wide area networks;
- Protocols that facilitate integration of services over distributed libraries;
- Artificial intelligence tools for scanning and recognizing the contents of documents;
- Intelligent agents or "knowbots" that conduct searches of distributed digital libraries to find desired information;
- Hypermedia databases that track research team interactions and provide ongoing record of design decisions, operational problems and corrections, and research approaches;
- Online interactive mechanisms for an user education and training support;
- Remote experiment schedulers;
- Automated scheduling negotiation processes;
- Access control and authentication procedures to provide secure means for sharing control of resources; and
- Software for simulation of scientific instruments in order to replace construction of expensive physical prototypes and enable collaborative development and evolution of shared instruments;


Getting There From Here

In the computer industry, linking and combining diverse hardware and software components into a seamless web of functionality is known as "systems integration." Systems
integration is one of the industry's fastest growing services, with $17 billion in total revenue projected for 1990—up from approximately $1 million in 1975. A fully developed NREN and National Collaboratory each require monumental systems integration accomplishments.

The ultimate goal of NREN is to make computer networking "as pervasively available as telephone service is today," with the corresponding ease of inter-computer communication providing benefits to the entire nation by improving the productivity of all information-handling activities. The vision guiding the National Collaboratory concept is one of achieving seamless access by all scientists and engineers to colleagues, instruments, data, information, and knowledge. While much is being done within government, universities, and industry that will contribute to the eventual completion of these electronic infrastructures, much coordinated work remains to be done.

While scientific data and reference databases promise to be significant repositories of knowledge to be accessible through the NREN, there are many practical problems hindering their integration into networks. One obstacle is the current state of information/data storage, management and preservation. In many cases, stored machine-readable data are gradually becoming useless, either because of storage media decay or the storage technology itself is obsolete. Access to data is often problematic. For various reasons, researchers have difficulty getting access to data stored directly by other researchers. Even when they get access, they may have trouble reading them in the absence of standardized formats or adequate documentation, and often lack information on the quality of the data. Because of inconsistent formats and retrieval procedures between databases, many searches of even the best commercially maintained databases are incomplete, cumbersome, inefficient, expensive, and executable only by specialists.

Poor interoperability of existing software tools and demand for new software that outstrips production capabilities together create a major obstacle to network-based integration of research support systems and tools. Improvements in software and algorithms have become the primary determiners of the power, flexibility, and reliability of computing systems. There is a generalized need for the vast array of existing and emerging knowledge pertaining to software to be codified, unified, distributed, and extended more systematically. Providing access to information on the scale of national online libraries, intelligent user support technologies, intelligent scientific instruments, and increased levels of user friendliness throughout the electronic infosphere will require a steady stream of software innovations.

Relative to the telephone system, today's computer networks are not very easy to use. Principal difficulties with communicating via electronic mail and file transfer technologies involve incompatibility between different text and data processing systems and between network protocols. Network addressing conventions are cumbersome and unhelpful, address locator services are nearly nonexistent, and overall network availability and reliability are in many case well below the standards associated with voice networks.

To date, the speed of networks has not nearly kept pace with the increase in the power of computers. Use of supercomputers has introduced capabilities for computational analysis, simulation, and modeling that generate very large data, graphic or video files. Such files cannot be communicated across current research networks in reasonable timeframes. Without higher capacity networks, the speed of data transmission remains a limiting factor in the ability of researchers to carry out complex analyses using remote resources. Greater network speed would reduce the time required to perform a given experiment and increase both the volume of data and the amount of detail that can be seen by researchers.
An interagency program plan formulated for and approved by the White House Office of Science and Technology Policy proposes a five-year program to double the resources being devoted to support high performance computing and networking. As part of this plan, spending to further develop and support the NREN is projected to increase even more rapidly, from approximately $30 million in year 1 to $110 million in year 5 prior to the transition of high-speed network services to the commercial marketplace. Given the intense competition for budgetary resources within the Federal government, the timing for executing this 5-year plan is uncertain. Separate legislation being considered by Congress (S. 1067 and H.R. 3131) calls for a comparable effort to enhance and expand research networking in the United States.

CONCLUSION

Perhaps the most exciting prospects for an extensive electronic infosphere involve not the amount of information and knowledge that will become more rapidly accessible, but the availability of tools that help users effectively find and understand the information they seek. With an information overload afflicting many sectors of activity, improved retrieval tools are crucial to the overall success of networking for most users. Among the tools beginning to be developed are knowledge-based systems as known “intelligent assistants” to help users sort through and organize available information, and new methods of presenting observational and computational results as visual images. Devising automated “knowbots” that periodically search multiple databases and digital libraries for needed information and bring it back to their users through the network may be possible within a decade. Success of the NREN will also depend in general on more flexible and intuitive ways for people to interact with, and control, the computers on the network.

There are obviously many component parts required to complete the NREN. Many of the technological building blocks are already available and in place. Other necessary tools, technologies and linkages will be developed during the 1990s. The full capabilities now envisioned are not likely to be available until after the year 2000. An enormous financial investment by an extended coalition of government agencies, universities, and industrial sponsors will be required to sustain progress in network development. At least at the Federal level, the rate of funding over the next few years is highly uncertain due to ongoing budgetary pressures.

NREN and a completed National Collaboratory mechanism ultimately offer the prospect of new ways of finding, understanding, storing, and communicating information, and should increase both the capabilities and the productivity of scientists and engineers. However, these electronic infrastructures represent more than a distributed computational paradise for scientists and engineers. They can be both a testbed for and prototype of a electronic information infrastructure that could be available to every home, office and factory in the United States. The same combination of technology, tools and infrastructure that will allow scientists and engineers to work smarter and more effectively interface with remote colleagues and facilities can also promote greater productivity, flexibility, and innovation in other sectors of the economy and society.
NOTES

1. NSFNET is operated with contributions of funds and/or services from NSF, the State of Michigan, IBM, and MCI. Regional networks are operated with the support of various types of public and private sector partnership arrangements.


REFERENCES


MEMORANDUM

To: Members of ERIC's 25th Anniversary Campaign Committee
From: Access ERIC
Subject: Recommendations for 25th Anniversary
Date: December 17, 1990

There was general agreement at the Directors' Meeting that for this campaign to be successful, the cooperation and support of all ERIC Components as well as the participation of ERIC vendors and users is critical. Through the use of special events and premiums these groups will become participants and sponsors.

This memo summarizes the activities from the 25th Anniversary Campaign Plan that, based on input from the Directors' Meeting and OERI, ACCESS ERIC recommends implementing. Please review these recommendations, add your suggestions and ideas, and forward to ACCESS ERIC, Belinda Taheri/Diane Loulou, by December 28.

This package also includes submissions for the redesign of the ERIC logo and milestones for design selection and production. Please select your favorite design as well as a second choice and call or FAX this information to Belinda or Diane by December 28.

Committee members are also being asked to take on assignments as well as make recommendations for funding sources/contact persons (attachment A). In addition, publicity activities (see schedule B) are being shared by Committee members and Clearinghouse staff. If you are interested in a specific publicity task or can recommend someone, please note the name next to the item.

ACCESS ERIC will compile all comments and suggestions and make them available at the first Anniversary Campaign Committee meeting. We propose a meeting January 11 to make assignments and finalize the anniversary logo selection.

Recommendations

1. Have ACCESS ERIC provide a Campaign Coordinator* who is responsible for the following:
   
o Monitor/track progress of activities and communicate with OERI and the ERIC Clearinghouses.

*Belinda Taheri and Diane Loulou have been assigned co-coordinators.
o Assist in fundraising.

o Work with vendors and the Clearinghouses to develop campaign materials.

o Distribute materials and coordinate/schedule activities with the help of the Clearinghouses.

o Notify Clearinghouses of upcoming activities and ask them to publicize them.

2. Redesign the ERIC logo with an anniversary slogan. Solicit designs from all Clearinghouses.* Prepare camera-ready art for selected design, which will appear on all campaign materials.

3) Have OERI/ERIC hold a kick-off event at the May Directors' Meeting with an awards banquet as part of the event. The invitation list would include congressmen, senators, executives of education associations, members of Washington's education media, and U.S. Department of Education officials. The event could be held at a local museum or library; a location is more likely to generate a better turnout than an office or conference room.

4) Order the following campaign premiums and supply to the Clearinghouses for special events and distribution to users.

   o Posters--An important ERIC audience consists of libraries, ERIC information service providers, education-related information centers, and other education agencies. Since there is a lot of traffic at these locations, a poster would be a cost-effective medium for reaching large target audiences.

   At one time, an ERIC poster was available and displayed in libraries across the country. This ERIC audience is actually a medium for reaching end users--teachers, students, parents and other potential ERIC users. An eye catching, colorful ERIC poster, designed to last beyond the anniversary, would give ERIC high visibility.

   Costs: Poster design and preparation of camera-ready art. Printing costs.

   o Coffee mugs--Mugs are popular because they are so practical. Nearly everyone can use one, either at the office or at home. Mugs are also an attractive medium because they can be imprinted at a reasonable cost and people tend to keep them

* An E-Mail message soliciting designs from all Clearinghouses appeared on November 12.
for a while making the mugs highly visible. Mugs can be
distributed to Clearinghouse Partners and other ERIC VIPs as
well as Clearinghouse and Component staff.

Costs: Two-color, 11-ounce mugs (1,000) imprinted with
anniversary logo: $1,790.

o Pens--A pen with the anniversary slogan will be an
inexpensive, useful reminder of ERIC to users—both current
and potential users. The ERIC Clearinghouses and Components
can distribute a pen in every response request package as a
way of saying "thank you" to users. These are also popular
items at conferences, workshops, and meetings.

Costs: BIC ballpoint pens (15,000) imprinted with anniversary
logo: $345.

o Notepads--A notepad is another inexpensive premium that can
be distributed to ERIC users as well as Clearinghouse and
Component staff as a reminder of ERIC. Distributed with the
pens, these will be a popular and useful conference giveaway.

5) Encourage the Clearinghouses to hold creative special events
for their user communities. Ideas include:

- Raffles/giveaways at conferences.
- One-time-only special promotions/discounts to users.
- Workshops or seminars for special user groups.
- "Run for Education," etc.

Local media, trade newsletters, and direct mail can be used to
promote Clearinghouse events. Anniversary premiums and ERIC
systemwide publications would be available for each Clearinghouse
to distribute.

6) Cohost ERIC User Day in conjunction with a large national
conference. ERIC staff could demonstrate the new online databases
as well as ERIC on CD-ROM. ERIC vendors could be invited to hold
training sessions on performing ERIC searches. A registration fee
could be charged to recover costs. Vendors could rent display
space, which could help defray the costs of workshop and conference
materials.

In addition, vendors and the Clearinghouses could run workshops and
training sessions. The Clearinghouses and the Department of
Education are sources for guest speakers. Costs could be shared,
or vendors could cover the costs as a marketing activity. This
would also be a good time to introduce an innovation such as ERIC
SchoolDisc.
Attachment A

Fundraising Sources

1) GTE
2) Dialog
3) SilverPlatter
4) OCLC
5) BRS
6) Orbit Search Services
7) UMI
8) Jossey-Bass
9) ARC
10) ORYX Press
11) Aspine
12) EDRS

Resources Needed

1. Offer free search time.
2. Provide funds to be used for campaign materials at ERIC's discretion.
3. Sponsor/cohost events.
4. Purchase premiums.
5. Publicity.
Attachment B

Publicity

A great deal of publicity can be generated by the ERIC System through cross promotion and networking. For example:

1) Announce the campaign and ERIC User Day in the following publications:

   - The ERIC Review--ACCESS ERIC
   - EAB--OERI
   - Resources in Education--ERIC Facility
   - ERIC User's Interchange--ACCESS ERIC
   - Clearinghouse newsletters--All Clearinghouses

2) Include an announcement flyer or cover letter that mentions the campaign and ERIC User Day in regularly scheduled mailings to Clearinghouse Partners, ERIC Information Service Providers, Standing Order Customers, and others.

3) Provide local newspapers with announcements of Clearinghouse special events that also contain general information about ERIC and what it can do for the user.

4) Produce a systemwide article and send to OERI's education media mailing list.

5) Have each Clearinghouse send a feature to its professional journals.

6) Encourage electronic bulletin boards (ALANET, TECHNET, CompuServe, etc) to announce ERIC User Day.

7) Encourage online and CD-ROM vendors to run a "Congratulations ERIC!" message on their first display screen and printouts.

8) Ask journals indexed in CIJE to include a short message about ERIC and congratulating ERIC on 25 years of education service inside one issue.
ERIC 25th Anniversary Logo/Slogan Milestones

**Purpose/Description:** The ERIC logo will be redesigned for the 25th anniversary campaign and an anniversary slogan (to appear with the logo on campaign materials) will be developed. Using the ERIC acronym as the central design element, the new ERIC logo will be dynamic and express vitality, movement, and change. The corresponding slogan will be no more than one line.

**Schedule:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B. Stonehill makes E-mail announcement of ERIC logo update and requests Clearinghouse input for logo and 25th anniversary slogan.</td>
<td>11/17</td>
</tr>
<tr>
<td>2.</td>
<td>Clearinghouse deadline for ERIC logo and slogan submissions to ACCESS ERIC</td>
<td>12/14</td>
</tr>
<tr>
<td>3.</td>
<td>ACCESS ERIC sends submissions to Anniversary Committee members for review.</td>
<td>12/18</td>
</tr>
<tr>
<td>4.</td>
<td>Deadline for Anniversary Committee recommendations</td>
<td>12/28</td>
</tr>
<tr>
<td>5.</td>
<td>ACCESS ERIC sends top submissions to ERIC Executive Committee members for individual review</td>
<td>12/29</td>
</tr>
<tr>
<td>6.</td>
<td>Deadline for Executive Committee recommendations</td>
<td>1/9/91</td>
</tr>
<tr>
<td>7.</td>
<td>Anniversary Committee meets to choose top 3 designs and slogans as well as other assignments and milestones for Anniversary campaign</td>
<td>1/11</td>
</tr>
<tr>
<td>8.</td>
<td>Anniversary Committee submits top 3 designs and recommendations to Chris Cross for review</td>
<td>1/14</td>
</tr>
<tr>
<td>9.</td>
<td>Anniversary Committee announces final logo and slogan through Bob Stonehill</td>
<td>1/21</td>
</tr>
<tr>
<td>10.</td>
<td>OERI provides camera-ready art to be sent to all Components and incorporated into all future products</td>
<td>2/1</td>
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</tbody>
</table>
Dear ERIC Colleague:

On April 10, from 1:30 to 4:00 pm EST, the Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education will broadcast a national teleconference, "Who's Missing from the Classroom: The Need for Minority Teachers." This teleconference, funded by OERI, will be interactive, including an on-site studio audience and telephone linkage with the receiving sites.

The format will consist of three segments, focusing on: (1) the value of diversity in the teaching force, (2) problems related to minority teacher recruitment and possible solutions, and (3) development of effective policies and procedures. Each segment will be introduced by pre-taped comments from education leaders and by "field pieces" of classroom scenes, followed by a panel discussion. Panelists will then respond to questions from the moderator, studio, and viewing audiences.

This teleconference is a major product resulting from a 1990 modification to the Clearinghouse's contract in order to address the issue of increasing the number of minority teachers in elementary and secondary schools. Work has been carried out in collaboration with AACTE and the joint Forum of Education Organizational Leaders/the Washington Higher Education Secretariat Task Force on Minority Teachers.

If you are in the Washington, DC area, and would like to participate as a member of the studio audience (BizNet Studios, 1615 H Street, N.W.), please complete the enclosed form and return it by March 15 to guarantee your reservation. For those outside of the area, but on campuses or with organizations having access to down-link capabilities, we encourage you to become a site for reception of the teleconference. Contact Mwangaza Michael-Bandele at the Clearinghouse (202-293-2450) for transmission details.

Two additional products of this effort will be a program guide for use during the telecast and a monograph. The Clearinghouse is excited about this project and asks for your support in disseminating information about the teleconference. Please let me know if you have any questions.

Sincerely,

Mary E. Dilworth
Director

cc: Dorothy Myers

Enclosures
Who's Missing from the Classroom?:
The Need for Minority Teachers

Teleconference

April 10, 1991 1:30PM to 4:00PM EST

Transmitted to sites nationwide Live! Via Satellite

Sponsored by the Office for Educational Research and Improvement in cooperation with the Forum of Educational Organization Leaders and the Washington Higher Education Secretariat

An essential component in the educational equity equation is missing: minority teachers. This teleconference will feature a distinguished panel of experts, joined by a nationwide viewing audience of students, educators, businesspersons, parents and policymakers who will offer thought provoking analysis on the implications of the minority teacher decline and strategies that will help to alleviate this problem.

Teleconference may be accessed via Westar 4, Transponder 11, C-Band
No Licensing or fees required

To register and receive a Program Guide and/or order a video cassette copy of teleconference, complete and mail in the attached form.

Panelists Include:
Ray Castro
The Toms Rivera Center
Lisa Delpit
Morgan State University
Phil Schlechty
Center for Leadership in School Reform
William Smith
U.S. Department of Education
Felipe Veloz
National Association of State Boards of Education
Patrick Welsh
T.C. Williams High School

Contributing Scholars:
Gwendolyn Baker
New York City Board of Education
John I. Goodlad
Center for Educational Renewal
Patricia Graham
Harvard University
Harold Hodgkinson
Institute for Educational Leadership
Reginald Wilson
American Council on Education

Registration/Teleconference Video Cassette Purchase Form

Name: ____________________________
Institution: _______________________
Street Address: ____________________
City/State/Zip: _____________________
Phone: ____________________________
Fax No.: __________________________
Expected Number of Viewers at Site: *
Authorized Signature: __________________
Date: _____________________________

$100.00 per Video (VHS) Cassette
Number of Cassettes
Total Amount Enclosed
Check or Money Order

MAKE PAYABLE TO:
American Association of Colleges for Teacher Education
Box MMB
One Dupont Circle NW Suite 610
Washington, DC 20036-2412
(202) 233-2450
FAX No. (202) 457-8095
WHO'S MISSING FROM THE CLASSROOM? TELECONFERENCE

AUDIENCE REGISTRATION

Please send one invitation for the "Who's Missing From the Classroom?" live studio broadcast to:

Name:__________________________________________________

Institution Affiliation: ________________________________

Street Address:__________________________________________

City/State?\Zip:__________________________________________

Phone: ___________________________ Fax:_____________________

Date: ______________ Signature:_________________________

RETURN BY MARCH 15, 1991 TO:

American Association of Colleges for Teacher Education
"Who's Missing?" Invitation Request
One Dupont Circle
Suite 610
Washington, D.C. 20036-2412
Phone: (202) 293-2450 Fax:(202) 457-8095
FOR IMMEDIATE RELEASE
For Information Contact:
Mwanza Michael-Bandele
AACTE
(202) 293-2450

AAC&TE/ERIC Teleconference On Minority Teacher Supply

The American Association of Colleges for Teacher Education (AACTE) and ERIC Clearinghouse on Teacher Education (CTE) in cooperation with the Forum of Educational Organization Leaders and Washington Higher Education Secretariat (FEOL & WHES), will present a national teleconference on the supply of minority teachers entitled "Who's Missing From the Classroom?: The Need for Minority Teachers." The teleconference will broadcast live, April 10, 1991, from BizNet Studios, Washington, D.C.

Information and analysis relative to the implications of the minority teacher decline will be offered by noted scholars that include Ray Castro, Tomas Rivera Center; Lisa Delpit, Morgan State University; Rochelle Clemson, University of Maryland; Phil Schlechty, Center for Leadership in School Reform; Elaine Witty, Norfolk State University; William Smith, U.S. Department of Education; and Felipe Veloz; National Association of State Boards of Education. National education experts John Goodlad, Center for Education Renewal; Reginald Wilson, American Council on Education; Patricia Graham, Harvard University; Harold
Hodgkinson, Institute for Educational Leadership; and Gwendolyn Baker, New York City Board of Education, are among those who will provide pretaped commentary. The specific issues of diversity in education and the impact of policy development will be explored. Perhaps most importantly, workable solutions will be highlighted and proposed.

The broadcast will include footage of people and programs that have successfully addressed the problem of minority teacher supply and interactive program segments that will allow nationwide viewers, as well as members of the studio audience, to speak with panel members.

It is intended that the teleconference provide a general audience of educators, students, administrators, parents, teachers, business persons, and policymakers with quality information on the problem of the declining number of minority teachers in America and serve as a catalyst for activity to alleviate the problem.

The American Association of Colleges for Teacher Education is a national, voluntary professional organization of over 700 institutions committed to the improvement of teacher education. The Association hosts the ERIC Clearinghouse on Teacher Education, which is sponsored by the U.S. Department of Education's Office for Educational Research and Improvement (OERI). The Forum of Educational Organization Leaders (FEOL) includes representatives of the major national elementary and secondary education organizations and the Washington Higher Education Secretariat, the leadership of major national higher education associations.

###
The ERIC Clearinghouse on Higher Education has initiated a new service for national conferences that cannot be personally attended. The Clearinghouse now has available, a portable/disposable display that can be used for literature display tables.

This portable display has been designed to make displaying ERIC materials both inviting and easy for the busy conference coordinator or program chair. The display is a prefabricated, two color, high gloss, free standing piece of cardboard (2 1/2' X 3') equipped with two large pockets and three small ones designed to accommodate ERIC Digests, topical bibliographies, monographs, and such brochures as the ERIC pocket guide and the ERIC/HE brochure. The ERIC logo, the name of the Clearinghouse and the name of its host institution are printed in the upper left-hand corner and the pockets are attractively arranged as depicted below.

ERIC/HE sends a total package to the conference in a specially designed box that includes: the display (already stuffed with appropriate materials), additional materials to be added when the pockets are emptied, a description of what to do with the display once it has been received, and a form letter referencing the agreement to set up the display.
# ERIC "SPECIAL COLLECTIONS"

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<td></td>
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<td>1,000 records</td>
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<td>ED-002 747 - 003 960</td>
<td>1,214</td>
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<td>1956-1965</td>
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## MANPOWER RESEARCH

| FY1966 and FY1967                        | MP-000 001 - 000 392  | 392           |
| FY1966                                  | MP-000 002 095 - 000 503 | 81         |
|                                      | MP-000 504 - 000 710  | 202          |
| FY1968                                  | MP-000 711 - 000 946  | 236          |
|                                      | MP-000 947 - 001 042  | 96           |
| Non-ED's                                |                        |              |
|                                      |                        |              |
| TOTALS                                  |                        | 830 "Pure" MP's |
|                                      |                        | 177 ED's     |
|                                      |                        | 1,007        |

## PACESETTERS IN INNOVATION

| FY1966                                  | ES-000 001 - 001 075  | 1,075         |
| FY1967                                  | ES-001 076 - 001 962  | 907           |
| FY1968                                  | ES-001 963 - 002 554  | 572           |
| FY1969                                  | ES-002 286 - 300 010  | 375           |
| TOTAL                                   | ES-000 001 - 002 599  | 2,930         |

This combined volume is said to contain only 45 new entries over volumes 1-3 (ES-002 555 - ES-002 599), but it also leaves out many entries in 1-4. The 45 new entries are not all in volume 4 and none are available from EDRS.
ERIC Search Aids

ACCESS POINTS TO ERIC: AN UPDATE - ERIC DIGEST
By B.J. Vaughn and Michael B. Eisenberg. December 1988. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Free. Summarizes the points of access to the ERIC system: (1) Traditional Print Access; (2) Online Access Through Vendors; (3) CD-ROM; (4) ERIC Digests Online; (5) ERIC/IR Special Projects. (Also available as ED-310 780 from the ERIC Document Reproduction Service.)

ACCESSING ERIC WITH YOUR MICROCOMPUTER: UPDATE - ERIC DIGEST
By John Klausmeier Janis. December 1988. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Free. Describes software, hardware, and telephone line components necessary to access online vendors. (Also available as ED-306 944 from the ERIC Document Reproduction Service.)

ALL ABOUT ERIC
ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free booklet. Describes what ERIC is, and why and how to use it. Details the ERIC components.

CURRENT INDEX TO JOURNALS IN EDUCATION (CJE)
Monthly; semiannual cumulations. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Monthly subscription: $225.00 (North America), $260.00 (elsewhere). Semiannual cumulations: $225.00 (North America), $260.00 (elsewhere). Monthly subscription with semiannual cumulations: $450.00 (North America), $510.00 (elsewhere). (Oryx Press offers several other ERIC products and tools; call for details.)

DIRECTORY OF ERIC INFORMATION SERVICE PROVIDERS
January 1990. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. If-free booklet. Describes what ERIC is, and why and how to use it. Details the ERIC components.

ERIC IDENTIFIER AUTHORITY LIST
June 1987. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Alphabetical Display ($30.00, U.S./$40.00, non-U.S.); ask for free supplement when ordering)—alphabetical list of the approximately 41,000 preferred indicator forms and the postings of each term. Category Display ($25.00, U.S./$35.00, non-U.S.); companion volume to the main display, listing identifiers alphabetically within 21 broad categories.

ERIC PROCESSING MANUAL
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. $40.00 (U.S.), $60.00 (non-U.S.). Subdivided by section, with two appendices. Sections and appendices available individually at $3.75 each. Sections include: 1) Introduction (an overview of the ERIC system); 2) Acquisition; 3) Selection; 4) Handling and Shipping; 5) Cataloging (includes description of each field); 6) Abstracting, Annotating, Indexing; 7) Indexing; 8) Vocabulary Development and Maintenance - Part 1, Descriptors and Part 2, Identifiers ($3.75 each part); 9) Data Entry (not presently available); 10) Data Base Changes (Post Publication). Also includes: Appendix A, ERIC Clearinghouse Scope of Interest Guide; Appendix B, Glossary of Terms. (Also appears as ED-219 062 in the ERIC Microfiche Collection and is available from the ERIC Document Reproduction Service.)

ERIC READY REFERENCES (NUMBERS 1-12, 14-15)
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. Ready references sheets to be posted near computer terminals used for searching ERIC. No. 1 provides a year-by-year list of ERIC accession numbers for Resources in Education (RIE) and the Current Index to Journals in Education (CJE). No. 2 provides a complete display of ERIC Publication Types and their codes. No. 3 displays a sample RIE record. No. 4 gives instructions on using the Thesaurus of ERIC Descriptors. No. 5 lists ERIC price codes. No. 6 gives a listing of ERIC Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover. No. 7 is the "ERIC Fact Sheet," which lists some basic statistics pertaining to the ERIC system. No. 8 highlights ERIC's Target Audience data element, listing the audiences covered and describing how to access them online. No. 9 describes how to access and search the full-text ERIC Digests Online (EDO) database (not presently available). No. 10 is a complete list of all ERIC Digests to date arranged by ERIC Clearinghouse. No. 10B is the same list arranged alphabetically by title. No. 11 provides useful statistics and access information for the ERIC Microfiche Collection. No. 12 is the ERIC Telephone Directory, which lists telephone numbers of network components and database vendors under the function(s) (product or service) they provide. No. 14 describes how to obtain actual full-text documents and journal articles that are cited in the database. No. 15 gives three levels of costs (beginning, intermediate, and complete) for building an ERIC collection and providing ERIC services.

ERIC REVIEW
Three issues a year. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Highlights important new publications, programs, and resources from a broad cross-section of education; each issue also contains one or more indepth features.
ERIC/RIE TITLE INDEX
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. 1966-76 cumulation: out-of-print. 1977-83 cumulation: $30.00 (U.S.) and $50.00 (non-U.S.); limited quantity available. 1984-89 cumulation: $40.00 (U.S.) and $60.00 (non-U.S.).
1990 quarterly supplements: $35.00 (U.S.) and $45.00 (non-U.S.). 1984-89 cumulation with 1990 quarterly supplements: $50.00 (U.S.) and $65.00 (non-U.S.).

HOW TO PREPARE FOR A COMPUTER SEARCH OF ERIC - A NONTECHNICAL APPROACH

INSTITUTIONAL SOURCE DIRECTORY
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Alphabetical list of organizational and institutional names by which document citations in ERIC have been indexed in the Institution and Sponsoring Agency fields, together with the corresponding alphanumeric source codes that accompany the names. Complete Edition: March 1987 (latest), $40.00 (U.S.) and $50.00 (non-U.S.); a cumulative archival edition containing all names/codes established from 1966 to March 1987. Truncated Edition: current, annual, $30.00 (U.S.) and $40.00 (non-U.S.); covers names/codes established or used for indexing during the immediately preceding 5-year period.

INTERCHANGE NEWSLETTER
Irregular. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free. The newsletter used by ACCESS ERIC to communicate with ERIC users.

A POCKET GUIDE TO ERIC
ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free. A comprehensive summary of ERIC products and services. (Bulk quantities are available for classroom, seminar, or conference use.)

RESOURCES IN EDUCATION (RIE)

RIE ANNUAL CUMULATIONS
The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Hardcover. Each in three volumes, two of cumulated main entries (abstracts) and one of cumulated indexes. Abstracts: $201.00 (North America); $230.00 (elsewhere). Index: $101.00 (North America); $115.00 (elsewhere). Abstracts and Index: $287.00 (North America); $327.00 (elsewhere).

SEARCHABLE FIELDS IN ERIC
Prepared by the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University. Available from the ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. This 1986 brochure presents the major searchable fields in the ERIC database and lists the field access labels (commands) of three online ERIC vendors—BRS, DIALOG, and ORBIT.

SOURCE JOURNAL INDEX
Prepared by Oryx Press. Distributed by all components of the ERIC network. For assistance, contact the ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. A list of the journals indexed in CUE. Each entry also includes publisher name and address, frequency, price, reprint availability, ERIC Clearinghouse covering the journal, and, whenever possible, the ISSN number. Arranged separately by journal title and by responsible ERIC Clearinghouse.

SUBMITTING DOCUMENTS TO ERIC
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. Brochure describing the ERIC system, the advantages of having documents in the ERIC database, the selection criteria employed by ERIC, and the addresses of the ERIC components to whom documents may be submitted.

THESAURUS OF ERIC DESCRIPTORS
12th edition, 1990. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. $69.50 (North America) and $83.40 (elsewhere). Hardcover. A list of 9,991 vocabulary terms, of which 5,575 are main-entry Descriptors and 4,416 are non-indexable Use references and "dead" terms. New terms not appearing in previous editions include 282 Descriptors and 264 Use references. (Oryx Press offers several other ERIC products and tools; call for details.)
USING ERIC on CD-ROM
(a guide to the basics)

1. What is ERIC?
2. Basics of Searching
3. Refining a search

Lana S. Dixon and Alan H. Wallace
John C. Hodges Library
University of Tennessee
1990
What is ERIC?

ERIC, the Educational Resources Information Center, is a national information system funded through the U.S. Department of Education. Since 1966, ERIC has provided access to the literature in the various fields of education. Sixteen clearinghouses comprise the ERIC network, each specializing in collecting information in a different educational area, such as curriculum, or higher education. These clearinghouses seek out pertinent documents and journal articles in their field. The materials selected are abstracted and indexed in either Current Index to Journals in Education (CIJE), or Resources in Education (RIE). CIJE covers over 700 education journals. RIE covers information not published in journal format, such as current research papers, project reports, technical reports, curriculum and classroom guides, conference papers, and unpublished manuscripts. In addition, RIE provides the majority of these documents on microfiche. The microfiche collection is housed in the Documents/Microforms Department of Hodges Library.

ERIC on CD-ROM

ERIC on compact disc is the computerized equivalent to CIJE and RIE. The entire database is available on 3 discs, from 1966 to the present.

Print vs. CD-ROM

When is it better to use the CD-ROM instead of the paper version of ERIC? The printed version is appropriate when a single subject heading describes the topic. For more complex searches, the CD-ROM provides the ability to specify the presence of multiple concepts in the same record. For example, a search for information about the use of computers to teach geography in grades 4-6 would be perfect for the CD-ROM. In short, more opportunities exist for tailoring and focusing a search when using the CD-ROM.

Online vs. CD-ROM

Online librarian-assisted searches are performed for a fee. When is an online search appropriate? A search can be very complicated and may require the more sophisticated capabilities of the online system. The most current information may be needed. An online search reflects the very newest additions to the ERIC database. The CD-ROM reflects records added as of release of the last disc. Consult a librarian when considering an online search.
<table>
<thead>
<tr>
<th>Journal Entry</th>
<th>Document Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AN:</strong> EJ336398</td>
<td><strong>AN:</strong> ED305611</td>
</tr>
<tr>
<td><strong>CHN:</strong> PS514244</td>
<td><strong>CHN:</strong> CS009610</td>
</tr>
<tr>
<td><strong>AU:</strong> Carver, -Nancy-K.</td>
<td><strong>AU:</strong> Comacchia,-Darlene-Marie</td>
</tr>
<tr>
<td><strong>TI:</strong> Reading Readiness: Aspects Often Overlooked in Structured Reading Readiness Programs and Workbooks.</td>
<td><strong>TI:</strong> Should Preschoolers Be Taught Reading Readiness Skills?</td>
</tr>
<tr>
<td><strong>PY:</strong> 1986</td>
<td><strong>PY:</strong> 1989</td>
</tr>
<tr>
<td><strong>JN:</strong> Childhood-Education; v62 n4 p256-59 Mar-Apr 1986</td>
<td><strong>NT:</strong> 45 p.; Master's Thesis, Kean College.</td>
</tr>
<tr>
<td><strong>AV:</strong> UMI</td>
<td><strong>PR:</strong> EDRS Price - MF01/PC02 Plus Postage.</td>
</tr>
<tr>
<td><strong>DT:</strong> Journal Articles (080): Opinion Papers (120)</td>
<td><strong>DT:</strong> Dissertations /Theses - Masters Theses (042)</td>
</tr>
<tr>
<td><strong>LA:</strong> English</td>
<td><strong>CP:</strong> U.S.; New-Jersey</td>
</tr>
<tr>
<td><strong>DE:</strong> Classroom-Environment; Cognitive-Development; Kindergarten-; Literature-Appreciation; Oral-Language; Primary-Education: Reading Processes</td>
<td><strong>LA:</strong> English</td>
</tr>
<tr>
<td><strong>DE:</strong> *Beginning-Reading; *Early-Experience; *Experiential-Learning; *Reading-Programs; *Reading-Readiness; *Reading-Writing-Relationship</td>
<td><strong>DE:</strong> Early-Childhood-Education; Parent-Student-Relationship; Preschool-Children; Reading-Research</td>
</tr>
<tr>
<td><strong>DE:</strong></td>
<td><strong>DE:</strong> *Early-Reading; Prereading-Experience; *Reading-Readiness</td>
</tr>
<tr>
<td><strong>IS:</strong> CIJSEP86</td>
<td><strong>IS:</strong> RIESEP89</td>
</tr>
<tr>
<td><strong>AB:</strong> Argues that structured reading programs, workbook pages and drills do not alone provide an adequate basis for beginning reading instruction and suggests that experiences, knowledge, and other environmental factors ensure success in reading. (HOD)</td>
<td><strong>AB:</strong> A study examined the influence of preschool reading readiness skills instruction on first graders' reading achievement. The subjects were 52 first grade students who had attended preschool, and their parents. The parents received questionnaires containing 40 reading readiness questions and the children took the California Achievement Test (CAT) in April of their kindergarten year. Results indicated that children who attended preschool and whose parents spent time providing reading readiness skills had only slightly higher CAT scores than did children without such experience, although children with readiness skills did have marginally higher achievement scores. (Sixteen references, the parent questionnaire, and two tables of data are attached.) (RS)</td>
</tr>
<tr>
<td><strong>CH:</strong> PS</td>
<td><strong>LV:</strong> 1</td>
</tr>
<tr>
<td><strong>FI:</strong> En</td>
<td><strong>CH:</strong> CS</td>
</tr>
<tr>
<td><strong>DTN:</strong> 080; 120</td>
<td><strong>FL:</strong> ED</td>
</tr>
<tr>
<td></td>
<td><strong>DTN:</strong> 143; 042</td>
</tr>
</tbody>
</table>
Basic Fields

Every journal article and document included in the ERIC database appears as a record divided into fields of searchable information. The type of search being performed determines the fields to specify.

<table>
<thead>
<tr>
<th>FIELD</th>
<th>DESCRIPTION</th>
<th>SEARCH AS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN</td>
<td>Accession number. A unique number assigned to each entry in the database. Journal articles always begin with EJ. Document entries begin with ED.</td>
<td>EJ336398 in AN</td>
</tr>
<tr>
<td>AU</td>
<td>Author field.</td>
<td>Carver-N* in AU *(The form of an author's name often varies.) An * allows for truncation so that CARVER, N A N or CARVER, NANCY will be picked up.</td>
</tr>
<tr>
<td>TI</td>
<td>Title field.</td>
<td>Reading Readiness in TI</td>
</tr>
<tr>
<td>PY</td>
<td>Year of publication field.</td>
<td>PY=1989 PY=1988-1990</td>
</tr>
<tr>
<td>JN</td>
<td>Journal title field.</td>
<td>Journal-of-Educational-Research in JN</td>
</tr>
<tr>
<td>DT</td>
<td>Document type. For a list of document types consult the list on page 7 of this guide.</td>
<td>Research in DT Dissertations in DT</td>
</tr>
<tr>
<td>DE</td>
<td>Descriptor or assigned subject heading field. Consult the THESAURUS OF ERIC DESCRIPTORS for a list of these headings. For more about subject searching see the next page.</td>
<td>geography- in DE reading-readiness in DE</td>
</tr>
<tr>
<td>ID</td>
<td>Identifier field. Provides additional subject search terms beyond the Thesaurus descriptors. Includes new educational terminology, project names, institutions, legislation, geographic names, political names, and test names.</td>
<td>California-Achievement -Tests in ID</td>
</tr>
<tr>
<td>AB</td>
<td>Abstract field. Provides a brief summary of the content of the article or document.</td>
<td></td>
</tr>
<tr>
<td>FI</td>
<td>Source field for limiting by Journal or Document.</td>
<td>FI=EJ (retrieves journals only) FI=ED (retrieves documents only)</td>
</tr>
<tr>
<td>DTN</td>
<td>Document type number field. A companion field to the DT field. Searchable only after 1979. Allows for more specificity than the DT field. Consult page 7 of this guide for a list.</td>
<td>052 in DTN (retrieves teaching guides)</td>
</tr>
</tbody>
</table>
SEARCHING BY SUBJECT HEADINGS/DESCRIPITORS

Subject descriptors are assigned to every document and article appearing in ERIC. A list of the descriptors is found in "The Thesaurus of ERIC Descriptors." Select descriptors which best represent the search topic. Group related concepts together using the "OR" connector. For example, information is sought for the following:

"The use of computers to teach geography in grades 4 - 6"

Note the use of hypens between multi-word terms and after single word terms. The hypens signal to the computer that the phrase or word is to be searched in the descriptor field thus focusing the search on the requested topic. Leaving out the hypens instructs the computer to look in any field in the record for the occurrence of the word or phrase. A sizeable number of irrelevant entries can result from this technique which is called free-text searching. However, free-text searching can be a highly effective "wild card" to use when no descriptor adequately matches the subject.

To find documents or articles with some element of each of the three concept groups present, use the "AND" connector.

See the next page for an example of how this strategy would look on the CD-ROM.
## CD-ROM SEARCH

<table>
<thead>
<tr>
<th>No.</th>
<th>Records</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>6557</td>
<td>COMPUTER-ASSISTED-INSTRUCTION in DE</td>
</tr>
<tr>
<td>#2</td>
<td>525</td>
<td>GEOGRAPHY- in DE</td>
</tr>
<tr>
<td>#3</td>
<td>782</td>
<td>GEOGRAPHY-INSTRUCTION in DE</td>
</tr>
<tr>
<td>#4</td>
<td>288</td>
<td>MAP-SKILLS in DE</td>
</tr>
<tr>
<td>#5</td>
<td>1264</td>
<td>#2 or #3 or #4</td>
</tr>
<tr>
<td>#6</td>
<td>15261</td>
<td>ELEMENTARY-EDUCATION in DE</td>
</tr>
<tr>
<td>#7</td>
<td>3034</td>
<td>INTERMEDIATE-GRADERS in DE</td>
</tr>
<tr>
<td>#8</td>
<td>877</td>
<td>GRADE-4 in DE</td>
</tr>
<tr>
<td>#9</td>
<td>968</td>
<td>GRADE-5 in DE</td>
</tr>
<tr>
<td>#10</td>
<td>981</td>
<td>GRADE-6 in DE</td>
</tr>
<tr>
<td>#11</td>
<td>18356</td>
<td>#6 or #7 or #8 or #9 or #10</td>
</tr>
<tr>
<td>#12</td>
<td>10</td>
<td>#1 and #5 and #11</td>
</tr>
</tbody>
</table>

### SAMPLE ENTRY

AN: Ej353479
AU: Howard,-Cottia
TI: Computers and the Humanities: Project Work in the Middle School
JN: Educational-Review; v39 n2 p127-36 Jun 1987
AB: Discusses use of computer simulations for instruction at the middle-school level, especially in history and geography. Reports on a case study of a large middle school’s response to technology over a 3-year period.
WARNING! Document type codes have been assigned to all documents for RIE since 1974, and for CUE since 1979. These codes will help refine your search only for more recent materials. For comprehensive retrieval prior to these dates, consult with a reference librarian.

### DESCRIPTORS CORRESPONDING TO PUBLICATION TYPE CATEGORIES

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>PUBTYPE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUDIOVISUAL AIDS</td>
<td>100</td>
</tr>
<tr>
<td>BIBLIOGRAPHIES</td>
<td>131</td>
</tr>
<tr>
<td>BOOKS</td>
<td>010</td>
</tr>
<tr>
<td>COMPUTER SOFTWARE</td>
<td>101</td>
</tr>
<tr>
<td>CONFERENCE PAPERS</td>
<td>150</td>
</tr>
<tr>
<td>CONFERENCE PROCEEDINGS</td>
<td>021</td>
</tr>
<tr>
<td>DICTIONARIES</td>
<td>134</td>
</tr>
<tr>
<td>DIRECTORIES</td>
<td>132</td>
</tr>
<tr>
<td>DOCTORAL DISSERTATIONS</td>
<td>041</td>
</tr>
<tr>
<td>GUIDES</td>
<td>050</td>
</tr>
<tr>
<td>MASTERS THESES</td>
<td>042</td>
</tr>
<tr>
<td>MULTILINGUAL MATERIALS</td>
<td>171</td>
</tr>
<tr>
<td>PRACTICUM PAPERS</td>
<td>043</td>
</tr>
<tr>
<td>REFERENCE MATERIALS</td>
<td>130</td>
</tr>
<tr>
<td>REPORTS</td>
<td>140</td>
</tr>
<tr>
<td>RESEARCH REPORTS</td>
<td>143</td>
</tr>
<tr>
<td>SERIALS</td>
<td>022</td>
</tr>
<tr>
<td>SPEECHES</td>
<td>150</td>
</tr>
<tr>
<td>STATISTICAL DATA</td>
<td>110</td>
</tr>
<tr>
<td>TESTS</td>
<td>160</td>
</tr>
<tr>
<td>THESES</td>
<td>040</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>134</td>
</tr>
</tbody>
</table>

Additional publication codes may be found on page xvii of the *Thesaurus of ERIC Descriptors.*
OTHER METHODS FOR REFINING A SEARCH

1. To focus retrieval on articles and documents in which the topic at hand is the primary concern use the DEM field. Specifying the DEM field requires that the descriptor reflect a MAJOR concept in the article or document as opposed to a concept but not the main thrust. For example:

   READING-READINESS in DE  852 POSTINGS
   READING-READINESS in DEM  301 POSTINGS

2. Specifying a document type is another way to restrict the number of records retrieved as well as focus the search more narrowly. On the next page is a list of available document types. For example, a search may be restricted to retrieve only research articles by specifying the appropriate number in the "document type number" field:

   #1   READING-READINESS in DE  852 POSTINGS
   #2   #1 AND DTN=143          75 POSTINGS

   For comprehensive retrieval of research use the following search statement: DTN=143 or Research in DE

3. Mandatory education level descriptors are assigned to every document or article included in ERIC. These descriptors provide the ability to specify a particular group of people by education level. A danger exists in being too specific when selecting these descriptors. For example, when information is sought for a topic as it relates to middle schools, the tendency is to select only INTERMEDIATE EDUCATION. A better approach is: INTERMEDIATE-EDUCATION or ELEMENTARY-EDUCATION. Including the term ELEMENTARY-EDUCATION ensures that records will be retrieved which are about K-8. See page 8 of this guide for a list of the mandatory education level descriptors.

4. Limiting by date is another way to restrict retrieval. If focusing on a particular period of time is important, this technique is useful. Be advised that limiting by date arbitrarily drops potentially pertinent sources from the retrieval.

   #1   READING-READINESS in DE  852 POSTINGS
   #2   #1 and PY=1987-1990       150 POSTINGS
MANDATORY EDUCATIONAL LEVEL DESCRIPTORS

* EARLY CHILDHOOD EDUCATION
  Scope Note: Activities and/or experiences that are intended to effect developmental
  changes in children, from birth through the primary units of elementary school (Grades
  K-3).

** PRESCHOOL EDUCATION
  Scope Note: Activities and/or experiences that are intended to effect developmental
  changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten
  is not attended).

** PRIMARY EDUCATION
  Scope Note: Education provided in kindergarten through grade 3.

* ELEMENTARY SECONDARY EDUCATION
  Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.

** ELEMENTARY EDUCATION
  Scope Note: Education provided in kindergarten or grade 1 through grade 6, 7, or 8.

*** ADULT BASIC EDUCATION
  Scope Note: Education provided for adults at the elementary level (through grade 8),
  usually with emphasis on communicative, computational, and social skills.

*** PRIMARY EDUCATION
  Scope Note: (See above).

*** INTERMEDIATE GRADES
  Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and
  6.

** SECONDARY EDUCATION
  Scope Note: Education provided in grade 7, 8, or 9 through grade 12.

*** JUNIOR HIGH SCHOOLS
  Scope Note: Providing formal education in grades 7, 8, and 9 — less commonly 7 and
  8, or 8 and 9.

*** HIGH SCHOOLS (Changed from "Senior High Schools" in March 1980).
  Scope Note: Providing formal education in grades 9 or 10 through 12.

*** HIGH SCHOOL EQUIVALENCY PROGRAMS
  Scope Note: Adult educational activities concerned with the preparation for and the
  taking of tests which lead to a high school equivalency certificate, e.g., General Educa-
  tional Development program.

* POSTSECONDARY EDUCATION
  Scope Note: All education beyond the secondary level — includes learning activities
  and experiences beyond the compulsory school attendance age, with the exception of
  adult basic education and high school equivalency programs. (Before Apr75, restricted
to "education beyond grade 12 and less than the baccalaureate level.")

** HIGHER EDUCATION
  Scope Note: All education beyond the secondary level leading to a formal degree.

** TWO YEAR COLLEGES (Changed from "Junior Colleges" in March 1980.)
  Scope Note: Public or private postsecondary institutions providing at least 2, but less
  than 4, years of academic and/or occupational education.

For more detailed information, see pages xiv-xv of the Thesaurus of ERIC Descriptors, 12 Edition—1990.
## KEYBOARD BASICS

<table>
<thead>
<tr>
<th>KEY</th>
<th>NAME</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2</td>
<td>FIND KEY</td>
<td>Places the computer in the search mode. This is the point at which search terms are entered.</td>
</tr>
<tr>
<td>F4</td>
<td>SHOW KEY</td>
<td>Displays search results from the last numbered set. Useful for evaluating the quality of retrieval. You may select the fields viewed. By typing CITN, AB the citation (article title, author, journal title, vol., date, pages) and an abstract of the article will be displayed on the terminal. To select specific records, TAB over to RECORDS and type choices such as 1,3,6-10.</td>
</tr>
<tr>
<td>F6</td>
<td>PRINT KEY</td>
<td>Prints search results from the last numbered set. Specifying fields and records to be printed is the same as for DISPLAY (F4) above.</td>
</tr>
</tbody>
</table>

**SilverPlatter 1.6**

<table>
<thead>
<tr>
<th>#1</th>
<th>Reading-Readiness</th>
<th>852</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>#1 and PY=1990</td>
<td>40</td>
</tr>
</tbody>
</table>

**Use the TAB key to move from fields to records.**
Children's books in teacher education libraries.
A.K.D. Campbell

Adapting ERIC to New Zealand.
Keith Pickens

'Through the maze': making a video guide to information sources in education.
Christine Porter

The school librarian's role in developing information skills: fact or fiction.
Helen Lewins and Maria Yap Foong Mui

Centralized/support service as a cost-effective way out of the school library chaos in Gongola State of Nigeria.
S. Shaibu

Review:
Through the maze: a guide to information sources in education by Robert F. Smeaton and Christine Porter. (Roy Kirk)
ADAPTING ERIC TO NEW ZEALAND

Keith Pickens

ABSTRACT: The ERIC thesaurus has already been adapted to the requirements of British and Australian education documentation, and a Canadian modification is in preparation. The results of using ERIC to index several samples of New Zealand education documentation are reported. The conclusion is that with some development and expansion the ERIC language could serve the needs of New Zealand education indexers very well, giving them, in the process, their own version of what has clearly become the lingua franca of English-language indexers in the field of education.

ERIC (Educational Resources Information Centre)(1) is a national information system for American education. It was designed and continues to be supported by the U.S. Office of Education. The three main hardcopy products of the system are the Current index to journals in education (CIJE), Resources in education (RIE) and the Thesaurus of ERIC descriptors. The online product is created by merging the RIE and CIJE data files, and is known simply, to librarians everywhere, as ERIC.

ERIC, CIJE and RIE all employ a common indexing/searching vocabulary, developed and refined over a number of years. First, an initial period of 'free' indexing produced a list of some 2,000 descriptors. Consideration of these produced, in turn, a set of Rules for thesaurus preparation(2). During the next phase, a wordstock of some 6,700 descriptors was generated, at the rate of approximately 30 new terms a month.

Growth of this kind inevitably produced problems. By the end of the 1970s, some early terms had become obsolete, others had been used inconsistently, others, again, needed clearer definition. At the same time, the demand for new terms continued unabated. In 1977 a decision was made to revise the ERIC thesaurus totally. The new, completely revised (8th) edition, appeared in 1980, and marked the end of the third phase of development. Since then, three further editions have appeared, all of which have incorporated the results of an on-going process of vocabulary review. The most recent (11th) edition(3), for example, contains some 5,296 separate terms, including 224 terms not appearing in earlier editions.

The ERIC thesaurus attempts to map, in a comprehensive way, the intellectual contours of the documentation of American education, and does so, it would appear, with some degree of success(4). Can it also be used to index the literature of other countries? The availability of Australian (5) and British (6) ERIC-clones (with a Canadian version in preparation), produced by adding local (national) terms to, and deleting unwanted American terms from, a copy of the ERIC Thesaurus Master Database, suggests that ERIC is indeed highly-portable - given the process of modification just described. Could this procedure be employed to generate a New Zealand thesaurus of education descriptors? If so, what areas of the ERIC thesaurus would need modification? What kind of additions would need to be made to the list? How many new terms would be needed? To answer these and other questions the current ERIC thesaurus was used to index several sets of New Zealand documents. The results of this exercise are set out below.

First, it was found that the great majority of the concepts encountered could be accurately represented by terms taken directly from ERIC. For example, the articles and reports in the New Zealand journal of educational studies, 1966-1987, were indexed. A total of 547 separate terms was required, of these 474 (nearly 87 percent) were direct ERIC borrowings. Analysis of the descriptors employed in a database covering publications of the New Zealand Council for Educational Research, 1933-1986, produced a list of some 650 terms, of which 89 percent were ERIC terms. A very large set of documents, New Zealand theses and diploma studies in the field of education, required nearly 1,500 separate descriptors. Almost 90 percent were taken directly from ERIC. Even when the documents being indexed were very New Zealand-specific in content, the ratio of ERIC to non-ERIC terms remained high. For example, a set of documents on Maori(7) Education required 126 terms, of which 87, or 69 percent, were ERIC descriptors. However, while the general finding is that many ERIC terms could be used directly, without alteration of any kind, the verdict of Fox and his colleagues, that some ERIC descriptors were of trivial value, was observed to be true a decade, and several editions, later.

Second, it was found that some ERIC terms were conceptually, but not orthographically, appropriate. In short, they made sense, but needed a change of spelling, so that they conformed to New Zealand, rather than American, usage. For example, behaviour, not behavior; centre, not center; labour, not labor, programme, not program, and so on. Between 1 and 3 percent of the terms used to index the sample documents were found to be of this homophonic type.

Third, a very small number of ERIC terms were found to be orthographically, but not conceptually, appropriate. For example, in ERIC, Integrated Schools is a (non-preferred) term for School De-
In New Zealand, integrated schools are private schools that have elected to become part of the State system of education, under the terms of the Private Schools Conditional Integration Act, 1975. In ERIC, Primary Education covers education for children aged 4-8 years; in New Zealand, Primary Education begins for most children at 5, must begin at 6, and ends at 10 or 12, depending on the institutional setting in which children of 11-12 years are located. In ERIC, Preschool Education is the period of time before entry into kindergarten or grade school. In New Zealand, it begins with entry to kindergarten or some other kind of preschool institution, and ends with entry into primary school.

Fourth, some ERIC terms seem to be conceptually identical to other ERIC terms. For example, Music Instruction and Music Education, Science Instruction and Science Education, Mathematics Instruction and Mathematics Education, and, finally, Library Instruction and Library Education. If scope notes had been provided, it might have been possible to distinguish the Instruction forms from the Education forms. In the absence of aids of this kind, the simplest solution is to adopt the Instruction form as a preferred term for indexing New Zealand documents, and to indicate that the Education form is not to be used. This would conform to ERIC usage, in that ERIC gives English Instruction, but not English Education, Geography Instruction, but not Geography Education, and so on for History, Reading, Spelling, and Cooking etc. (Note that the compilers of the Australian thesaurus of education descriptors diverged from ERIC on this very point, employing neither the Education or Instruction form, but settling for English Teaching, Geography Teaching, History Teaching, Mathematics Teaching, and so on, with the exceptions of Speech Instruction, which became Speech Training, Library Education, which was abandoned, and Science Education, which was retained, despite the inclusion of Science Teaching as a valid Australian thesaurus descriptor.)

Finally, there were cases where no ERIC term would do, and new descriptors had to be coined. Sometimes, this was merely a matter of adjusting for differences in terminology. For example, in New Zealand people who repair damage to the exteriors of cars are called panel beaters. In ERIC, members of this occupational category are called Auto Body Repairers. In the American context, first year university students are called College Freshmen, and institutions providing university education are Colleges. In these and other cases there are no differences at the conceptual level, and in some mid-Atlantic sense, the terms are synonymous. In practice, however, each occurs only on one side or other of the Atlantic (or Pacific) and therefore should be used, or not used, accordingly.

In other cases New Zealand-specific concepts occurred, eg District High Schools. But note that in these cases there was nearly always a broad ERIC term to which the New Zealand term could be related, in a narrower-broader relationship. For example, Rural Schools, as a broader term for District High School, or Kohanga Reo as a narrower term for both Preschool Education, which is an ERIC term, and Maori Education, which is not an ERIC term, but one a New Zealand indexer could hardly do without. Note, however, that two of the terms employed as descriptors to index the Maori education document set were taken from the list of ERIC identifiers, eg, Maori (People) and Maori (Language), and that others were determined from common New Zealand usage, eg, Iwi, Kura Kaupapa Moar1, Kairahi Reo.

Once the coining of New Zealand-specific terms began, the question of synonyms arose. For example, Post-Primary Education or Secondary Education? Maori Culture or Maoritanga? Preschool Education or Early Childhood Education? Standard 1 or Standard One or S 1(13)? For the most part, questions of this kind were settled by analogy, eg, ERIC gives Grade 1, therefore Standard 1, or by examining actual usage. For example, post-primary education was a common New Zealand synonym for secondary education before the 1970s, and the term frequently appeared in the titles of New Zealand degrees. However, over 90 1970s thesis titles, five employed post-primary and 88 secondary to refer to the period of education in question. By contrast, in the 1950s, the ratio was 15 (post-primary) to 17 (secondary). However, of 36 thesis titles examined 1980-87, all 36 employed the term secondary education: there were no natural language occurrences at all of the term post-primary.

Finally, there were cases where no ERIC term would do, and new descriptors had to be coined. Sometimes, this was merely a matter of adjusting for differences in terminology. For example, in New Zealand people who repair damage to the exteriors of cars are called panel beaters. In ERIC, members of this occupational category are called Auto Body Repairers. In the American context, first year university students are called College Freshmen, and institutions providing university education are Colleges. In these and other cases there are no differences at the conceptual level, and in some mid-Atlantic sense, the terms are synonymous. In practice, however,
small number of completely new terms needed to be generated. These results confirm what many New Zealand users of EIC have long suspected, namely that an adaptation of the system's thesaurus (or of its Australian or British clones), to produce a New Zealand thesaurus of education descriptors, would be, in terms of the number of new terms required, neither difficult nor, perhaps, particularly expensive. The availability of a New Zealand thesaurus, of course, is one of the prerequisites for the development of an Index to New Zealand education.

New Zealand remains, in comparison with Australia, Britain, Canada and the United States, a singularity in that an education index, to stand alongside the Australian education index, the British education index, the Canadian education index and ERIC has yet to emerge. Indeed, for the last three decades or more, the key to understanding the education information system in New Zealand has been the event (the appearance of an index to New Zealand education) that never happened.

In the meantime, of course, the rest of the world has moved on, to the point that an ERIC-based language for indexing education information has all but established itself in the English-speaking world. A four nation mega-database of education information cannot be far away. It seems a pity that New Zealand has to stand aside from these exciting developments, but without an Index to New Zealand education, employing the new lingua franca of education indexing, we can only watch from the sidelines.

References


(4) No critical American evaluations of the ERIC thesaurus appear to exist. Fox et al carried out a small scale but nonetheless valuable examination of the 5th (1974), 6th (1975) and 7th (1977) editions, with special relevance to the literature of English (i.e., UK) education. See 'The Eric thesaurus: an analysis'. In Education libraries bulletin, Vol. 21, No. 3, 1978. Strater examined the first, interim, ERIC thesaurus, paying special attention to its underlying methodology. See Strater.


(7) The Maori people are the original inhabitants of New Zealand, and reports and other documents dealing with educational provisions and initiatives made either for or by them constitute a distinctive sub-set of the literature in New Zealand education. Note that the word Maori has no plural form.

(8) These are rural schools providing both primary and secondary education.

(9) Preschool institutions where the Maori language is the means of communication/instruction. The term translates as 'Language Nest'.

(10) Tribe. Note that if not currently then at least in the future, New Zealand databases should include the author's iwi (that is, tribal) identification, if one is provided, as a sub-field of the author's address or institutional location. If the iwi or tribe is the subject of the document, then the term should be used as an identifier, ERIC style.

(11) These are schools Maori in every sense of the word. The term translates as 'Maori agenda schools'.

(12) Maori language speaker employed to provide expert assistance in the classroom. The term translates as 'language guardian'.

(13) Children of about 7 years, equivalent to Year 2 (Australia) or Grade 2 (United States and Canada).

Keith Pickens is Senior Research Officer (Information), New Zealand Council for Educational Research, Wellington, New Zealand.
GTE User Fact Sheet

1. What hardware/software do I need to access GTE?
   - Any PC with a modem and a communication software package can be used to access GTE, i.e. SmartCom, ProCom, Crosstalk, etc.
   - The software should have the same setup used for connecting with ERIC E-MAIL.

2. What modem setting do I use?
   - You can use 1200 or 2400 baud rate.
   - At 1200 baud, once you dial in and connect with GTE, hit enter twice and you will see terminal=. Hit return again to get to the @ prompt.
   - At 2400 baud, once you dial in and connect with GTE, hold both shift and 2 keys and hit enter once, and you will see terminal=. Hit return again to get to the @ prompt.
   - Communication settings should be either 7 data bits, even parity, 1 stop bit, and echo off, or 8 data bits, no parity, 1 stop bit, and echo off.

3. What number do I dial?
   - Each Component will be given a telephone number in its area or as close to its area as possible.

4. What do I do once connected?
   - At the @ prompt, type in mail. You will be asked for your user name (this is your ID number) and your password. The first time in the system your password is GTE!. You will be prompted to change this password to one of your choice and to confirm your new password. (The password must have 6-8 letters, one number, and one punctuation mark, except a question mark, in that order.) From then on this will be the password you will use to access the databases.
   - Once you are in the system you can select which service you would like to use. The ERIC reference and referral databases are under GTE Information Services, option 2. The next screen lists various services available, the ERIC databases are listed under Reference/Research Databases as well as All Databases.

5. What type of search technique should I use?
   - The system is set up for Boolean searching, using and, or, and not between words. However, if you specify a multiword phrase such as sex education, the system searches for the word sex within three words of the word education.
   - The system is set up for full-text searching only; you cannot search by specific fields. As long as the word being searched on is anywhere in the text of the document it will show up. For example, if you are looking for an ISP in Ohio that offers the ERIC microfiche collection, you would search microfiche and OH (use abbreviations for States). This will pull up all ISP’s in Ohio that have the microfiche collection. You could get more specific and also list the name of the city. Remember, however, the more variables in your search, the longer it will take the system to retrieve the information.
   - After you have put in your search and hit return, the system will ask if you want to display the index. The index is a listing of the documents that have met your search requirements. The system will show these in groups of 20 and will then ask you what you want to do next.
6. How do I exit the system?

- After you have completed searching, hit return to get back to the search options menu. Type bye to logoff the system.

- Exit as you would from your software package normally.

7. What are some basic system commands?

- Ctrl S—Stops the screen.

- Ctrl Q—Restarts the screen.

- Ctrl Y—Allows you to get out of the document you are viewing; it takes a few seconds. This will take you back to the display index command.

- Print screen—This is done through your software; it varies depending on the software used.

- Download information—This is also done through your software.
1991 ERIC Calendar of Education-Related Conferences--Now Available to the General Public

Interacting with other education professionals is vital for any education practitioner working to stay on top of current trends, methods, and technology. For this reason, the 1991 ERIC Calendar of Education-Related Conferences is designed to help you quickly and easily identify conferences important to your areas of expertise.

The Calendar includes 486 international, national, State, regional, and local events scheduled for the 1991 calendar year on topics ranging from ability grouping to year-round education. Events are listed chronologically by date and each entry provides, when available, information such as conference dates, site, sponsor, contact person, registration information, hotel rates, estimated attendance, topics covered, and audience.

The Calendar includes several indexes to help you identify conferences of interest, including:

- Sponsor
- Conference Name
- Geographic Location
- Subject

For ease of use, each conference has a unique entry number which is referenced in the indexes. The Calendar also includes a list of conferences by date and name to give you a quick overview.

For just $15 (including postage and handling) you’ll get an entire year’s worth of conference listings. In addition, to keep you up-to-date on 1991 conferences announced throughout the year, Calendar information is continuously maintained in an online database now available through GTE Education Services. To order your Calendar, or for more information about online access to this and other ERIC reference and referral files, contact ACCESS ERIC at 1-800-USE-ERIC.

ACCESS ERIC invites you to announce your upcoming conference, meeting, or seminar in the Calendar. Submit conference information to ACCESS ERIC, Conference Calendar, 1600 Research Boulevard, Rockville, MD 20850. (Please enclose a conference brochure or information packet if available.) Appropriate events will be included as space allows.
CD-ROM Collection
Builder's Toolkit

The Complete Handbook Of
Tools For Evaluating CD-ROMs

Paul Nicholls, Ph.D
Pemberton Press Inc.
Weston, CT 1990

DIALOG ONDISC ERIC

Publisher: Dialog Information Services
Hardware: IBM PC/XT/AT/PS2, 512K (640K recommended), DOS 3.1
Software: DIALOG OnDisc Manager
Update: quarterly
Price: $950 (current), $1,650 (complete)
Ordering: Dialog, Abt Books, Bureau of Electronic Publishing, EBSCO,
FAXON, Micromedia, OLAM.

corresponding to the familiar online database and to the printed Resources in
Education [RIE] and Current Index to Journals in Education [CIE]. Coverage
of over 700 journals, monographs and ERIC documents in education, library
science and related areas. The ERIC Thesaurus is extensive, highly
developed and well-documented, even though as wooly as must be expected
in a social science controlled vocabulary. DIALOG OnDisc ERIC has been
widely implemented and extensively reviewed [1-11].

Installation appears relatively free of problems: "The documentation for the
entire installation procedure is clear and the menus are straightforward" [6],
"With a little MS-DOS knowledge the installation is quick" [7]. Printed
documentation is "thorough" [6] and help screens excellent and informative
[7]. Search capabilities are virtually identical to those available with the
sophisticated and powerful online DIALOG command language. In addition,
the CD-ROM version has a menu driven novice mode, "Easy Menu Search."
(See the DIALOG OnDisc CommandCard, Chapter 11, for a description of
Easy Menu Search).

In sum, a "flexible and powerful system for searching ERIC, both for the
novice and the experienced searcher" [6], an "impressive" [7] CD-ROM
product. Of course, excellent CD-ROM versions of ERIC are also available
from OCLC and SilverPlatter, reviews of these are identified in Chapter 9.

INSTALLATION: ★★★
DATA QUALITY: ★★★★
SEARCH POWER: ★★
EASE OF USE: ★★★
BOTTOM LINE: ★★★★

Reviews
February 21, 1991

Mr. Ted Brandhorst
ARC Professional Services Group
Information Systems Division
2440 Research Blvd., Suite 400
Rockville, MD 20850

Dear Ted:

This is to confirm our phone conversation regarding the ERIC database on the ORBIT Search Service. On March 1, 1991 we will display an online notice to the ORBIT Search Service users that ERIC will be removed from the service as of April 1, 1991. We will continue to offer ERIC on the BRS Search Services.

As we discussed, ERIC usage decreased 50% in 1990 from the 1989 level of usage. We believe this decrease reflects the wide distribution of the database on other media as well as the fact the ORBIT user community is not the best target market.

Since we have one tape subscription, please continue shipment of the ERIC tapes to the computer facility so that we can continue the BRS updating.

If you have any questions, please call me.

Sincerely,

Kay Pool
Vice President,
Business Development

cc: B. Davis
    G. Vaveris
FOR IMMEDIATE RELEASE February 11, 1991

CONTACT: MARION WILLIAMS /800-343-0064

SILVERPLATTER DEBUTS MAGNETIC PROTOTYPE AT MIDWINTER ALA

Newton Lower Falls, MA - SilverPlatter Information demonstrated a prototype of its SilverPlatter Magnetic product at the Mid-Winter Conference of the American Library Association, held last month in Chicago. SilverPlatter Magnetic is a high performance network solution for multi-user access to popular multi-disc databases. It gives frequent searchers immediate access to large amounts of information covering a long period of time, and is more cost effective than loading tapes onto a minicomputer or mainframe platform.

Current magnetic compatible titles include ERIC and MEDLINE.

SilverPlatter Magnetic utilizes the same user interface as the regular SilverPlatter CD-ROM databases, so users can search SilverPlatter Magnetic using SilverPlatter's familiar SPIRS retrieval system. SilverPlatter Magnetic is up to ten times faster than CD-ROM, and up to 25 users can search the same database and multiple-years simultaneously. Pre-indexed updates are delivered on a CD-ROM, and are loaded onto the magnetic system using an automated copy procedure. This procedure makes the latest data instantly available.

The configuration of SilverPlatter Magnetic includes a high performance 80386 or 80486 file server with an Ethernet or Token Ring network connection, Novell Netware 386 LAN Operating System, a 2 GB hard disk subsystem expandable to 7 GB, a CD-ROM drive for loading updates, and the MultiPlatter Application Manager Software for integrating all your LAN applications into a single menu. All installation and product support will be handled by SilverPlatter.

SilverPlatter Magnetic is part of the strategic Electronic Reference Library development project currently being undertaken at SilverPlatter. Both SilverPlatter Magnetic and the Electronic Reference Library are part of SilverPlatter's ongoing effort to provide the latest in technology to meet the needs of today's libraries.

For more information about SilverPlatter Magnetic, or any of the products or service offered by SilverPlatter, please call us at 1-800-343-0064.

###

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
Dear ERIC Subscriber:

As the Director of the ERIC program, I am writing to inform you of a change in the ERIC Document Reproduction Service (EDRS).

Effective February 1991, the U.S. Department of Education awarded a new contract to operate EDRS to Cincinnati Bell Information Systems (CBIS) Federal. The new contract, which was the result of a national competition, is for a five-year period.

The CBIS proposal offers new and improved services and products, faster delivery times, and a plan for new document delivery systems. While the prices of ERIC microfiche and documents will increase slightly to support the development of these new products and services, the entire ERIC system will work closely with CBIS Federal to ensure that the highest-quality ERIC materials are disseminated as widely as possible.

CBIS is now the official operator of EDRS. Naturally, since this contract has been held by the previous contractor for over 16 years, a full transition will take some time. We will try to minimize the problems you may encounter. For those of you with deposit accounts with the former contractor, all remaining funds will be returned to you. Within the next few weeks, a CBIS Federal representative will contact you to establish a new deposit account to ensure continued and uninterrupted receipt of future ERIC documents.

The address of the new EDRS contractor is as follows:

ERIC Document Reproduction Service (EDRS)
Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852

Phone: 1-800-443-ERIC
FAX: 703-440-1408

In the near future, you will receive a letter of introduction from the new manager of EDRS, Mr. John Gracza. In the meantime, please feel free to contact him if you have any questions.

Sincerely,

Robert M. Stonehill
Director, Educational Resources Information Center (ERIC)

WASHINGTON, D.C. 20208-
March 12, 1991

Dear ERIC EDRS Client:

Recently, the U.S. Department of Education awarded the contract for the Educational Resources Information Center (ERIC) Document Reproduction Service (EDRS), which is the component that provides the monthly ERIC microfiche, to Cincinnati Bell Information Systems (CBIS) Federal Inc. Effective February 4, 1991, CBIS Federal Inc. assumed full responsibility for EDRS.

CBIS Federal Inc. is a wholly-owned subsidiary of Cincinnati Bell, Inc. The parent is a family of companies serving three core areas - telecommunications, information services, and marketing services, including telemarketing. Cincinnati Bell, Inc.'s 100+ year heritage is based on product quality and excellent customer service. These traits characterize each Cincinnati Bell, Inc. subsidiary.

My name is John Gracza, CBIS Federal Inc.'s Director for EDRS. I assure you that the product quality and excellent customer service that has been Cincinnati Bell, Inc.'s trademark will also be the trademark of our EDRS service. The team that we have assembled has extensive experience and expertise in micrographics distribution, customer service programs, and high-volume order fulfillment services. Each individual has been hand-picked and is committed to satisfying your requirements.

We are in the process of establishing our EDRS office. The address and telephone number are:

CBIS Federal Inc.
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852
1-800-443-ERIC
(703) 440-1400
FAX Number (703) 440-1408

We appreciate your patience as we go through the transition and begin our operation. We hope to begin filming the February Standing Order collection during the week of March 11 and to begin shipping the orders by the first week in April.

Our solution to ERIC focused on improving customer service and on improving the quality and diversity of products offered. As a result, the new price for the Standing Order Diazo fiche is $.111. On an annual basis, the estimated price is $2,020.20.

CBIS Federal Inc. will be working hard to provide exceptional services and quality products. In the future, we will be contacting you to better understand your needs and requirements so that we can make EDRS a better investment for you.

Please do not hesitate to contact me directly if I can ever be of assistance to you.

Sincerely,

CBIS Federal Inc.

John E. Gracza
Director EDRS
Special Announcement

NEW CONTRACTOR SELECTED FOR
ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

The U.S. Department of Education has awarded a new contract for the operation of the ERIC Document Reproduction Service (EDRS). Effective February 1991, Cincinnati Bell Information Systems (CBIS Federal Inc.) will take over the operation of EDRS from Computer Microfilm Corporation (CMC), which has operated EDRS (the microfilming and document delivery arm of ERIC) since the mid-1970's.

The new EDRS is currently being established (see address below) and should be fully operational by mid-March. As the new EDRS operator, CBIS Federal looks forward to serving all current and future ERIC microfiche subscribers and on-demand requestors. New customer service programs and new ERIC-related products will also be offered.

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703)-440-1400
1-800-443-ERIC
FAX: (703) 440-1408

All orders for ERIC documents will be acted upon by CBIS promptly as soon as this transition is complete. However, if your need for an ERIC microfiche or reproduced document is urgent, you may wish temporarily to use one of the many "ERIC Information Service Providers"* geographically closest to you. Most of these service points have the ERIC microfiche collection and provide some document delivery services.

We regret any problems that this change of contracts may cause ERIC users, but assure you that they will be only temporary and brief in nature. The services and products to be offered by the new EDRS contractor will ultimately benefit the ERIC program, its users, and its contributors.

*see Directory of ERIC Information Providers, available from ACCESS ERIC (1-800-USE-ERIC)

Revised February 15, 1991
NEW EDRS PRICES

(EFFECTIVE WITH THE FEBRUARY 1991 ISSUE OF RESOURCES IN EDUCATION)

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SAMPLE COSTS: A. Cost of a year's subscription (diazo fiche)
Assumptions: 13,000 titles filmed; 1.4 fiche per title
Calculations: 13,000 x 1.4 x .111 = $2,020.20/year

B. Cost of one title on microfiche
1 - 5 fiche 1 x $1.152 = $1.15
6 fiche 1.15 + .250 = 1.40
7 fiche 1.15 + .500 = 1.65
8 fiche 1.15 + .750 = 1.90
9 fiche 1.15 + 1.00 = 2.15
10 fiche 1.15 + 1.25 = 2.40

C. Cost of one title reproduced on paper
1-25 page document 1 x $3.12 = $3.12
26-50 page document 2 x 3.12 = 6.24
51-75 page document 3 x 3.12 = 9.36
76-100 page document 4 x 3.12 = 12.48
101-125 page document 5 x 3.12 = 15.60
**Orders for documents and microfiche should be addressed as follows:**

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Square, Suite 110
Newington, Virginia 22153-2836

**CBIS FEDERAL Telephone Number: (703) 440-1400**

January 1991

---

*ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)*
Cincinnati Bell Information Systems (CBIS) Federal**
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852

Telephone: 1-800-443-ERIC (3742)**
FTS Number: None
FAX Number: (703) 440-1408

OERI Monitor: Pat Coulter
Business Hours: 8:00 - 6:00
Time Zone: Eastern

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<tr>
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**CBIS FEDERAL Telephone Number: (703) 440-1400**
## ERIC Price Codes

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Add $0.25 for each additional microfiche (1-96 pages)

Add 3.12 for each additional 25 pages, or fraction thereof.
## ERIC on CD-ROM

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March 1991
## COST COMPARISON OF ONLINE USE OF ERIC AND OTHER DATABASES WHEN USED THROUGH THE DIALOG INFORMATION SYSTEM

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* Bibliographic citation only (no abstracts)

**NOTES**
- NTIS - National Technical Information Services
- AGRICOLA - U.S. National Agricultural Library (NAL)
- MEDLINE - U.S. National Library of Medicine (NLM)

March 1991
"EDRS STANDING ORDER CUSTOMERS"
UPDATE FOR JANUARY 1991

NEW

FLORIDA ATLANTIC UNIVERSITY
NORTH CAMPUS LIBRARY
3160 PGA BOULEVARD
PALM BEACH GARDENS, FL 33410

RENEWED

SOUTH GATE JUNIOR HIGH SCHOOL
4100 FIRESTONE BLVD.,
SOUTH GATE, CA 90280

USAREUR LIBRARY & RES. CTR.
ATTN: AEAGA-GML
APO, NY 09403

CANCELLED

THE FLORIDA STATE UNIV.
ROBERT M. STROZIER LIBRARY
ACQUISITIONS DEPARTMENT
TALLAHASSEE, FL 32306
(2 Subscriptions)

CENTRAL PIEDMONT COMM. COLL.
LIBRARY - TECHNICAL SERVICES
P. O. BOX 35009
CHARLOTTE, NC 28235

ANNE ARUNDEL COUNTY PUBLIC SCH.
MEDIA SERVICE, PROFESSIONAL LIB.
2644 RIVA ROAD
ANNAPOLIS, MD 21401

LIBRARY TECHNICAL SERVICES
ATTN: AFZA-PA-R
BLDG. NO. 1-T-1159
CORNER OF KNOX AND MACOMB STREETS
FT. BRAGG, NC 28307-5000

HE1680 DOD DEPENDENT SCHOOLS
ATLANTIC REGION
APO, NY 09241-0005

HE2433 WIESBADEN MS
ATTN: SUPPLY CLERK
APO, NY 09457-0005

THE SERIALS OFFICER, LIBRARY
SYDNEY INSTITUTE OF EDUCATION
P. O. BOX 63
CAMPERDOWN, N.W.S. 2050
AUSTRALIA

ACQUISITIONS DIVISION
UNIVERSITY OF MALAYA LIBRARY
PANTAI VALLEY
59100 KUALA LUMPUR
MALAYSIA
"EDRS STANDING ORDER CUSTOMERS"
UPDATE FOR DECEMBER 1990

NEW

K.S.U. COLLEGE OF EDUCATION
EDUCATION RESOURCE CENTRE
P. O. BOX 2458
RIYADH 11451, SAUDI ARABIA

NAME CHANGE

OLD

BAPTIST COLLEGE AT CHARLESTON

NEW

CHARLESTON SOUTHERN UNIV.
9200 UNIVERSITY BLVD.,
P. O. BOX 10087
CHARLESTON, SC 29411
"EDRS STANDING ORDER CUSTOMERS"
UPDATE FOR NOVEMBER 1990

NEW

LIBRARY - ACQUISITIONS
WESTERN INSTITUTE
MCKECHNIE STREET-P.O.BOX 315
ST. ALBANS, VICTORIA 3021
AUSTRALIA

ARIZONA WESTERN COLLEGE
LIBRARY
P. O. BOX 929-ARABY ROAD

UNION COLLEGE
ABIGAIL E. WEEKS MEMORIAL LIB.
BARTBOURVILLE, KY 40906

HUNTSVILLE CITY SCHOOLS
CH II MERTS
714 BOB WALLACE AVENUE
HUNTSVILLE, AL 35801

CONTINUATIONS
CSU SAN MARCOS LIBRARY
820 W. LOS VALLECRITOS BLVD.

SPRING BRANCH INDEPENDENT
SCHOOL DIST./PROF. LIB.
955 CAMPBELL ROAD
HOUSTON, TX 77024

RENEWED

EHWA WOMAN'S UNIVERSITY
LIBRARY
ACQUISITIONS DIVISION
SEOUL 120, KOREA

FLORIDA EDUCATORS
INFORMATION SERVICE
2003 APALACHEE PKWY., 3RD FL
TALLAHASSEE, FL 32301

CANCELED

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O'KELLY LIBRARY
WINSTON-SALEM, NC 27110
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Name Changes

CE  Adult Literacy and Basic Education to Adult Basic Education
    Adult Education in Finland to Life and Education in Finland
    New Directions for Continuing Education to New Directions for Adult
    and Continuing Education

EC  Learning Disabilities Focus to Learning Disabilities Research and
    Practice
    Learning Disabilities Research to Learning Disabilities Research
    and Practice

SO  Southern Social Studies Quarterly to Southern Social Studies Journal

Journal Additions

CE  Journal of Professional Nursing

EC  Exceptionality: A Research Journal

FL  Journal of Educational Issues of Language Minority Students

SO  Perspectives on Political Science

Journal Deletions

CE  Personnel (AMA)

CG  American Journal of Family Therapy
    Journal of Vocational Behavior
    Personnel Psychology
    Psychology: A Journal of Human Behavior
    Small Group Research: An International Journal of Theory
    Social Behavior and Personality

CS  Australian Journal of Reading

Canadian Journal of English Language Arts

The Oryx Press  An Arizona Corporation  4041 North Central at Indian School Road
Phoenix, AZ 85012  602-265-2651 : FAX 602-265-6250
CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN91

Name Changes

CE  New Directions for Continuing Education to New Directions for Adult
and Continuing Education

EC  Academic Therapy to Intervention in School and Clinic

Journal Additions

HE  Business Officer
    Journal of the Freshman Year Experience

IR  Computers in Libraries

Journal Deletions

IR  Electronic and Optical Publishing Review
TABLE OF CONTENTS

SPECIAL ANNOUNCEMENT

- ERIC'S 25TH Anniversary Reception Sponsored by the National Trust for Historical Preservation at the Woodrow Wilson House, April 30, 1991  

ACTION ITEMS

- Department of Education and OERI Contractor Reports No Longer Require Project Monitor Clearance Before Processing and May be Processed Universally at Level 1  

- Journal Articles Should Generally Go in CDE, Not RIE (Processing Advisory)  

- Errata Pages, Revised Pages, Addenda, Supplementary Pages, Loose-Leaf Updates, Etc. (Processing Advisory)  

- Descriptor: "MIDDLE SCHOOLS" (Indexing Advisory)  

- E-Mail  
  A. 1200 Baud Modern and Separate Phone Line Added for 1200 Baud Users  
  B. What to Do When You Have Access Problems  

OERI NEWS

- America 2000: An Education Strategy (Overview)  

- OERI Reauthorization  

- Cancellation of Competition for National Center on Dissemination and Knowledge Utilization
NATIONAL NEWS

- *Agenda:* New Magazine for U.S. School Leaders
- *The Federal Roles in Support of School Library Media Centers* (ERIC Section)
- The Most Popular Databases

ERIC NETWORK NEWS

- Open Forums Planned for Professional Society Meetings in 1991 to Gather Data for 1992 Competitions
- ERIC Write-up in 1991 *Library and Book Trade Almanac*

VENDOR NEWS

- ERIC Document Reproduction Service (EDRS)—News
  (And Letters Accompanying February, March, and April Microfiche Shipments)
- DIALOG
  - Price Reduction for DIALOG OnDISC ERIC (*Chronolog*, January 1991)
  - ERIC "Explanations" via DIALOG Online
- SilverPlatter
  A. General
  - ERIC Thesaurus Added to CD-ROM (August 1991)
  - SilverPlatter Information Retrieval System (SPIRS) Released in Version 2.0
    (April 18, 1991)
  - Tutorial now on diskette (no longer available on new more densely packed CD-ROM)
  - ERIC Quick Reference Card
  - *Media and Methods* magazine selects ERIC on MacSPIRS for 1991 Awards Portfolio
  B. SilverPlatter and OCLC Form "Strategic Alliance"

INTERNATIONAL NEWS

- InterEd Directory (Draft)

PERSONNEL NEWS

- Greg Dennis Joins Central ERIC
- Bob Stonehill Welcomes Twins
- Cheri Burnham Welcomes Baby
ATTACHMENTS

1. ERIC's 25th Anniversary
   A. Reception Invitation
   B. Reception Program
   C. CEC Citation for ERIC

2. America 2000: An Education Strategy
   A. Single Frame Resumes for Basic Documents
   B. Overview

3. OERI Reauthorization (Education Daily), March 20, 1991


5. The Federal Roles in Support of School Library Media Centers, by Dianne Hopkins and Rebecca Butler—Section on ERIC


7. ALA Open Forum on ERIC (June 29, 1991)


9. ERIC “Explanations” via DIALOG Online—Summary of Field ID’s, Limits, Costs

10. ERIC Write-Up in 1991 Library and Book Trade Almanac


12. SilverPlatter
   A. ERIC Thesaurus Added to CD-ROM (April 1991)
   B. SPIRS Released in Version 2.0 (April 18, 1991)
   C. SilverPlatter Tutorial Now on Diskette
   D. ERIC Quick Reference Card
   E. ERIC on MacSPIRS Wins Award
   F. SilverPlatter and OCLC Form “Strategic Alliance”

13. InterEd Directory (draft)

14. ERIC Telephone Directory—Revised CERIC Page

15. Publications
   A. ERIC Directory of Education-Related Information Centers
   B. RC Newspaper Slicks
   C. Conclusion Brochures (ACCESS ERIC)

16. CIJE Source Journal Index Updates for May, June, July, August, and September 1991

17. CIJE Monthly Reports for April, May, June, July, and August 1991
The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
ERIC'S 25TH ANNIVERSARY RECEPTION SPONSORED BY NATIONAL TRUST FOR HISTORIC PRESERVATION AT WOODROW WILSON HOUSE, APRIL 30, 1991

This year—1991—marks twenty-five years of continuous service to education by the Educational Resources Information Center (ERIC).

In honor of ERIC's first quarter century of service, the National Trust for Historic Preservation, hosted a reception at the Woodrow Wilson House (2340 S Street, NW) on April 30, 1991. The choice of the home of our nation's twenty-eighth President was especially appropriate, since he was an esteemed educator, scholar, and President of Princeton University.

Over 250 attended the event, including the ERIC Clearinghouse Directors and staff, educators and librarians, Departmental and other agency officials, and Congressional staff, to review how and why ERIC was started, where it has been, and where it is headed in the next 25 years. Most importantly, it was a chance to meet the dedicated men and women who created and developed what has become the world's largest education information network.

PICTURED (from left to right): Milt Goldberg, Director of the Office of Research, OERI; Kathleen Hunter of the National Trust; Andrew Guillford, Director of Public History and Historic Preservation Program at Middle Tennessee State University; Robert Stonehill, Director of the ERIC Program; and J. Jackson Walter, President of the National Trust for Historic Preservation.
The reception invitation and program are provided as Attachments 1A and 1B, respectively. Attachment 1C is a copy of a citation given to ERIC at the reception by the Council on Exceptional Children (CEC).

**ACTION ITEMS**

**DEPARTMENT OF EDUCATION AND OERI CONTRACTOR REPORTS NO LONGER REQUIRE PROJECT MONITOR CLEARANCE BEFORE PROCESSING AND MAY BE PROCESSED UNIVERSALLY AT LEVEL 1**

Recent Central ERIC decisions in the Acquisitions area change some long-standing processing procedures:

- Clearance of ED/OERI Contractor Reports

  It was formerly required that all ED/OERI contractor reports had to be cleared by the appropriate Government project monitor before they could be accessioned into the ERIC database. Central ERIC has decided that this clearance will no longer be required. If you have obtained a copy, then this is considered prima facie evidence that the document has been cleared and released. If it is in your scope, you may proceed to process the document. ERIC is getting out of the business of monitoring, or assisting in the monitoring of, contractor compliance.

- Level 1 Processing of ED/OERI Contractor Reports

  It was formerly possible for Labs, Centers, or other Department of Education contractors to specify that their federally-supported documents should be processed at Level 2 (microfiche only) rather than at Level 1 (microfiche and paper copy). These agreements were generally documented in the ERIC Acquisitions Arrangements (EAA) list.

  Central ERIC has decided that ED/OERI-supported documents may be reproduced by the Federal Government (and its contractors) at the Government's convenience in both microfiche and paper copy, without restriction. This decision means that Lab, Center, and other ED/OERI contractor documents should always be processed into the ERIC database at Level 1. This decision supersedes any older arrangements made with these document sources concerning Level 2 input for certain classes of material.

  Effective immediately the Facility will implement both these decisions. Clearinghouses will no longer be required to send title pages of ED/OERI contractor reports to the Facility for clearance. ED/OERI contractor reports input by the Clearinghouses at Level 2 will be automatically upgraded to Level 1.

  —Gail Mathews (Facility)

**JOURNAL ARTICLES SHOULD GENERALLY GO IN CIJE, NOT RIE (PROCESSING ADVISORY)**

The ERIC database has two halves, one devoted to the document literature and one devoted to the journal article literature. In general, this basic division of responsibility is well understood and abided by. Documents are submitted for Resources in Education (RIE) and journal articles are submitted for Current Index to Journals in Education (CIJE). The ERIC users understand this division and rely on it.

However, while documents are never in practice submitted to CIJE, there are occasions when journals or journal articles are submitted to RIE. Some of the submissions are legitimate (as will be explained), but many are simply cases of ignoring the basic coverage mandates of ERIC's two abstract/index journals.

As a rule, journal articles should always be processed for CIJE. This is true whether the article appears in a journal regularly covered by CIJE or in a journal not regularly covered. In the latter case, the article is termed colloquially a one-shot article, meaning that it may be the only education-related article found in that journal. An example might be an education-related article found in Scientific American, a high quality journal, but one that rarely contains an education-related article. One-shot articles are a perfectly legitimate kind of accession, the need for
which was recognized by CUE from the very beginning. Clearinghouses should routinely take advantage of the one-shot option.

The cases where a journal or journal article may legitimately be submitted for RIE are few in number and well defined. One such case is the journal run, where a year's worth (or preferably more) of a relatively uncommon or obscure journal are input as a single accession to RIE in order to archive the journal on the ERIC microfiche. This is only appropriate in the case of a journal that is not widely held by university/college libraries and that would be difficult to obtain or consult through normal means (e.g., UMI). Of course, ERIC must be able also to obtain reproduction permission for such a move to make sense. The most common case, however, is the theme issue of a journal, in which all the articles in a particular issue are devoted to the same theme topic, e.g., Education in the Caribbean. Such an item can legitimately be treated as a monograph on the subject and input as a single accession with a Table of Contents type abstract.

Virtually all other journal articles should routinely be processed for CUE. To do otherwise would be to ignore the basic coverage mandates of RIE and CUE and to blur the carefully crafted distinctions between them.

...Ted Brandhorst (ERIC Facility)

ERRATA PAGES, REVISED PAGES, ADDENDA, SUPPLEMENTARY PAGES, LOOSE-LEAF UPDATES, ETC.

There has recently been some confusion concerning the above type of materials and their suitability for input into the ERIC database.

ERIC practice over the years has been to concentrate on accessioning materials that will stand by themselves and not to accept as discrete accessions such items as errata pages, revised pages, addenda, supplementary pages, loose-leaf updates, etc., arriving long after the original document to which they apply has been microfilmed.

...Ted Brandhorst (ERIC Facility)

If, when an item is initially processed, it is known that it is continually or regularly updated or that there will be periodic issuances of revised or supplementary pages, then this should be stated in the cataloging. This will then permit users interested in the item to go to the original source for the most up-to-date version at any given moment in time.

In some cases, an item might change enough over the passage of years and the cumulation of changes and revisions to warrant putting it in ERIC in its entirety for a second time.

This policy seeks to avoid the proliferation in the ERIC database of fragmented accessions that cannot stand alone and that have meaning only as part of a larger whole already in the database. Large numbers of such accessions would create a nuisance factor in searching far in excess of their utility.

Obviously this kind of material exists across a broad spectrum extending from the single page erratum notice to extensive supplementary materials that may come close to being independent. At the high end of the spectrum there may be exceptions to the general rule. This is for the individual Clearinghouses to decide and to justify.

This processing guidance will be expanded on in the updated ERIC Processing Manual (EPM).

...Ted Brandhorst (ERIC Facility)

DESCRIPTOR: MIDDLE SCHOOLS
(INDEXING ADVISORY)

Many indexers are incorrectly using the Descriptor MIDDLE SCHOOLS and need to refresh their memories in this regard with the EPM and Indexing Handbook. First of all, if you check your Thesaurus' introduction, you will notice that MIDDLE SCHOOLS is not listed as one of the mandatory educational levelers and may not be used as a mandatory leveler substitute. If the document discusses middle schools and indicates the grades covered (typically 6th through 8th), for the levelers you should index Intermediate Grades and Junior
High Schools, since these are the most specific educational levelers. Secondly, if the document discusses GRADES 6 or 7 or 8, or all three, but does not mention the concept MIDDLE SCHOOLS, then do not index MIDDLE SCHOOLS.

Jim Houston (ERIC Facility)

E-MAIL

A. 1200 Baud Modem and Separate Phone Line Added for 1200 Baud Users

For those E-Mail users wishing to use a 1200 baud modem, a separate phone line, (301) 258-9106, has been established. Two concurrent users are now permitted on the system at the same time. When two users are simultaneously on the system, each user might notice a slight degradation in response time from the system; this is normal.

If you have more than one modem or communication software to access E-Mail, please be certain to use the phone number appropriate for the baud rate on the modem or settings. The use of the new phone number by 1200 users, should greatly decrease problems 2400 baud users have been having on the 2400 baud line.

If you should experience any problems with this new configuration, please contact the Facility.

B. What to Do When You Have Access Problems

If you are encountering problems getting on E-Mail, please call the ERIC Facility at the time the problems occur. This is particularly true if you are getting a "connect," but you have a blank screen or "garbage" at your end. Please call while you are still connected so we can view the system at our end. If you are accessing the E-Mail through a switchboard, i.e., you dial 9 or some other number to get to long distance, or through FTS and not a dedicated phone line, you may get line noise and interference. You should never use FTS for any data transmission (including E-Mail) since there is a Federal regulation prohibiting such use.

There has been an increase in the number of users ending the E-Mail session incorrectly (e.g., without the "bye," trying to "bye" when they are still in the message mode, not disconnecting the phone at their end, etc.). All communications systems have logoff procedures which need to be followed, e.g., DIALOG uses "logoff." In E-Mail, when the "bye" is detected by the computer, the user files are updated. The "bye" DOES NOT disconnect the phone connection; you must either turn your modem off manually or hang up using your software (e.g., in Smartcom—toggling to the menu by hitting F1, hitting 0 to end communication, and hitting E to exit to DOS or H to hang up and stay in Smartcom).

If you can't get an answer, or the line is continually busy, please call Pat Brown or Carolyn Weller at the Facility. While the E-Mail system is monitored periodically throughout the day, we aren't always aware of problems unless one of the Facility staff tries to get on and is unsuccessful.

Carolyn Weller (ERIC Facility)

OERI NEWS

AMERICA 2000: AN EDUCATION STRATEGY (OVERVIEW)

During June, two of the key documents articulating the Administration’s education strategy for the decade ahead were published: (1) America 2000: An Education Strategy (ED-327 009) and (2) America 2000: An Education Strategy—Sourcebook (ED 327 985). The second booklet represents an expansion of the first.

Attachment 2 contains abstracts for both documents and an overview of the strategy.

ERIC Facility
OERI REAUTHORIZATION

OERI comes up for reauthorization by Congress later in 1991 and the House Select Education Subcommittee (Chairman, Major Owens) has been making related plans. One possibility is an independent panel to oversee OERI policy. See Attachment 3 for a brief write-up on the subject by Education Daily (March 20, 1991, p. 4).

CANCELLATION OF COMPETITION FOR NATIONAL CENTER ON DISSEMINATION AND KNOWLEDGE UTILIZATION

In March 1991, OERI published plans for a competition for a new National Center on Dissemination and Knowledge Utilization. In April, the President announced America 2000, a comprehensive strategy to move the nation toward accomplishment of the national education goals articulated earlier. To help fund the new initiative, OERI plans to cancel the planned Center competition and redirect the funds originally allocated for that purpose to the new America 2000 effort.

Reproduced below is the Federal Register announcement to this effect.
AGENDA: NEW MAGAZINE FOR U.S. SCHOOL LEADERS

In May 1991, Scholastic Inc. announced a new quarterly magazine called Agenda to be devoted to the topic of educational reform. Agenda will be paid for by only ten or more corporate sponsors and will be free to approximately 250,000 carefully selected education policymakers. The New York Times announcement of the new magazine in its May 6, 1991 edition is reproduced as Attachment 4.

THE FEDERAL ROLES IN SUPPORT OF SCHOOL LIBRARY MEDIA CENTERS (ERIC SECTION)

This book, published by ALA in 1991, contains a three-page write-up on ERIC's role vis-a-vis school library media centers. The information contained therein appears to have been taken largely from articles on ERIC written by ERIC/IR and appearing annually in The ALA Yearbook (see Attachment 5).

THE MOST POPULAR DATABASES, By Carol Tenopir (Library Journal, April 1, 1991, p.96-97)

The statistics obtained by Ms. Tenopir reveal that the most popular bibliographic databases in 1990 (excluding LEXIS) were, in order, MEDLINE, NEXIS, ERIC, World Patents, Predicasts (patents), and Chemical Abstracts. In previous surveys, ERIC generally showed up fourth or fifth. It is good to know that we are not losing ground! For the complete article, see Attachment 6.

OPEN FORUMS PLANNED FOR PROFESSIONAL SOCIETY MEETINGS IN 1991 TO GATHER DATA FOR 1992 COMPETITIONS

Central ERIC has requested that the Str...ng Committee plan for some open forums at the upcoming 1991 meetings of ALA and ASIS, in order to gather information from the field concerning ERIC performance and possible improvements that might be of use in the Clearinghouse competitions planned for 1992. The notice pertaining to the ALA session is shown as Attachment 7. The ASIS meeting will be in Washington, DC, October 27-31, 1991, and is being put together by Jane Henson.

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)—NEWS (AND LETTERS ACCOMPANYING FEBRUARY, MARCH, APRIL MICROFICHE SHIPMENTS)

The ERIC Document Reproduction Service (EDRS) has been fully operational since May of this year following a successful transition of the service to Cincinnati Bell Information Systems (CBIS) Federal Inc. EDRS is filling on-demand requests for ERIC documents in both microfiche and reproduced paper formats within 3 to 5 working days. Monthly subscriptions, for microfiche of documents announced in Resources in Education (RIE) are also being filled via in-house production. The February, March, and April microfiche collections have been produced and shipped to all standing order customers (SOC's) and the May issue is slated for shipment in July. The June and July collections will be filmed and shipped according to the regular schedule.
Each of the first three monthly shipments of microfiche by the new EDRS operator has been accompanied by a special letter of transmittal. These letters deal with a variety of matters of interest to Standing Order Customers (SOC's) (e.g., film stock used, how to read invoices, etc.) and since they sometimes get misplaced when they accompany the physical microfiche, we are reproducing them here chronologically as Attachments 8A, 8B, 8C.

EDRS is conducting a marketing program to increase orders for ERIC microfiche and documents. As part of the marketing campaign, EDRS has developed promotional materials for dissemination among ERIC users and nontraditional audiences. Promotional materials available for dissemination include:

- A brochure which describes EDRS, types of documents available from ERIC, and how to order ERIC documents;
- Postage-paid interest cards designed to capture potential customer requirements for ERIC products and services available through EDRS;
- Laminated rolodex cards with the EDRS address and telephone numbers, including the toll-free number for Customer Service.

In addition, a totally new document order form has been developed and is expected to be released in the near future following review and approval. The new form is designed to simplify document ordering by presenting a streamlined design and clarified instructions.

EDRS will forward stocks of brochures, interest cards, and rolodex cards to the ERIC Clearinghouses, ACCESS ERIC, and the ERIC Processing and Reference Facility, starting in August. Please send a message over E-Mail noting the quantities that you wish to receive. The redesigned document order form will be distributed on a system-wide basis as soon as it is available.

EDRS co-exhibited with ACCESS ERIC at the American Library Association (ALA) conference in Atlanta, Georgia, from June 29 - July 2. There was a great deal of interest in ERIC and EDRS expressed by conference attendees - several hundred individuals stopped by the booth to gather information and offer feedback. In addition, over 500 librarians at the conference participated in a raffle for an EYECOM 1100 microfiche reader. Dixon Public Library in Dixon, Illinois was the winner of the drawing.

EDRS

DIALOG

In January 1991, DIALOG announced a price reduction for DIALOG OnDisc ERIC. The current disk went from $950 to $795. The complete file went from $1,650 to $1,295. The DIALOG Chronolog announcement (January 1991) is shown below. In March 1991, DIALOG Chronolog announced the change in EDRS prices that accompanied the change of EDRS contractors (see below).

See Attachment 9 for three of the five ERIC "explanations" available via DIALOG online. They can be retrieved by keying ?field1, ?limit1, and ?rate1 respectively, after a DIALOG prompt. The other two explanations may be viewed by keying explain_file1 (description of ERIC) and ?ericocode (EDRS MF/PC price code conversions) after the prompt.

Jim Houston (ERIC Facility)

ANNOUNCING A PRICE REDUCTION FOR DIALOG OnDisc ERIC

You can now purchase DIALOG OnDisc ERIC at greatly reduced prices. The new prices, now in effect, are:

- April-May 1991
**SILVERPLATTER**

**A. General**

This period brings a variety of ERIC-related announcements from SilverPlatter: (1) Beginning in April 1991 the ERIC Thesaurus is available directly on disc (Attachment 12A); (2) Also in April, SilverPlatter released version 2.0 of its SPIRS retrieval software. This new version permits, among other things, saving search strategies and the ability to select records for printing while viewing them (Attachment 12B); (3) The SilverPlatter tutorial is now available separately on diskette (Attachment 12C); (4) a quick reference card just for ERIC has been prepared (Attachment 12D); (5) ERIC on MacSPIRS wins *Media and Methods* magazine award (Attachment 12E).

**B. SILVERPLATTER and OCLC**

Form "Strategic Alliance"

On June 25, 1991, at the American Library Association (ALA) annual conference in Atlanta, Georgia, OCLC, the third ERIC-on-CD-ROM vendor, announced that it will be merging its CD450 compact disk products with SilverPlatter Products.

OCLC intends to stay in the business of full-text CD-ROM products, but SilverPlatter will be taking over OCLC subscribers to bibliographic database CD-ROM products, like ERIC. On an immediate basis, OCLC subscribers that accept a transfer to SilverPlatter will be able to renew their subscriptions at the current OCLC prices (these are lower than the regular SilverPlatter prices).

In the long term, OCLC and SilverPlatter have plans to introduce a "seamless" online link between the relevant SilverPlatter CD-ROM products and the OCLC online EPIC databases, as well as connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

The SilverPlatter and OCLC announcements of this alliance are produced as Attachment 12(F).
INTERNATIONAL NEWS

InterED DIRECTORY

With the increased level recently of InterEd communications, the Facility has prepared an InterEd Directory to facilitate member communications via telephone, FAX, telex, E-Mail, DIALMAIL, etc. The Directory is not completely finished yet, as some member reports have not yet been received, but it is reproduced in draft as Attachment 13.

...Ted Brandhorst (ERIC Facility)

PERSONNEL

GREG DENNIS JOINS CENTRAL ERIC

Greg Dennis recently joined Central ERIC as a monitor. Some may have met him at the 25th anniversary reception. On July 10, he inserted an E-Mail message greeting the network and announcing that he would be monitoring CG, IR, and UD.

With Greg’s arrival, the Central ERIC monitorships have undergone some shifting, as shown in the new Central ERIC page in the ERIC Network Directory, Attachment 14.

...ERIC Facility

BOB STONEHILL WELCOMES TWINS

On July 2, 1991 Bob Stonehill and his wife, Camille, welcomed twins into their family. Elizabeth Maile Stonehill arrived at 7:08 p.m. and weighed in at 7 lbs., 12 oz., and Matthew Brian Stonehill arrived two minutes later at 7 lbs., 15 oz. All are doing well.

Congratulations to all!

...ERIC Facility

CHERI BURNHAM WELCOMES BABY

Cheri Burnham, Secretary for the ERIC Facility, gave birth to her first born, Sophia Lynn, on June 24, 1991 at the Columbia Hospital for Women in Washington, DC. "Sophie" weighed in at 7 lbs., 14 oz. and was 21" long. Cheri and husband Don are doing fine and Cheri should be back to work at the Facility in early September.

Congratulations to all!

...ERIC Facility
Attachments
The National Trust for Historic Preservation
and the
Directors of the Educational Resources
Information Center (ERIC) Program
cordially invite you to a reception

Tuesday, April 30, 1991
6 to 8 p.m.
The Woodrow Wilson House
2340 S Street, N.W.
Washington, D.C.

in honor of ERIC's
twenty-five years
of service to
education

* 1966–1991 *
We would like to thank the following contributors and benefactors:

The National Trust for Historic Preservation

SilverPlatter Information Services
DIALOG Information Services
University Microfilms International
OCLC Online Computer Library Center, Inc.
ARC Professional Services Group
The Gryx Press
Aspen Systems Corporation
CBIS Federal, Inc.
GTE Education Services
Maxwell Online, Inc.
University of Michigan

Syracuse University
Teachers College, Columbia University
Council for Exceptional Children
The George Washington University
The Center on Education and Training for Employment, Ohio State University
Social Studies Development Center, Indiana University
ERIC Clearinghouse on Reading and Communication Skills, Indiana University
Appalachia Educational Laboratory
American Institutes for Research
American Association of Colleges for Teacher Education
Whereas, 1991 marks the twenty-fifth anniversary of the Educational Resources Information Center (ERIC) system;

Whereas, ERIC is the national education information network sponsored by the United States Department of Education;

Whereas, ERIC develops, maintains, and provides access to the world's largest database of education knowledge;

Whereas, The Council for Exceptional Children has operated the ERIC Clearinghouse on Handicapped and Gifted Children since 1966;

Whereas, CEC/ERIC annually enters 2,700 special education documents in the ERIC database, develops 25 new products to assist the field, and answers 6,000 information requests; and

Whereas, Millions of educators and others throughout the world utilize the ERIC system to improve their knowledge and practice;

Therefore be it Resolved, that The Council for Exceptional Children congratulates the people who constitute the ERIC system on its twenty-fifth anniversary and commends them for ERIC's continuing success in bringing an ever-increasing education knowledge base to educators throughout the world.

April 4, 1991

Joni Alberg, President

Jennifer Greene, Executive Director
"We need a broad-based policy board to produce a product that doesn't lean in any particular [political] direction," Owens told members of the Council of the Great City Schools during their annual legislative policy conference in Washington, D.C.

"Research has to be lifted above partisan politics so the data isn't suspect," Owens said Monday.

The subcommittee's proposal also would create an Institute for At Risk Students, which would center OERI's mission on the neediest students. The institute could tap into research currently under way at various OERI laboratories and research centers, as well as independent studies from colleges and universities, Owens said.

The institute would compile information on various school reform programs, Owens said, including dropout prevention, and offer guidance to states and school districts "to replicate what works."

"This institute would concentrate OERI's mission on helping those [students] with the greatest need, the very idea of why it was created," Owens said.

The panel already has put together a summary of its recommendations and plans to release a final reauthorization report in April, Owens said in an interview. The subcommittee's report will be forwarded to the House Education and Labor Committee and will be used to help formulate the full committee's OERI reauthorization bill.

Before the subcommittee report is issued, Owens said bills based on some recommendations likely will be introduced. "Eventually, we would hope to consolidate all the elements into a single legislative package," he said.

According to the subcommittee's summary report, OERI would:

- Expand beyond ED to coordinate all federal education research activities;
- Create an office of correctional education research to look at programs in prisons;
- Expand research efforts in preschool learning; and
- Offer adult literacy technical assistance to states and school districts.

With the exception of the at-risk center, many of the recommendations would not involve increased costs, Owens said.

Another proposal aims to greatly enhance OERI's dissemination process, expanding the number of education research centers and laboratories from 25 to up to 435.

"The number of centers possibly could be tied to congressional districts, making them more accessible to school districts," Owens said.

ED officials declined to comment on the subcommittee plan.

"I haven't seen it and would be hard pressed to react at this time," said Christopher Cross, ED's assistant secretary for OERI.

Over the next few weeks, ED officials expect to finish their proposal for OERI reauthorization "and we look forward to meeting with the subcommittee about it," Cross said.

The subcommittee has held a number of OERI oversight hearings in recent weeks to develop its reauthorization plan. Another hearing is scheduled today to hear from business leaders about the direction they think OERI should move. --David Schumacher
"America 2000" is a national strategy (not a federal program) designed to accomplish in nine years the six national education goals first articulated by the president and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. America 2000 is described as having four major "parts," and this booklet is organized around those parts: (1) Better and More Accountable Schools (improving the 110,000 existing schools, for today's students); (2) A New Generation of American Schools (bringing 535 new schools into existence by 1996, for tomorrow's students); (3) A Nation of Students (persuading yesterday's students/today's work force, to keep on learning); (4) Communities Where Learning Can Happen (identifying and designating committed "America 2000 Communities," willing to adopt the six national goals, develop a report card to measure their progress, and create and support one of the 535+ "New American Schools"). Some of the specific operational concepts involved in pursuing this strategy are: (1) "New World Standards" for what young Americans need to know, for each of the five core subjects (English, mathematics, science, geography, history); (2) "American Achievement Tests," a new (voluntary) nationwide examination, based on the five core subjects; (3) "Presidential Citations for Educational Excellence," awarded to high school students who do well on the achievement tests; (4) "Presidential Achievement Scholarships," rewarding academic excellence among needy college/university students; (5) "Merit Schools Program," rewarding schools that make notable progress toward the six goals; (6) "Governors' Academies for School Leaders"; (7) "Governors' Academies for Teachers"; (8) Alternative Certification Systems for Teachers; (9) "America 2000 Communities," designated by their governors; (10) The "New American Schools Development Corporation," a new nonprofit organization, to be established by the business community, that will award contracts for 3-7 "R&D Teams," that will help communities create the new schools. The booklet concludes with a "Glossary" of 20 key terms/concepts used in the text and a "Question and Answer" section posing and answering the 18 most frequently asked questions concerning the new strategy. Appended are a letter from the Secretary of Education, a White House press release, "fact sheet," and "remarks of the President at presentation of National Education Strategy." (WTB)
"America 2000" is a long-term national strategy (not a federal program) designed to accomplish in nine years (by the year 2000) the six national education goals articulated by the President and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. This national education strategy was presented by the President in a ceremony at the White House on April 18, 1991, and a booklet describing the basic features of the strategy was published at that time (see ED 327 009 for document and an abstract summarizing the strategy). This "Sourcebook" is, in its own words, "a collection of documents that together offer a comprehensive description of America 2000." It contains: (1) remarks by the President at the presentation of the national education strategy (April 18, 1991); (2) the full contents of the original booklet articulating the details of the four parts of the strategy, including a glossary of key terms and "some questions and answers"; (3) the White House fact sheet or press release summarizing the strategy; (4) the six national education goals to be attained by the strategy; and (5) the joint statement by the President and state governors made September 27-28, 1989 at the "Education Summit." (WTB)
**AMERICA 2000: An Education Strategy**

**Overview**

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious national education goals that the president and the governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly—but results won’t come quickly. It will occupy us at least for the rest of this decade.

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*We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.*

---

It will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented: Today’s best ideas, dedicated education reformers, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education and the private sector as a vital partner, too. It recognizes that real education reform happens community by community and school by school and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government’s role in this strategy is limited as—wisely—its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability, and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

1. **For today’s students,** we must radically improve today’s schools, all 110,000 of them—make them better and more accountable for results.

2. **For tomorrow’s students,** we must invent new schools to meet the demands of a new century—a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade’s end.

3. **For those of us already out of school and in the work force,** we must keep learning if we are to live and work successfully in today’s world. A “Nation at Risk” must become a “Nation of Students.”

4. **For schools to succeed,** we must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

Four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.
A New Magazine for U.S. School Leaders

By DEIRDRE CARMODY

Members of Congress, business executives and Government officials will soon be reading a magazine from a publisher that many may not have seen since their grade-school days.

Agenda, a glossy magazine subtitled America's Schools for the 21st Century, will be sent this week to about 250,000 people who have a stake in how America runs its schools.

Published by Scholastic Inc., the largest American publisher of books and magazines for children, the magazine is trying to position itself as the essential publication in the movement to revitalize and restructure American schools. While articles on revitalizing schools have appeared in newspapers, magazines and business and educational journals, Agenda will be the first publication to devote itself entirely to the subject.

Source of Revenue

Unlike Scholastic's 31 other magazines, Agenda will not derive its revenues from circulation or conventional general-purpose advertising.

Instead, the magazine is being sent free to a selected list of people. About 25 percent of the magazine will consist of messages about students and education from selected sponsors. They will pay $75,000 for a two-page spread and $47,500 for a single page.

The sponsors for the first issue are I.B.M., Apple Computer, Russell Athletic and Bell Atlantic. Michele Magazine, senior vice president of Scholastic and publisher of Agenda, said future issues would have a maximum of 10 sponsors. There will be one more issue this year and Agenda will become a quarterly next year.

The company declined to say how much the magazine cost to start.

Agenda focuses solely on the needs of education.

by the Taylor Research Group. The magazine is being sent to every member of the Senate and House of Representatives, the chief executives of the nation's 1,000 largest companies, chief state education officers, officials in the United States Education Department, almost all school boards around the country, selected school administrators and various others involved in making education policy.

'Overcome With a Lot of News'

"I think we are being overcome with a lot of news in various publications about what is going on, and I would assume that Scholastic could bring it all together," said Robert Spillane, the school superintendent of Fairfax County, Va.

Articles in the first issue focus on school-financing formulas that are being challenged in court; the frustration of business executives with ineffectual schools; a survey of school officials on waste and inefficiency, and what American companies can learn from their European counterparts about training workers.

"I think it is going to force the issue of thinking collaboratively about the problem, and you know we educators are not good at that," said Ramon C. Cortines, the superintendent of the San Francisco public schools.

The New York Times
May 6, 1991
The Federal Roles in Support of School Library Media Centers

Dianne McAfee Hopkins and Rebecca P. Butler

American Library Association Chicago and London 1991

Educational Resources Information Center

Established in 1966 by the Office for Educational Research and Improvement in the Department of Education, the Educational Resources Information Center (ERIC) is a federally funded information center designed to provide users with ready access to educational literature. The ERIC database is the world's largest source of educational information. It contains approximately 700,000 journal articles and document abstracts on educational research, both theory and practice, and provides access to non-copyrighted and unpublished materials/publications in the field of education. ERIC information is available to the user at more than 3,000 locations in over 90 countries throughout the world.

ERIC provides school library media specialists, as well as other K-12 educators, with a wide assortment of educational materials. The ERIC database may be accessed on-line, on microfiche, or through CD-ROM. ERIC offers a variety of educational citations and documents that might otherwise be unavailable. The materials can be used in curriculum planning, continuing education, and research and to meet other educational needs. The library media specialist is often the link between the information and the ERIC users.

The information in the ERIC database is accessible through a number of print and microfiche indexes including Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The ERIC database is updated monthly except in the CD-ROM format, which is updated quarterly.

ERIC's sixteen subject-specific clearinghouses and four support sections provide reference and referral services, computer searching, access to the online database, bibliographies, reproduction of documents, and research synopses. ERIC reference and referral services help the user find educational-related information through reference interviews, referrals to appropriate sources, and provision of appropriate materials. Its support sections answer over 100,000 questions annually.
ERIC collects education-related materials on a wide variety of subjects and in a wide variety of formats including instructional materials, teaching guides, manuals and handbooks, bibliographies, opinion papers, studies, speeches and presentations, monographs, research papers and reports.

During the 1970s, the ERIC Clearinghouse on Library and Information Sciences (ERIC/CLIS) merged with the ERIC Clearinghouse on Educational Media and Technology to form a new organization, the ERIC Clearinghouse on Information Resources. It became a center for collecting, abstracting, and disseminating theses, conference proceedings, curriculum-related materials, and other educationally related information that might otherwise not be documented and made available across the United States. It grew from a small system, used to make research reports from federally funded projects available to the U.S. Office of Education (1966), to a database incorporating over 157,987 documents.67

The 1980s saw ERIC continue to grow as a federally funded database providing education-related material to users. Orientation for the ERIC user was developed system wide, and ERIC continued to be a collector of “fugitive” educational literature, i.e., “the kind of unpublished or non-copyrighted material that normally has a limited circulation before it disappears . . .”68 During this period the agency began promoting its mission as that of bringing English-language education literature to the recognition of the educational community and making this literature as available to the community as possible. New materials such as the tenth edition of the Thesaurus of ERIC Descriptors and a new edition of the Directory of ERIC Microfiche Collections were published.

During the 1980s, ERIC also added ACCESS ERIC to the ERIC system components. ACCESS ERIC was designed to increase awareness of ERIC and facilitate its use by providing a central reference point and by developing user-assistance materials. The ERIC database also became available on CD-ROM both in the IBM version and for the Apple Macintosh.

ERIC’s growth has continued into 1990s. CD-ROM disks continue to be a popular product, as do the brief synopses of practical information known as “ERIC Digests.” ERIC is conducting research into new products to take the place of the microfiche; investigating the creation of adjunct ERIC clearinghouses to process specialized areas of education information without cost to ERIC (such as one on art education, to be funded by the Getty Foundation); considering further development of user-oriented publications, such as the “Digests”; development of a network of “ERIC Partners” to help ERIC Clearinghouses disseminate and acquire material; and placing a larger emphasis on user services and the distribution of information.

ERIC has had a productive history. As it moves into the 1990s, its continuance as a federally funded database of educational materials will provide information to users who might otherwise be unable to obtain it.

The Most Popular Databases

HOW MANY different databases do you search in a month? In a year? Do you now search many more and a wider variety of databases than you did ten years ago? At the rate online databases have proliferated in the last two decades, it is no wonder that we should all be searching a much greater variety than we used to. Where we once had a choice of three databases on a topic, we may now have a choice across several online systems, types of database producer, and subjects. IMI reports that corporate libraries and information brokers do the most searching. Overall figures, excluding law schools, law libraries, and legal firms (which are high-volume searchers), show the databases searched the most in 1990 were, in order, MEDLINE, NEXIS, ERIC, World Patents, Predicasts files, CA (Chemical Abstracts) file, CA Search, and Financial Information Service.

High-volume corporate searchers skew these results somewhat. When academic libraries are considered alone, the picture changes a bit. The top databases in academic libraries in 1990, almost all bibliographic, were MEDLINE; ERIC; PsychInfo (online version of Psychological Abstracts); BIOSIS; Health Planning and Administration: CA File (Chemical Abstracts file with abstracts, available on STN International; Dissertation Abstracts; CA Search (Chemical Abstracts file without abstracts, available on several online systems); Inspec; CAB, Social Science Citation Index, PDQ—Physician Data Query, Catline, and ABI/INFORM in a virtual tie: National Newspaper Index: and Magazine Index. Public libraries do a relatively small percentage of the overall online searching, but tend to search these same databases. ERIC, MEDLINE, and Magazine Index get of 30 or more. Yet a small number of databases still dominate the use in libraries and information centers.

Sources for information

The growth in the number of databases, companies that produce databases, and online services is tracked mainly by two long-time leaders in the field. Carlos Cuadra gathers much of his data for the quarterly Directory of Online Databases and semianual Directory of Portable Databases, joint publishing ventures by Cuadra Associates and Elsevier. Martha E. Williams of the University of Illinois summarizes some of her data each year in the preface to Computer-Readable Databases: A Directory and Data Sourcebook, now published by Gale Research, and in the introduction to the Proceedings of the National Online Meeting, published by Learned Information. The most comprehensive source on database use is Williams's Information Market Indicators (IMI), a quarterly publication aimed at database producers/vendors.

Carol Tenopir
is Associate Professor at the School of Library and Information Studies, University of Hawaii at Manoa, Honolulu

Growth of & most-searched databases

If you feel overwhelmed by the thought of all your choices in databases, a glance through these publications will show you why. In 1975 (when I started searching), Williams reports there were only 300 databases commercially available through about 100 vendors. By 1990, she found over 5600 computer-readable databases available from over 850 vendors. As seen in Figure 1, Cuadra counts similar growth numbers for online databases from 1980. For example, DIALOG has grown from just a handful of databases in 1975 to over 400 today.

With so many databases/online systems to choose from it is not surprising that the number of searches has increased dramatically. Williams reports a more than 30-fold increase in searches on word-oriented databases in the U.S. library/information center market, as shown in Figure 2.

The most popular databases cut across several online systems, types of database producer, and subjects. IMI reports that corporate libraries and information brokers do the most searching. Overall figures, excluding law schools, law libraries, and legal firms (which are high-volume searchers), show the databases searched the most in 1990 were, in order, MEDLINE, NEXIS, ERIC, World Patents, Predicasts files, CA (Chemical Abstracts) file, CA Search, and Financial Information Service.

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ONLINE DATABASES

high use in public libraries. A similar picture was found by Jamshid Beheshti and A. Tabah of McGill University in Montreal. They analyzed a random sample of libraries listed in the Gale Online Databases Search Service Directory to find which online systems and databases were most used by libraries and how these online services are being funded in the library. Fifty-one percent of their sample were academic libraries, followed by government libraries (21%), corporate libraries (21%) and public libraries (7%). Although the analysis was reported at the 1990 meeting of the American Society for Information Science (ASIS), the data were collected by Gale in 1987, so in most cases it represents pre-CD-ROM information.

Beheshti and Tabah found that of these databases have print equivalents, CD-ROM versions, and/or microform versions. Librarians may use them in other forms and feel familiar with the content and idiosyncrasies of the product. They are almost all well-established bibliographic sources, popular in a multitude of formats in libraries for years.

Another reason is availability. Most of the popular titles are available on multiple online hosts. Some, like MEDLINE, NTIS, and ABI/INFORM, are available on over ten online systems each. Most are available on several major online hosts. These databases carry the weight of authority. The database may be viewed as an authoritative or comprehensive source in a field, such as ERIC in education, CA Search in Chemistry.

Ten databases comprise 60% of all the databases used. Within the remaining 40% over 40 databases were mentioned. The ten most used databases in U.S. and Canadian libraries according to their calculations are ERIC; MEDLINE; PsycINFO; BIOSIS; ABI/INFORM; Compendex (Computerized Engineering Index); CA Search; Science Citation Index; and Health Planning and Administration.

Explaining database popularity

Why are some databases so popular? The first reason is longevity. Most of the databases that appear in several lists have been online for many years, e.g., ERIC, NTIS, CA Search, and MEDLINE were among the very first databases online. We are used to searching them, and their producers and vendors have years of experience to ensure their consistency and quality. The second reason is familiarity. Familiarity ties in with longevity, but goes beyond it. Most MEDLINE in medicine, and BIOSIS in biology. Many offer one-stop shopping for a topic in a broad subject field, and some are megabytes with hundreds of thousands or millions of records.

Another common denominator is structural quality. Practically all of the most popular databases in libraries are bibliographic with controlled vocabulary descriptors. Many have other value-added fields such as classification codes. Thesauri and other database search aids are available for most. Professional searchers feel comfortable formulating and running searches when they have a variety of strategy options and can count on structural consistency. Many of these databases offer affordability: MEDLINE, ERIC, PsycINFO, and Health Planning and Administration are among the lowest-priced databases on major online systems. STN International offers substantial discounts for academic users using STN to access the CA files. For 13 of the 16 most popular databases that are on DIALOG, the average price per hour is approximately $80. Still, affordability is clearly not a single deciding factor since INSPEC, Social Science Citation Index, and ABI/INFORM are all over $100 per hour on DIALOG.

Popular CD-ROM databases

Academic libraries use their online search statistics to help make purchasing decisions for CD-ROM. It is not surprising that many of the same databases are popular on CD-ROM. Among OCLC libraries, the top ten CD-ROM databases as reported in the March 1990 issue of Laserdisk Professional are, in order, InfoTrac (some InfoTrac versions are CD equivalents to Magazine Index); ERIC; PsycLIT; Books in Print Plus; Academic Index; MLA Index; ABI/INFORM; DIS-

Figure 2: Growth in Online Services of Databases

![Figure 2: Growth in Online Services of Databases](image)


CLOSURE: Dissertation Abstracts; and Social Science Index.

In a July 1989 report, Williams summarized statistics on CD-ROM use. She found the most popular CD-ROM databases in a broader library and information center market to be ERIC, Books in Print Plus, MEDLINE, DISCLOSURE, InfoTrac, and PsycLIT. The top four CD-ROM vendors by expenditure are Information Access Company (InfoTrac), SilverPlatter, Lotus Corporation, and Wilson. Although fourth in revenues, Wilson is first in number of databases sold to libraries. It offers a large number of relatively low-priced CD-ROM databases.

The number of online and CD-ROM databases will continue to increase at an impressive rate. Most of our old favorites are bound to remain and will continue to be the backbone of our searching operations. Online and CD-ROM gives us the opportunity to meet new online faces as well.
Are you going to be at the ALA Conference in Atlanta?

If so, please plan to attend an open session to discuss **ERIC and national education information—now and in the future**.

Currently celebrating its 25th year, the ERIC System is engaged in a major effort to assess how well ERIC meets information needs and how ERIC can improve in the future.

As part of this assessment, the ERIC Clearinghouse on Information Resources (Syracuse University) is sponsoring an open meeting at the ALA Conference. Representatives from various ERIC Components will be there to hear what you have to say. Please join us!

**Open Session**
Saturday, June 29, 9-11 a.m.
Marriott Marquis Hotel
Copenhagen Room

Please RSVP if you will attend so that we can plan for space and light refreshments. Write or call:

Dr. Michael B. Eisenberg, Director
ERIC/IR, 030 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
315/443-3640
In November 1991, ERIC will celebrate the twenty-fifth anniversary of the publication of the first issue of the abstract journal Resources in Education (RIE). Throughout the year, RIE will have a silver cover bearing the emblem “ERIC 1966–1991 25 Years of Service to Education.” Various celebratory events are planned.

### Database Building

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</table>

### ERIC Adjunct Clearinghouses

Adjunct Clearinghouses are independent organizations that acquire and process documents in specialized education-related subject areas without cost to ERIC and feed the results of their work to particular ERIC Clearinghouses. They are part of a new strategy to develop alternate funding sources for ERIC. By the end of 1990, the ERIC system had “commissioned” four Adjunct Clearinghouses:

**Adjunct Clearinghouse for Art Education (AR)**
Indiana University, Social Studies Development Center, 2805 E. Tenth St., Suite 120, Bloomington, IN 47408-2373
Tel: 812-855-3838
Fax: 812-855-7901
Sponsor: Getty Foundation
**Adjunct to:** ERIC Clearinghouse on Social Studies/Social Science Education (SO)

**Adjunct Clearinghouse on Literacy Education for Limited-English-Proficient Adults (LE)**
Center for Applied Linguistics (CAL), 1118 22 St. N.W., Washington, DC 20037
Tel: 202-429-9292; 202-429-9551
Fax: 202-429-9766; 202-659-5641
Sponsor: U.S. Department of Education, English Literacy Grants Program
**Adjunct to:** ERIC Clearinghouse on Languages and Linguistics

**Adjunct Clearinghouse for Chapter I (Compensatory Education, CO)**
Chapter 1 Technical Assistance Center (TAC), c/o Advanced Technology, Inc., 2601 Fortune Circle E., Suite 300-A, Indianapolis, IN 46241
Tel: 317-244-8160; 800-456-2380
Fax: 317-244-7386
Sponsor: U.S. Department of Education, Chapter 1 (Compensatory Education) Program
**Adjunct to:** Documents and data transmitted directly to ERIC facility

### ERIC Products and Services

**ERIC Thesaurus**
The 1990 edition of the *Thesaurus of ERIC Descriptors*, published in August, contains 9,991 vocabulary terms, of which 5,575 are main-entry descriptors and 4,416 are nonindexable use references (synonyms) or discontinued terms. It is available from Oryx Press ($59.50 domestic, $83.40 foreign; order ISBN-0-89774-561-2).

**ERIC Digests and ERIC Digests Online**
ERIC Digests are highly concentrated two-page treatments of specific education topics designed for the educator who needs information but has little time to search or to read. Begun in the early 1980s, Digests have become ERIC’s most popular publication. ERIC Clearinghouses have prepared more than 1,000 Digests. A list is available from the ERIC Processing and Reference Facility. While citations for virtually all ERIC Digests are included in the ERIC database, the full text (about 1,500 words) of approximately 500 is also available online. For example, in DIALOG, DT = 073 retrieves these records and Format 9 prints out the full text of each.

**ACCESS ERIC**
ACCESS ERIC, the newest ERIC component, was inaugurated in May 1989. It has responsibility for such areas as outreach, marketing, publishing, advertising, public relations, and referral. By the end of 1990, after operating for a year and a half, ACCESS ERIC had the following major products and services to its credit:

- Directory of ERIC Information Service Providers
- Directory of Education-Related Information Centers
- ERIC Calendar of Education-Related Conferences (updated annually)
- Catalog of ERIC Clearinghouse Publications
- Directory of ERIC Partners
ERIC FACILITY REPORT
ERIC Directors/Technical Meeting

(April 30, 1991; 2:00 - 2:20 p.m.)

1. ROYALTY/USAGE FEE PROPOSAL

The concept of a royalty or usage fee for use of the ERIC database in machine-readable form has been suggested and kicked around at these meetings for at least the past ten years. Perhaps its time finally arrived when in early 1990, Central ERIC asked the Facility to prepare and formally submit a concrete proposal. This proposal was submitted in August 1990 and since that time it has been under review by the Office of the General Counsel (OGC) and the Grants and Contracts Management Division. We expect to hear about a Facility contract modification permitting these charges within the next 2 months, after which we would first have to create the contract instruments and then sign up various vendors and subscribers—tasks which taken together will probably require a period of around 6 months. Anticipated fees to be charged are projected to be minimal (around 10%), in order not to perturb the marketplace significantly. Revenues realized would be directed toward system improvements, as distinct from system operations.

2. ERIC DIGESTS ONLINE (EDO)

Update #3 to the EDO file is projected to contain a total of 222 records, an almost 50% increase over the 155 the Facility processed last year. The December 1990 issue of RIE alone contained 70 Digests, an all-time record for Clearinghouse publications in one issue.

There are still around 10 Digests yet to be received in full text and we estimate that EDO Update #3 will be shipped sometime in June. Together with the 492 Digests in updates #1 and #2, this will make a total of 714 ERIC Digests available online in full text. This is a significant percentage of the total ERIC Digests produced to date, which is probably just over 1,000.

Also on the subject of Digests, the Facility has made an effort to compile a complete set of ERIC Digests to date. These have been sequenced by Clearinghouse and by title within each Clearinghouse. We have prepared a list of the titles together with accession numbers where known. At this meeting, we are handing out to each Clearinghouse a copy of their own package, but our intent, after the meeting, is to provide each ERIC component with a complete set of all 1,000 Digests. This set will serve as the basis for an ERIC Ready Reference listing the titles of all ERIC Digests to date.
144 / Federal Agency and Federal Library Reports

- Directory of ERIC Training Opportunities and Products
- The ERIC Review (published three times a year; announces research results, publications, and new programs)
- Nationwide 800 number for connecting with ERIC system: 1-800-USE-ERIC

The first three publications are available both in print and as online referral files (via the GTE Education Network). For information on any of these products and services, call the ACCESS ERIC 800 number.

Other Developments

ERIC Partners

ERIC Partners are organizations whose members or constituencies are producers and/or users of education-related knowledge and information and volunteer to work with the ERIC system to disseminate that information. The "Partner" arrangement, begun in 1989, formally recognizes the cooperative relationships ERIC Clearinghouses have had with other organizations for years. The Directory of ERIC Partners, issued by ACCESS ERIC in April 1990, lists the 353 Partners identified during the first year of the program.

User Fees/Royalties

Under present arrangements, ERIC does not receive any income from the many commercial vendors that offer its database online, via CD-ROM, or through other channels. For this reason, the ERIC database is generally the most economical one offered by vendors. In August 1990, however, a plan was proposed to the U.S. Department of Education for ERIC to receive a modest fee for the commercial use of its database. With vendors earning several million dollars from its products, ERIC might also be able to realize additional funds, which could be used for system improvement, an area that has received little or no appropriated funding for years.

Compact ERIC/ERIC SchoolDisc: Projected CD-ROM Full-Text Products

For 25 years, microfiche has been the storage medium behind ERIC's document delivery methodology. Although the optical disk will eventually challenge its role, microfiche will likely be a viable product for years to come. ERIC is working with a vendor to develop two prototype products called Compact ERIC and ERIC SchoolDisc. Compact ERIC would contain the full text of the best documents and journal articles entering the ERIC database each year (about 10 percent of the total). ERIC SchoolDisc would contain a subset of documents and articles slanted toward practical schoolroom use. In addition to specific ERIC accessions in full text, the products would also contain cover-to-cover runs of the major education periodicals that meet these same selection criteria and a significant segment of the current bibliographic database, arranged for searching. A user searching the ERIC database via this product would immediately be able to call up for viewing the full text of any items selected for the two products. The prototype will be tested in early 1991, and if successful, will be made available to the public.

The Future

An article by Bob Stonehill entitled "The Educational Resources Information Center (ERIC): A System Faces Its Future" in the Summer 1990 issue of Knowledge in Society (pp. 69-80) best describes ERIC's future directions. The author highlights four areas that are emphasized in all new ERIC Clearinghouse contracts:

1. Procedures to improve the quality and utility of the information in the database
2. An expanded series of practitioner-oriented publications (i.e., the Digest series)
3. Improved collaboration with other OERI-funded programs (e.g., Labs and Centers)
4. The acquisition and indexing, in the ERIC database, of information about statistical databases

Under "Future System Improvement Options," the article lists:

1. The ERIC Digests Online full-text file
2. The Compact ERIC/ERIC SchoolDisc new product development effort
3. Expanded coverage via Adjunct Clearinghouses
4. Improving public recognition of items in ERIC's product line
5. Online referral files (i.e., the ACCESS ERIC files)

Other possibilities listed are:

6. User-friendly expert interface systems
7. Expanded coverage by addition of nonprint media
8. Expanded coverage via more cover-to-cover journals

Reprinted from:
1991 Library and Book Trade Almanac (Bowker)
3. REPRODUCTION RELEASE FORM

The ERIC Reproduction Release Form ("Individual Document" and "Blanket") became an absolutely key ERIC form about the time that the new Copyright Law came out distinctly in favor of protecting authors' rights. It became essential, for legal purposes, to obtain permission from authors and sources in advance of reproducing a document in quantity via EDRS. The ERIC Reproduction Release Form was carefully crafted by Central ERIC, aided and abetted by legal counsel. It dealt with the reproduction technology of the time, i.e., microfilm and paper copy blowback from that film.

Now we are on the verge of a new technology—the so-called optical storage media—that most think will someday replace the micrographics technology. During the past six months, UMI has been preparing a prototype ERIC product that makes use of this new technology. The prospect requires ERIC to re-examine its Reproduction Release Form with an eye to eventually providing for storage and reproduction not just via microfilm and paper copy blowback, but also via the new optical media, e.g., CD-ROMS, Laser disks, etc. This has been done by a group involving the Facility and the Technical Steering Committee. Level 1 has been expanded to provide for the contributor giving ERIC "carte blanche" to reproduce the document in question via micrographics, electronic, or optical media. Various other improvements have also been made, e.g., the type size has been made larger, the form is now one sheet, front and back, instructions on where to send the form have been included, etc. This new form will now be subjected to the same legal scrutiny as the old form. When finally approved, it will be reproduced in quantity and provided to all ERIC components.

Postscript 1: As a related note, it has been recommended by the Steering Committee that a way to solve the archival problem concerning these Reproduction Release Forms (which now must be retained by the Clearinghouses indefinitely) would be to make the Release Form the last page of the document. This suggestion is being considered by Central ERIC.

Postscript 2: As soon as the Reproduction Release form has been approved in final form, the facility will re-do the "Submitting Documents to ERIC" brochure. Panel 4 of this brochure is a copy of the Release form.
4. ERIC CLEARINGHOUSE SCOPE OF INTEREST GUIDE

The ERIC Clearinghouse Scope of Interest Guide is for ERIC one of those foundation documents that legislate the system’s division of labor. It is key in spelling out “turf” issues and in allocating documents to Clearinghouses on the basis of subject matter. It is usually published both as a separate document and as an appendix to the ERIC Processing Manual (EPM). The 1991 revision to this guide (the last edition was dated 1987) is the result of months of effort on the part of the Clearinghouses during 1990 to re-examine their scopes, interject new topics, resolve major overlap problems with other Clearinghouses, and improve the phraseology and readability of the statements. The Clearinghouses also reviewed the index terms most applicable to their respective areas and provided new lists (in machine-readable form for the first time).

The revision of this guide is particularly timely, from Central ERIC’s point of view, because of the upcoming Clearinghouse competitions. These new scope statements will probably find their way into the RFP’s.

5. ERIC-to-IAUDOC CONVERSION TABLE

The International Association of Universities (IAU) has plans for an international bibliography of higher education. The IAU is seeking the cooperation of each member country, and naturally, they would like ERIC to be the contributor for the U.S. Most countries will be preparing their bibliographic data directly in the IAUDOC format. In ERIC’s case, since ERIC is already preparing its data in ERIC format, it is necessary to convert ERIC data to the IAUDOC format. This will require a conversion program.

In anticipation of actually doing this, the Facility has been working with IAUDOC across the past year to arrive at a mutually agreeable set of conversion specifications. This has been accomplished and is expressed in the “IAUDOC Data Fields” handout. Using these specifications, a programmer should be able to readily create a conversion program that would take selected input from each month’s or each quarter’s RIE/CIJE and prepare a tape that could feed in directly to the IAUDOC enterprise.

6. COMPACT ERIC/ERIC SCHOOLDISC

The UMI prototype product is out. It contains about 2,000 ERIC accessions for the January-June 1990 time frame, together with some runs of the higher quality professional journals. The prototype involves some 10 CD-ROM discs. It is currently undergoing focus group review and field testing. The documents themselves have been returned from UMI and are being stored in the Facility’s warehouse.
In order to prepare for the possible continuation of this product, the Clearinghouses have sent the Facility lists of accession numbers for the July-December 1990 time frame and subsequent to that have tagged new accessions with 800 or 801 Pubtype codes, representing a Compact ERIC or ERIC SchoolDisc candidate, respectively. These special codes are retained at the Facility for internal use, but do not go on the data tapes sent to the outside world.

At the moment, we are not doing much with the lists of accession numbers or with the 800/801-tagged accessions. We have loaded the lists onto a microcomputer file in order to prepare a composite list. We have written a program to expunge the 800/801 codes from all outgoing tapes. But we have not begun to examine the candidates from either a size or appropriateness viewpoint. Too much change is apt to come out of the focus groups and field tests to warrant doing much editorial work at this stage. There is also the problem that there has been no funding yet for any Compact ERIC work.

7. MICROCOMPUTER EQUIPMENT/SOFTWARE SURVEY FORM

The last survey of microcomputer equipment and software in use at ERIC components was done in late 1986. With things changing so fast in this area, a new survey is long overdue.

Central ERIC has asked the Facility to make a “quick survey,” permitting the Clearinghouses to make brief entries, to check boxes, and, in general, limiting the amount of work involved in responding. In the form as we have designed it, each Clearinghouse’s responses will fit on two sheets (front and back). The questions are structured to provide data about each machine in use because technical problems often depend on the particular configuration of a machine being used for a particular function. We estimate between 30-50 minutes to update the form. The assembled sheets will be bound together to provide a reference package for all Clearinghouses. The Introduction will provide some summary statistics or data, but the importance of the package will lie in the details provided by each Clearinghouse.

Note: A draft of the form is one of the handouts. A few improvements that have been suggested by IR have yet to be made. In addition, CERIC plans to add a page on which the Clearinghouses would each report the “Government Furnished Equipment” (GFE) in their possession.
May 10, 1991

Dear ERIC/EDRS Standing Order Customer:

I would like to thank you for your patience while Cincinnati Bell Information Systems (CBIS) Federal assumed operation of the ERIC Document Reproduction Service (EDRS). I am pleased to announce that CBIS Federal is fully operational and has eliminated all on-demand order production backlogs and has begun fulfilling ERIC monthly standing orders.

This letter accompanies the ERIC microfiche collection for the March issue of Resources in Education (RIE). The April RIE microfiche collection will be shipped to you on May 20. However, the February RIE microfiche has been delayed so that we can correct problems in the microfiche quality that resulted from subcontracting the filming of this issue. CBIS chose to subcontract production of February's microfiche to reduce processing delays during the start-up period of our new EDRS contract. We plan to ship the February issue on May 31, 1991.

CBIS is committed to providing you with a quality product. We hope this delivery schedule does not inconvenience you. All future microfiche shipments will be on schedule.

Responding to customer feedback from our letter of introduction, we are providing the temporary option of monthly billing to those customers who are unable to continue their standing order subscription because they have not received their refund check from the previous contractor. You may pay for your monthly issues using one of the payment options detailed in my letter dated March 13, 1991. If you have any questions relating to payment, please feel free to contact me at 1-800-443-ERIC (3742). We are forwarding you the February, March, and April issues of RIE microfiche even if we have not yet received your response to our initial letter.

The film type you received, silver or diazo, was based on the information provided by the former EDRS contractor. If there are any problems with your order, or if you have any further questions, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-ERIC (3742) or (703) 440-1400.
I have enclosed a synopsis of CBIS and the new EDRS contract, including points of contact, products, and services that we offer. It is our intent to provide you with this information to facilitate communication and to give you an overview of EDRS/CBIS.

In addition, we have provided you with a sample shipment statement and label with explanations of each line item. We are currently in the process of creating our accounting software, for the time being we are using a temporary software package. The shipment statements and other documentation you receive during the short term are being generated from the temporary package. When our accounting software is implemented the formats of the documentation you receive from us will change. At that time, you will receive explanations of the appropriate line items. Once again, we thank you for your patience and cooperation. CBIS looks forward to your continued patronage and to a successful term as the new EDRS contractor.

Sincerely,

EDRS/CBIS FEDERAL

[Signature]

John E. Gracza
Director

EDRS/CBIS FEDERAL INC.
Corporate Profile

Cincinnati Bell Information Systems (CBIS) Federal Inc. provides information management solutions to the Federal government, State and local governments, communications providers, and financial institutions. The highest priority of CBIS is to deliver high-quality, technologically advanced products, together with outstanding customer service and support, to our customers worldwide. CBIS's services include facilities management, imaging systems development, systems life-cycle services, and system and network integration.

Operation of the EDRS

CBIS Federal has been operating the EDRS since February 4, 1991. Following a short transition of the service, CBIS Federal is now fully operational and offering complete order fulfillment services for ERIC microfiche and paper copy.

EDRS/CBIS Products and Services

- Production and sales of microfiche and paper copies of documents announced in Resources in Education (RIE)
- Sales of back collections of ERIC documents, cumulative indexes, and other ERIC microfiche products
- Order fulfillment for on-demand requests for ERIC documents
- Convenient ordering capability by telephone; mail; FAX; or on-line through OCLC, DIALOG, BRS, or ORBIT
- Complete Customer Service support including customer ordering assistance, information, problem resolution, and referral
- Marketing of ERIC documents targeting both national and international markets
- Development and marketing of ERIC special products – collections of ERIC documents packaged to appeal to traditional and non-traditional users
- Assessments of advanced technologies for alternative document distribution systems

EDRS/CBIS Customer Service

- Telephone: 1-800-443-ERIC (3742)
- FAX: (703) 440-1408
- Hours: 8:00 a.m. - 6:00 p.m. (EDT)

EDRS/CBIS Senior Staff

- Director: John Gracza
- Production Manager: Peter Dagutis
- Customer Service Manager: Lisa Douds
- Marketing Representative: Nancy Johnson
- Education Specialist: Laura Colker
- Accounts Manager: Daisy Ramos

EDRS/CBIS Address and Telephone

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2836
- Telephone: (703) 440-1400

SERVING YOUR INFORMATION NEEDS

1463
Attached is a sample March RIE Shipment Detail Statement and shipping label. The following provides you with an explanation of the items as they appear on the statement and the shipping label:

Statement:

1. Our federal identification number, or corporate identification, for taxation purposes.

2. Heading, including the monthly collection enclosed.

3. Our own internal identifier.

4. The date this statement was generated.

5. Your bill to address as provided to CBIS Federal. Please submit any changes or corrections in writing to EDRS/CBIS.

6. Your ship to address as provided to CBIS Federal. Please submit any changes or corrections in writing to EDRS/CBIS.

7. Your purchase order number as provided to us (if applicable).

8. Your specified shipping instructions, if any, as provided to us.

9. The date the microfiche collection was shipped.

10. Description of the enclosed microfiche collection including the month, film type, range of ERIC documents enclosed, the number of microfiche in the collection, and the cost for the collection.

11. The total cost for the collection of microfiche only. Please note that the applicable shipping costs will follow on your invoice or statement.

12. Your unique customer reference numbers to cite in the event of problems or questions regarding this statement or your collection. Your standing order account number will be cited on your invoice or statement.

Label:

The first line of the shipping label details your unique customer reference numbers to cite in the event of problems or questions regarding your collection as found in number 12 above on your shipping statement. In addition, your purchase order number as provided to CBIS Federal is listed at the right corner of the label.
1. Federal ID No: 54-1101023

2. March RIE Shipment
   Detail Statement

3. Detail Statement No: 2A

4. Detail Statement Date: 05/10/91

5. Bill To:
   EDRS/CBIS
   7420 Fullerton Road
   Suite 110
   Springfield, VA 22153-2852

6. Ship To:
   EDRS/CBIS
   7420 Fullerton Road
   Suite 110
   Springfield, VA 22153-2852

7. P.O. #: 000000

8. Ship Via: UPS

9. Shipment Date: 05/10/91

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11. Total Cost - Fiche only $180.60

Invoice or Statement with Shipping Costs to follow.

12. Reference: 000000
    M000000

1465
May 20, 1991

Dear ERIC/EDRS Standing Order Customer:

This letter accompanies the ERIC microfiche collection for the April issue of Resources in Education (RIE). You should have received the microfiche for March which we began shipping during the week of May 13, 1991. We certainly hope the delay did not inconvenience you and that the product received was worth the wait.

In our previous letter we informed you of the quality problems encountered with February's microfiche. These problems have been resolved and CBIS Federal anticipates shipping the February collection on May 30, 1991. All subsequent microfiche shipments should be on schedule.

You may notice a difference in the color of April's microfiche compared to past collections. CBIS Federal is using a blue-black film for all collections beginning with the April issue instead of the black film previously used. This change in film color in no way affects the quality of the microfiche in terms of density or resolution. CBIS Federal changed the film color primarily because the blue-black film is aesthetically more pleasing to the user when viewing the microfiche.

Because of the short amount of time between the March, April, and February shipments, CBIS Federal will send your invoice or statement at the end of May. The invoice or statement will include the charges for each of the three collections and associated shipping charges. Your standing order account number is listed on the enclosed shipping statement. Please refer to this number if you have any questions regarding the microfiche received or your account.

Again, thank you for your patience. CBIS Federal will continue to keep you informed of new developments as they occur. If you have any further questions or comments, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400.

Sincerely,

John E. Gracza
Director
May 31, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the February issue of Resources in Education (RIE). The quality problems encountered in the first filming of the February issue have been resolved. In addition, the May issue is currently in process and we expect to begin shipping in mid-June. All future shipments of microfiche should be delivered on a normal schedule.

There is a problem with the shipment statements sent with the March collection. The number of microfiche listed on the statement and the corresponding price were incorrect due to an error in the masters received from our subcontractor. The correct number of microfiche is 1730 and the corresponding price for the diazo microfiche is $192.03. We apologize for this error and hope it does not inconvenience you. The shipment statements sent with the April collection are correct.

We also want to emphasize that the shipment statements received with the March, April, and February collections are not invoices, but packing lists for informational purposes only. If you have submitted payment to CBIS Federal to establish your standing order account, you will receive a statement showing the activity of your account separately. If you have submitted a purchase order, or have not responded to CBIS Federal, you will receive an invoice separately. Because of the short amount of time between the March, April, and February shipments, the invoice or statement you receive will encompass each of these issues and will be shipped in early June. Once deliveries are on a normal schedule your invoice or statement will be shipped monthly.

We have included an enclosure from the ERIC Clearinghouse on Information Resources regarding the American Library Association (ALA) conference in Atlanta. Representatives from the various ERIC components are very interested in determining your assessment of the ERIC system.
We have received a great deal of feedback from many of you regarding the March and April issues. All suggestions and comments are welcomed and appreciated. We are taking into consideration all feasible suggestions into consideration and we expect to begin implementing many of them in the near future. If you have any further questions or comments, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400.

Sincerely,

EDRS/CBIS FEDERAL

[Signature]

John E. Gracza
Director
ERIC ONLINE VIA DIALOG

SUMMARY OF FIELD ID'S, LIMITS, AND RATES

I. SEARCHABLE FIELDS (FIELD ID'S AND EXAMPLES)
   A. Basic Index Fields
   B. Additional Index Fields

II. LIMITING SEARCHES
    (Publication Year, Accession Range, RIE, CIJE, Major Index Terms, Minor Index Terms)

III. COSTS FOR SEARCHING ERIC ON DIALOG
# FIELD1 : ERIC

## SEARCH OPTIONS

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### NOTES:
1. Also /DE*, /DF, /DF*.
2. Also /ID*, /IF, /IF*.
3. Beginning in May 1985 online; present for all years on disc.
4. RIE records only.
5. For records from 1979 to the present.
6. From 1969 to the present for RIE records; from March 1979 to the present for CIJE records.
7. Varies according to Document Type.
8. Present in CIJE records from 1984 forward and from 1975 forward for RIE records.
10. For records from 1971 forward.

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None Publication Year
S S1/1986

None Accession Numbers (RIE Subfile)-9
S S3/ED260173-ED999999

None Accession Numbers (CIJE Subfile)-9
S S5/EJ323037-EJ999999

/ED RIE Subfile
S S5/ED

/EJ CIJE Subfile
S S3/EJ

/MAJ Major Descriptor or Identifier
S S7/MAJ

/MIN Minor Descriptor or Identifier
S S9/MIN

ACCESSION NUMBER RANGES

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1968 ED012349-ED021151
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1471
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April, 1991

Dear ERIC Service Provider,

SilverPlatter Information is pleased to announce the availability of the ERIC thesaurus on CD-ROM. The ERIC thesaurus enhances SilverPlatter's existing ERIC, providing you with a comprehensive database covering journal and technical literature in education from 1966-present. And, to make your searching easier, we have compressed the ERIC database, turning the original set of three discs into a more convenient two-disc set.

The new ERIC thesaurus allows you to...

- browse through the permuted list of terms
- select single or multiple terms for searching
- view term details such as a scope note and Used For, Broader, Narrower and Related terms
- "explode" a term with a single keystroke, selecting it and its narrower terms for use in a search

ERIC, the Educational Resources Information Center database, is recognized as the leading database covering education literature. SilverPlatter's ERIC on CD-ROM offers an invaluable research and teaching tool to those with a need for educational information.

Plus, SilverPlatter's search and retrieval software provides faculty and students with a user-friendly environment in which to conduct their research.

Now until June 30, 1991, you can save 10% on any ERIC package.

With ERIC on SilverPlatter, you have your choice of a current disc with quarterly or annual updates or a complete Starter Set covering 1966-present which includes quarterly updates and the archival disc.

Or, if you prefer, try ERIC on CD-ROM with thesaurus free for 30 days.

Sincerely,

SilverPlatter Sales Department

P.S. To order, simply fill out the enclosed reply card or call SilverPlatter at (800)-343-0064.
Introducing the ERIC thesaurus on SilverPlatter

The screen above demonstrates how users of the ERIC thesaurus can view a scope note, and select Narrower and Related terms for searching.

Increased Efficiency
College and university libraries and school systems find ERIC on SilverPlatter a powerful research and teaching tool. The addition of the ERIC thesaurus to SilverPlatter's existing ERIC on SilverPlatter creates an environment in which users can markedly increase their research effectiveness. With the new features users can now:

- browse through the permuted list of terms
- select single or multiple terms for searching
- view term details such as a scope note and Used For, Broader, Narrower and Related terms
- "explode" a term with a single keystroke, selecting it and its narrower terms for use in a search

Easy Access
SilverPlatter's search software allows users of any level easy access to ERIC on SilverPlatter. And, because our software is the same for over 60 titles, users can search such prestigious databases as PsycLIT, sociofile, and PAIS while learning only one interface. SilverPlatter's search and retrieval software:

- allows you to combine concepts with Boolean operators (i.e. AND, OR, and NOT)
- provides online HELP screens explaining searching strategies
- includes online database GUIDE screens describing database features
- offers toll-free telephone support in the U.S., Canada, the U.K. and Germany

Here's how to order ERIC on SilverPlatter...

☐ I want to order today and take advantage of the special 10% discount! My purchase order is enclosed.
☐ Current Disc and Quarterly Updates, Was $650, Now $585
☐ Current Disc and Annual Updates, Was $900, Now $830
☐ Starter Set: Quarterly Updates and Archival Disc, Was $1200, NOW $1080

☐ Please send me a free thirty day trial.

☐ I'm not sure. Please send me more information.

Order today! Call SilverPlatter at 1-800-343-0064
FOR IMMEDIATE RELEASE April 18, 1991
CONTACT: MARION WILLIAMS /800-343-0064

SilverPlatter Announces Release of PC SPIRS Update

SilverPlatter Information announced today that it has released its latest update to the SilverPlatter Information Retrieval System. Version 2.0 was sent to the over 6,500 subscription sites who use PC SPIRS.

Version 2.0 of SPIRS has several enhanced features which gives users more flexible options for searching. These features include:

- Saving search strategies for use in later search sessions — eliminating the need to reconstruct search statements;
- Pertinent on-disc HELP which is more direct and faster because the HELP system has been completely rewritten. Help is now available at any point in the search;
- Selecting records for printing and downloading is now done by simply marking records while viewing them during SHOW;
- Changing parameters for showing, printing, and downloading records is easier due to a redesigned OPTIONS feature;
- Installation of updates is now faster as users will no longer have to completely reinstall SilverPlatter's software.

Version 2.0 also includes DOS Access, allowing it to run on a greater variety of network configurations. With DOS Access, SPIRS communicates with MSCDEX, which acts as a traffic coordinator for simultaneous drive requests. Now, running SPIRS on a network is limited only by the inability of a network operating system to work with MSCDEX.

For more information, contact SilverPlatter at 1-800-343-0064

### 1475
Dear Subscriber:

Enclosed is a tutorial on diskette. The tutorial is no longer available on the CD with the release of SPIRS Version 2.0.

This tutorial can be installed at any workstation. It does NOT require a CD drive or the CD. Please follow the enclosed instructions for running the tutorial on either a hard disk or a floppy disk system.

Please note that the tutorial is in the Version 1.6 format. We are in the process of converting the tutorials for several databases into the Version 2.0 format, and expect to complete the tutorial conversion by the end of May.

If you have any questions or comments about this or any other aspect of SilverPlatter's product line, please contact your local distributor or the appropriate support department listed below.

U.S.
1-800-343-0064 • U.S. and Canada
1-617-969-2332

Europe
0-800-282-133 • United Kingdom
01-30-81-0898 • West Germany
081-995-8242 • Europe

Sincerely,

SilverPlatter Information

maj-000-910215
INSTALLING THE SILVERPLATTER ERIC TUTORIAL

This standalone version of the Eric Tutorial can be run on any MS-DOS computer. A CD-ROM drive is no longer necessary. This sheet contains instructions for using the tutorial with hard disk and floppy diskette systems.

INSTALLING ON HARD DISK SYSTEMS

You may install the Eric Tutorial on as many workstations as you like. We recommend that you install the tutorial in the following manner:

1. Create a new subdirectory called eric.
2. Copy the files from your SilverPlatter Eric Tutorial diskette to the new subdirectory.

1. Make sure you are at the root directory of your hard disk and the DOS prompt (C:\>) is displayed. To create the new subdirectory type:

        cd \ [RETURN]
        md eric [RETURN]

2. Change to the new subdirectory. At the DOS prompt (C:\>) type:

        cd eric [RETURN]

3. Insert the floppy diskette labelled “SilverPlatter Eric Tutorial” into drive A:

4. Copy all the files on the diskette to your hard disk. Type:

        copy a:.*.* [RETURN]

RUNNING ON HARD DISK SYSTEMS

If the SilverPlatter Eric Tutorial has been installed on your hard disk as described above, run the tutorial program as follows:

1. From the root directory change to the eric subdirectory. Type:

        cd eric [RETURN]

2. Start the tutorial. Type:

        eric [RETURN]

(continued)
USING A BATCH FILE ON HARD DISK SYSTEMS

Using a file called eric.bat lets you start the Eric Tutorial directly from the root directory of your hard disk. To create a eric.bat file, use a text editor (including the DOS editor EDLIN) or a word processor to enter the following lines:

```plaintext
echo off
cls
cd\eric
eric
cls
cd\n```

If you use a word processor, be sure to create and save the file as an unformatted ASCII text file. To start the Eric Tutorial after this file is created, type `eric` at the DOS prompt (C:>).

RUNNING ON FLOPPY DISKETTE SYSTEMS

There is no special installation procedure for running the tutorial on a workstation that has no hard drive, however, before running the SilverPlatter Eric Tutorial for the first time, you should make a backup copy of the diskette labelled “SilverPlatter Eric Tutorial.” As with all software, you should run the tutorial from the backup diskette. You may make as many copies of the Eric Tutorial as you like, for use on more than one workstation. To make a backup copy:

1. Make sure you are logged on to drive A: and the DOS prompt (A:> ) is displayed. Place the SilverPlatter Eric Tutorial diskette in drive A: and a blank formatted diskette in drive B:.

2. Use the DOS COPY command to copy all the files on the SilverPlatter Eric Tutorial diskette to the blank, formatted diskette. Type:

```plaintext
copy a:.*.* b: [RETURN]
```

If the workstation has only one floppy drive, put the Eric Tutorial diskette in the drive and type:

```plaintext
diskcopy a: a: [RETURN]
```

The computer will tell you when to remove the tutorial diskette from the drive and insert the blank formatted diskette.

Run the SilverPlatter Eric Tutorial from the backup diskette. While you can run the program from any floppy drive, the following instructions assume you are using drive A:.

1. Place the backup copy of your tutorial diskette in drive A:.

2. At the DOS prompt (A:> ) start the tutorial. Type:

```plaintext
eric [RETURN]
```

Guides - Non-classroom (016); Reports - Evaluative (142)

DE: conventional instruction; distance education; foreign countries; independent study; open education; postsecondary education; remedial instruction; student projects; study guides

ID: Keller Plan

IS: RONAY

AB: This booklet is the second of three sequels to "A Guide to the Selection of Instructional Method."

FINDing records
1. Press [F2] FIND to display the Find prompt.
2. Type a word or phrase and press [Enter].

SHOWing (displaying) records
- Press [F4] SHOW to display the first record.

PRINTing records
1. Press [F6] PRINT to display the Print menu.

Search Operators

computer simulation or instruction
Retrieves records containing either computer simulation, instruction, or both.

computer simulation and instruction
Retrieves records containing both computer simulation and instruction.

computer simulation with instruction
Retrieves records that contain computer simulation with instruction in the same field.

computer simulation near instruction
Retrieves records that contain both computer simulation and instruction in the same sentence.

computer-simulation in de
Retrieves records that contain computer simulation in the descriptor (DE) field.

Truncation
Truncate a root or term with an asterisk to retrieve all variants:
adolesc* Retrieves adolescent, adolescents, adolescence, etc.
**Search Techniques**

Define your search topic by identifying the important words and related terms for each concept. For example, to find records about materials for practitioners on the use of audiovisual aids in individualized instruction, identify the individual concepts that comprise your topic, in this case: audiovisual aids, individualized instruction, and practitioners.

There are many ways to conduct such a search. Some are Searching Free Text, Searching the Index, and Searching the Thesaurus. Examples are shown below and to the right.

---

**Searching Free Text**

1. Press [F9] THESAURUS to display the Thesaurus prompt.
2. Type the term individualized instruction and press [Enter] to display the List Permuted Terms.
3. Use the [PgUp] and [PgDn] keys to move the cursor to the term AUDIOVISUAL INSTRUCTION.
4. Press [F4] to display Scope Notes, Used For notes, Narrower Terms, Related Terms, and terms that may be available for your term.
5. Use the [>] key to move the cursor to the term AUDIOVISUAL AIDS.
6. Press [F6] to explode the term to select the term. SPIRS will put the term in a list of search terms and the cursor will move to the next term.
7. Use the [>] key to move the cursor to the term INDIVIDUALIZED INSTRUCTION.

---

**Searching Directly from the Index**

1. Press [F4] INDEX to display the index prompt.
2. Search for the first concept by typing audiovisual aids and pressing [Enter]. The index will be displayed with the blinking cursor on the term AUDIOVISUAL AIDS.
3. Press [F9] to select terms to select the term.
5. Repeat steps 1 and 2 to search the term.
6. Press the [PgUp] and [PgDn] keys to move the cursor to the term individualized instruction and pressing [Enter] to display the list Permuted Terms.
7. Press the [PgDn] and [PgUp] keys to move the cursor to the term INDIVIDUALIZED-EDUCATION-PLAN and press [F9] to select terms to select the term.
8. Press [F4] to search for records containing the selected terms. SPIRS will automatically combine the terms with the OR operator.
9. Combine the results of both index searches with each other and with the third concept by typing #1 and #4 and pressing [Enter]. Use practitioners in this to limit the results of the index searches to a particular Target Audience.

---

**Searching from the Thesaurus**

Use the online Thesaurus to find a synonym or a more precise term for your search. With the Thesaurus, you can make your search narrower or broader by identifying other aspects of your search term. For example:

1. Press [F9] THESAURUS to display the Thesaurus prompt.
2. Type the term individualized instruction and press [Enter] to display the list permuted terms.
3. Use the [PgUp] and [PgDn] keys to move the cursor to the term AUDIOVISUAL INSTRUCTION.
4. Press [F4] to display scope notes, used for notes, broader terms, narrower terms, and related terms that may be available for your term.
5. Use the [>] key to move the cursor to the term AUDIOVISUAL AIDS.
6. Press [F6] to explode the term to select the term. SPIRS will put the term in a list of search terms and the cursor will move to the next term.
7. Use the [>] key to move the cursor to the term INDIVIDUALIZED INSTRUCTION.

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**Subject Searching**

**Descriptors**

Descriptors are controlled vocabulary terms or subject headings from the Thesaurus of ERIC Descriptors that are used to group documents on similar topics. Each ERIC record contains Major (DEM) and Minor (DER) Descriptors. Although you can search for Major and Minor Descriptors separately, both are displayed in the Descriptor (DE) field.

**Major Descriptors**

Denote primary topics and are preceded by an asterisk (*). Minor Descriptors denote secondary topics.

For efficient searching, "bind" the search terms with hyphens.

To search for a term in the Major Descriptor field only, type: audiovisual-aids in dem
To search for a term in the Minor Descriptor field only, type: open-educaction in der
To search for a term in both Descriptor fields, type: individualized-instruction in de

**Identifiers**

Identifiers retrieve highly specific subjects dealt with by a document. As with Descriptors, there are Major (IDM) and Minor (IDR) Identifiers. Each record may contain one or two Identifier fields labeled ID. As with Descriptors, Major Identifiers are preceded with an asterisk (*). Minor Identifiers are displayed with a hyphen.

To search for a term in the Major Identifier field only, type: interactive-systems in idm
To search for a term in the Minor Identifier field only, type: tutorial-plan in idr
To search for a term in both Identifier fields, type: network-based-learning-systems in id

**Clearinghouse**

ERIC is a network of 16 Clearinghouses, each responsible for collecting the literature in its own subject area. Each Clearinghouse is identified by a two-letter code. See the GUIDE [F3] for a list of the codes.

To search for a term in the Clearinghouse field only, type: in ch or chair

**Target Audience**

Since 1984, this field describes the intended audience for the document. Searching this field automatically retrieves post-1983 material. See the GUIDE [F3] for a list of the audience labels.

To search for a term in the Target Audience field only, type: practitioners in te or te-practitioner
FOR IMMEDIATE RELEASE May 30, 1991
CONTACT: MARION WILLIAMS /800-343-0064

Media and Methods Magazine Selects ERIC on MacSPIRS for 1991 Awards Portfolio

Newton Lower Falls, MA – As part of their 1991 Awards Portfolio, Media and Methods magazine has honored SilverPlatter's ERIC database on MacSPIRS (SilverPlatter's Information Retrieval System for the Macintosh) for Excellence in Education. ERIC on SilverPlatter was selected from hundreds of entries which were judged by individuals who work directly with instructional material - teachers, instructional media specialists, librarians, and computer lab coordinators.

The criteria for the awards' selections included clarity of educational objective, range of methods and strategies, quality of graphics and documentation, flexibility of curricular uses, extent of support materials, degree of interest level, and special strengths and weaknesses.

ERIC on SilverPlatter is a bibliographic database covering journals and technical literature in the field of education. It is compiled by the ERIC Processing and Reference Facility, and consists of Resources in Education, which is the fugitive document literature, and Current Index to Journals in Education, which covers the published journal literature from over 775 periodicals. ERIC is available for both the PC and the Macintosh.

MacSPIRS is SilverPlatter's Information Retrieval System for the Macintosh which combines the friendly interface of the Macintosh with the vast amount of information on CD-ROM, making research easier than ever.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service to the customers we serve. With over 60 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

### 1488

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
FOR IMMEDIATE RELEASE June 30, 1991
CONTACT: SilverPlatter / Marion Williams / 800-343-0064
OCLC / Andrea Keyhani / 614-764-6174

SilverPlatter and OCLC Form Strategic Alliance

Newton Lower Falls, MA — SilverPlatter Information, Inc. and OCLC Online Computer Library Center have formed a strategic alliance in which SilverPlatter will produce, market, and distribute SilverPlatter's compact disc database products as replacements for most of OCLC's Search CD450 compact disc database products. As part of the agreement, OCLC and SilverPlatter will explore the development of an online link between the EPIC service and SilverPlatter's CD-ROM database products that have counterparts on the EPIC service. Also being explored is the development of connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

"Through this agreement, OCLC compact disc users will have access to a common interface shared by a multitude of databases," according to John Hearty, OCLC Director of Reference Services. "And in the near future, SilverPlatter users may be linked to the most recent information through online connections to the EPIC databases and access to OCLC's ILL and document ordering systems," he said. "We believe this is a positive first step in establishing a complete electronic reference library for both OCLC and SilverPlatter users."

Susan Bergman, Vice President of SilverPlatter's Academic Publishing Division, notes that "the alliance with OCLC furthers SilverPlatter's commitment to provide a wide array of quality reference products for the library community, and to explore the potential for more integrated electronic reference services. We are very pleased to be able to work cooperatively with an organization which is so key to library services."

SilverPlatter, a leader in the CD-ROM field, currently provides, among its 60 databases, five that are in OCLC's Search CD450 series — ERIC, GPO Monthly Catalog, AGRICOLA, Current Research Information System (CRIS), and National Technical Information
July 10, 1991

Ted Brandhorst
Director
ERIC Processing & Reference Facility
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Ted:

I am writing to let you know about a very exciting event for SilverPlatter.

At the recent American Library Association conference in Atlanta, SilverPlatter and OCLC announced the formation of a strategic alliance. We believe that this alliance will not only benefit SilverPlatter, but also our information providers.

The alliance has two main ingredients. First, SilverPlatter will become the CD-ROM publisher for OCLC’s bibliographic CD-ROM products. We will produce, market, and distribute SilverPlatter versions of OCLC’s Search CD450 for existing OCLC subscribers and new customers. This part of the alliance will solidify the place of SilverPlatter products as the standard for CD-ROM databases in the library market, and will further establish your CD-ROM within that mainstream.

In addition, SilverPlatter and OCLC have agreed to explore the development of connections from SilverPlatter products to OCLC’s online system. These connections may include a link from SilverPlatter products to the corresponding database offered by OCLC’s online EPIC service, as well as a link to OCLC’s interlibrary loan and document ordering systems. These links would enhance your CD-ROM by providing users easy access to documents referenced in your database and to more current data. I will keep you informed about developments in this area and will seek your input on these new features.

Perhaps most important, the alliance with OCLC is a step toward SilverPlatter’s plans to develop the Electronic Reference Library, an integrated distribution platform for interactive electronic reference products.
If you have any questions about this alliance, please give me a call. I hope you agree that this is a very positive event for both SilverPlatter and our information providers.

Sincerely,

Susan Bergman
Vice President
Academic Publishing Division
June 25, 1991

Dear Search CD450 Subscriber:

OCLC is pleased to announce a strategic alliance with SilverPlatter that will benefit all Search CD450 subscribers and OCLC members. In the short term, OCLC will merge its Search CD450 compact disc products—with the exception of SchoolMatch and DiscLit—with SilverPlatter products. Search CD450 subscribers will have the opportunity to transfer their subscriptions to SilverPlatter, and receive the equivalent SilverPlatter discs and software at no additional cost. For their first renewal under SilverPlatter, Search CD450 subscribers who transfer will also be able to renew their subscriptions at the current OCLC prices.

In the long term, OCLC and SilverPlatter have plans to introduce an online link between CD-ROM and EPIC databases, as well as connections to OCLC's Interlibrary Loan and document ordering systems. The link to EPIC will give users the capability to search their compact discs without incurring connect hour charges, and then easily conduct an automatic online search of the most recent data not yet on compact disc. There will be links between all EPIC online databases for which there is a SilverPlatter or OCLC compact disc. SilverPlatter users will also be able to go online to search the OCLC Online Union Catalog on EPIC.

OCLC is committed to expanding reference services for libraries. The EPIC service for online access to multiple databases was introduced in January, 1990. We are about to introduce The FirstSearch Catalog, which provides affordable end-user access to online databases. This alliance with SilverPlatter will allow OCLC to focus on enhancing these online services, in accordance with our defined corporate strategic direction. OCLC also will continue CD-ROM production, concentrating on full text and special applications, such as DiscLit and SchoolMatch.

Many of you may already subscribe to one or more SilverPlatter products. SilverPlatter was one of the pioneers in developing CD-ROM products and specializes in CD-ROM databases. SilverPlatter currently offers 60 titles, covering a broad spectrum of subject areas, and continues to add new databases to its collection. At the same time, SilverPlatter continues to respond to its users' needs by developing networking solutions and frequent enhancements to its software.
Surveys of CD-ROM users have shown that users would most like to see CD-ROM producers develop a common interface. Such an interface would allow users to access multiple CD-ROM products with no need to remember the commands unique to each product. This new alliance between OCLC and SilverPlatter will provide Search CD450 subscribers with access to more databases using SilverPlatter's standard interface.

Effects of this alliance on your Search CD450 subscription

1. Subscribers to Group A databases:
   - ERIC
   - GPO Monthly Catalog
   - Agricola
   - CRIS
   - NTIS

As you probably know, both OCLC and SilverPlatter offer the databases listed above. In early July, you will receive a letter offering you the option to transfer your subscription to SilverPlatter. If you select this option, you will receive the following at no additional cost:

- SilverPlatter version of these databases
- Complete SilverPlatter backfiles, if you currently subscribe to the OCLC backfiles (ERIC, Agricola, or NTIS)

  NOTE: In cases where SilverPlatter's backfiles are more comprehensive than OCLC's, you will receive all of SilverPlatter's backfiles

- Regular SilverPlatter update discs for the duration of your subscription
- Option to renew for an additional year at the current OCLC price
- SilverPlatter documentation
- Access to SilverPlatter's toll-free telephone support
- SilverPlatter software, available for both Macintosh series and IBM PCs and compatibles

To give you more time to make a decision, OCLC will produce one more update of each of the Group A databases. If you have not transferred your subscription to SilverPlatter, OCLC will again ask if you choose to do so at the time you receive your final update disc.

It is important that you renew your subscription before it expires, if you plan to transfer and wish to qualify for the one-time OCLC renewal rates. Please contact OCLC if your subscription has just expired or is about to expire.

Should you decide against this transfer, you have the option of cancelling your subscription. OCLC will prorate your subscription and send you a refund.
2. Subscribers to Group B databases:

Earth Sciences
Selected Water Resources Abstracts
Music Library
Computer Library
Education Library
Environment Library

As part of the strategic alliance, SilverPlatter will begin developing compact discs for the Group B databases. The conversion process will begin in July and will be completed by February 1, 1992, database by database. OCLC will continue to sell, renew, and produce regularly scheduled updates for each database until SilverPlatter is ready to produce it. At that point, OCLC will discontinue production.

As described in #1 above, subscribers to Group B databases will also have the option to transfer their subscriptions to SilverPlatter or to cancel their subscriptions and receive a prorated refund.

Just as with the Group A databases, if you subscribe to a Group B database and select the transfer option, you will receive your first renewal with SilverPlatter at the OCLC price. Depending on your renewal date, you could possibly receive up to 23 months of data at the OCLC price. If you plan to transfer and wish to renew at OCLC rates, it is important that you renew before your subscription expires. If it has just expired or is about to expire, please contact OCLC to ensure that you receive the OCLC rates.

Subscribers to Group B databases who transfer their subscriptions will also receive the complete SilverPlatter equivalent compact discs, software, and documentation, as well as access to SilverPlatter's toll-free telephone support.

Through this strategic alliance, OCLC and SilverPlatter hope to offer their users "the best of both worlds." OCLC compact disc users will have access to a common interface shared by a multitude of databases. SilverPlatter users will have links to the most recent information available only online as well as a connection to OCLC's ILL system and document ordering. With this alliance, OCLC and SilverPlatter are taking positive steps toward establishing a complete electronic reference library for all of our users.

Please watch for the letter in July that will offer you the option to transfer your OCLC Search CD450 subscription to SilverPlatter. In the meantime, if you have questions regarding this exciting new strategic alliance, please feel free to call me.

Sincerely,

[Signature]

John Hearty
Director, Reference Services Division

Enclosure
Questions and Answers about OCLC/SilverPlatter Alliance

Why did OCLC decide to form this alliance?

OCLC believes that this alliance with SilverPlatter will benefit all Search CD450 subscribers and OCLC members. The alliance will allow OCLC to focus on enhancing The First-Search Catalog and EPIC online services, in accordance with our defined corporate strategic direction. It will also help SilverPlatter move toward its goal of establishing an electronic reference library. SilverPlatter specializes in CD-ROM databases, and currently offers 60 titles. Search CD450 subscribers will gain access to an interface shared by this multitude of SilverPlatter databases. In addition, links between the compact discs and the equivalent online databases will be established, with connections to Interlibrary Loan and document ordering in the near future.

Why did OCLC choose SilverPlatter as a CD-ROM publishing partner?

SilverPlatter is a prominent leader in the industry. SilverPlatter offers an extensive collection of related databases that share a common interface that has become a de facto industry standard because of its widespread use. Furthermore, the compatible strategic plans of the two organizations led OCLC to select SilverPlatter as the best choice for OCLC's subscribers and members.

What will happen to my Search CD450 subscription?

In July, you will receive a letter and reply card from OCLC, asking if you want to transfer your subscription to SilverPlatter. If you choose to transfer, OCLC will notify SilverPlatter, who will add you to their subscriber list. You will automatically begin receiving updates for your database from SilverPlatter. When you receive your new CD-ROM package from SilverPlatter, you will need to send back the OCLC CD in the self-addressed mailer.
If you subscribe to ERIC, GPO Monthly Catalog, NTIS, Agricola, or CRIS, OCLC will transfer your subscription to SilverPlatter as soon as you instruct us to do so via the reply card mentioned above. You should begin receiving SilverPlatter discs and software as soon as SilverPlatter processes your subscription (within 2-4 weeks after receipt of your card).

If you subscribe to SWRA, Earth Sciences, Music Library, Environment Library, Education Library, or Computer Library, you will start receiving SilverPlatter discs as soon as SilverPlatter begins to produce them. Production will take place over the next six months and will be completed before Feb. 1, 1992 for all databases.

Until SilverPlatter takes over production, subscribers to these databases will remain with OCLC, receiving regularly scheduled updates.

Is there a fee involved in transferring my subscription?

No. SilverPlatter will provide the CD-ROM product to which you have a subscription with OCLC for the duration of your OCLC subscription period at no additional cost.

Will I have to sign a new agreement with SilverPlatter?

No. You will receive a copy of the SilverPlatter license terms with the July letter. Please read it carefully. Each SilverPlatter package is shipped with a SilverPlatter tear and open agreement. By opening the package, you will agree to their terms.

What happens if I switch to SilverPlatter and then decide to cancel?

SilverPlatter offers a 30-day money-back guarantee. If you are not satisfied, return the CD-ROM package to SilverPlatter within 30 days for a refund for the remaining portion of your subscription period.

What happens if I decide to cancel now?

You will receive a prorated refund (based on the time remaining on your current subscription) from OCLC upon receipt of your reply card instructing OCLC to cancel your subscription.
InterEd Directory

AUSTRALIAN EDUCATION INDEX (AEI)
Australian Council for Educational Research (ACER)
Library & Information Services Unit
9 Frederick Street
Hawthorn, Victoria 3122
AUSTRALIA
Contact: Peter Mathews, Head
Telephone: (03) 819 1400
FAX: (03) 819 5502
E-Mail: ?
Dial/Mail: ?
Telex: AA10722065
Cable: ?

BRITISH EDUCATION INDEX (BEI)
BEI Southern Clearinghouse
University of Southampton, Hartley Library
Southampton, S09 5NH
GREAT BRITAIN
Contact: Joan Mader, Thesaurus Editor
Telephone: 44 703 593337 (office)
44 794 22191 (home)
FAX: 44 703 593339
E-Mail: LIB@OES @ UKAC.SOTON.IBM (JANET/BITNET)
Dial/Mail: ?
Telex: ?
Cable: ?

CANADIAN EDUCATION INDEX (CEI)
Micromedia Limited
20 Victoria Street
Toronto, Ontario M5H 2N8
CANADA
Contact: Robert Gibson, Chairman, Micromedia
Telephone: (416) 362-5211
FAX: 1-800-367-2689
E-Mail: (416) 362-6181
Dial/Mail: 8908
Telex: ?
Cable: ?

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Office of Educational Research and Improvement (OERI)
Office of Research (OR)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5720
UNITED STATES
Contact: Bob Stonehill, ERIC Director
Telephone: (202) 219-2088
FAX: (202) 219-1817
E-Mail: ?
Dial/Mail: ?
Telex: ?
Cable: ?

ERIc PROCESSING AND REFERENCE FACILITY
2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238
UNITED STATES
Contact: Ted Brandhorst, Director;
Jim Houston, Lexicographer
Telephone: (301) 258-5500
FAX: (301) 948-3695
E-Mail: (301) 590-0357
Dial/Mail: 10148
Telex: None
Cable: None

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
(NZCER)
178-182 Willis Street, Education House
Wellington
NEW ZEALAND
Contact: Keith Pickens, Senior Research Officer
Telephone: 64 4 667 939
FAX: 64 4 679 33 (within NZ)
64 4 679 33 (International)
E-Mail: ?
Dial/Mail: Not currently used
Telex: ?
Cable: None

ORIERVER:

CANADIAN TEACHERS FEDERATION (CTF)
Research and Information Services
110 Argyle
Ottawa, Ontario K2P 1B4
CANADA
Contact: Maureen Moll, Program Assistant
Telephone: (613) 232 1505
FAX: (613) 232 1886
E-Mail: ?
Dial/Mail: ?
Telex: 06370006
Cable: CANTEACH

BEST COPY AVAILABLE
June 21, 1991
### CENTRAL ERIC
(A AND ASSOCIATED OFFICES)

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The 1991 ERIC Directory of Education-Related Information Centers—
Now Available to the General Public

When you need education-related information there are many agencies to turn to—so many, in fact, that it is often difficult to quickly locate the appropriate source for your information needs. Now, one publication can help you easily identify and locate education-related resources. You'll find organizations covering more than 250 education-related topics—from achievement to youth programs—in the 1991 ERIC Directory of Education-Related Information Centers.

The Directory includes both federally-funded and private education-related organizations that provide such services as:

- information syntheses and dissemination
- online searches
- outreach
- technical assistance
- publication production
- reference and referral

This information will allow you to learn about resources that will enhance and expand your knowledge base, enable you to establish networking contacts with members of other education-related organizations in your area(s) of interest, and assist you in accessing a variety of free and low-cost education-related publications.

Arranged alphabetically, this useful reference lists 300 organizations that provide information relevant to education. Each entry includes: contact person name and/or position, a brief description, types of publications distributed, and access procedures. The Directory's three indexes allow you to quickly and easily identify resources by subject, sponsoring and operating organizations, and geographic location.

To order your copy of the ERIC Directory of Education-Related Information Centers, send a check or money order for $15.00 payable to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850. For more information about ERIC, call 1-800-USE-ERIC.
LITTLE ELSE is more foreign to Americans than being able to use a foreign language. There are exceptions, of course.

The most notable exception is the Hispanic-American population. According to a recent report by Calvin Veltman, nearly 80 percent of this population of 13.5 million is bilingual. Why? It's a matter of prosperity. To do well in America, it's important to speak English.

A lot of the rest of us are lucky enough to be born speaking English, right? So what's the problem?

The problem is that, for Americans, knowing other languages, too, is a matter of prosperity. To do well in the world, Americans need to speak other languages.

America is no longer the isolated nation it was 100 years ago: No nation is. We know today what happens today in China, in France, and in Mexico. To do well in this shrinking world, Americans need to understand cultures, values, and languages that are very different from their own.

General Motors, for example, had a tough time selling its popular Chevrolet Nova in Latin America. That was because "No va!" in Spanish means "It doesn't go!" And Spanish is the second language most commonly taught in our schools and the most common second language spoken in our streets and homes.

Fortunately, interest in foreign languages is increasing. Some states have taken serious steps to make sure that all high schools (including small and rural high schools) offer foreign languages. And according to a 1987 survey, one-fifth of elementary schools offer some instruction in foreign languages.

New technology (for example, courses delivered over satellite links) is also making instruction in Japanese and Russian more common. Instruction, however, needs to begin in the early grades, and it needs to be continuously available through high school.

Schools in the United States have had trouble sustaining foreign language programs. Parents and community members can do a lot to help. They can encourage their own children's interest in foreign languages. They can encourage schools to establish and keep foreign language programs. And finally, they can educate their neighbors about the reasons people need to speak other languages.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.
THOSE OF US who can read take our skill for granted. For us, reading is as easy as talking or breathing. Many of us can vaguely remember that learning to read was no easy chore. But chances are, we've forgotten all the little struggles we had to wage to get where we could actually hear those little printed words in our heads! This forgetfulness makes it difficult for parents to sympathize with young readers, or for adults who can read to sympathize much with those who can't. Luckily, there are people who study reading, so even as adults we can begin to understand the mysterious process of learning to read.

Here are some simple facts about reading. Keep them in mind. They may help you help someone you care about learn to read:

- 5,000 words account for 90 percent of the words we read;
- 94 percent of all words appear less than 10 times per million words;
- people who know sounds and letters tend to do better when they start learning to read;
- but—just teaching the alphabet doesn't give students a noticeable advantage in learning to read;
- many children get over 1,000 hours of contact with reading and writing before they enter school; and
- students without such experience do better with their reading if they use "invented" spelling (rather than correct spelling) when they begin to write.

Other facts let us know that a good start in reading is very important. For example, 40 percent of poor readers in the fourth grade would rather clean their rooms than read! These children will overcome their bad start only with the help of someone who cares.

The message is simple: Learning to read takes a lot of low-pressure experience with the written word. This includes being read to by someone else and talking about sounds, letters, words, and writing with someone who likes to read. It also includes things like telling stories and having someone else write them down. And, of course, it includes plenty of reading. Naturally, the best reading materials are those that seem to interest the beginning reader.

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AN AMAZING thing happens to children: They grow into adulthood. In the time of greatest change, teenagers can look like adults and act like children (and vice versa). The transformation is wonderful and, at times, frightening.

The unpredictable behavior of adolescence can weaken the relationship between parent and child. That's too bad, because the process of leading into adulthood is what the word "education" originally meant (in Latin). If we abandon teenagers to their own devices, we abandon their education.

Take reading. In childhood, the stress is to learn to read. When our children do learn, we are apt to sigh in relief. School success is clearly a lot easier when a child reads well. Later, however, we take less interest in our teenagers' reading habits. Perhaps we think, "Let them relax and watch TV or gab on the phone."

When that happens, we've lost it. Because reading isn't some kind of chore, and teenagers don't need to get the message that it is. Reading with a purpose is part of the adult role. The idea of purpose is a bit complicated, but it means that the adult has some reason—some motive that he or she is aware of—for reading. There are about as many motives as there are adults, so "motivation" is not really a problem.

One thing teachers and parents can do is to help teenagers discover those motives. Obviously, that can happen only when adults who read actively share experiences, views, and information with the teenagers they care about. Teenagers seek role models, and both parents and teachers are near at hand for this purpose—so becoming a role model is not really so difficult.

Some of the motives that have meaning for teenagers include knowledge about personal relationships and getting insights into one's own identity. They include reading that helps a person develop opinions and values or understand current events. More practical motives include investigating career options, expanding knowledge of a hobby or special interest, or becoming a more shrewd shopper.

When people who care about them read and share the importance of reading, then teenagers learn not just how to read, but they learn what reading is for.

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The sharp rise in divorce rates alarmed the nation during the 1970s and early 1980s. Some researchers predicted that half of all children would spend part of their childhoods in single-parent homes. Others reported that children from single-parent homes had more problems in school. People worried that growing up in a single-parent home was risky business.

New studies, however, show little or no difference in the school achievement of children from similar backgrounds in one-parent and two-parent families. "From similar backgrounds" is the key phrase. The early studies failed to look at single-parent upbringing within a given income bracket.

Recent studies, however, do show divorce to be a traumatic event for children. But they also show that most children adjust well enough, after a time. Communication, warmth, and structure from adults are the things that build a strong family. And that applies to both single-parent and two-parent families.

What can you do about school if your family must deal with divorce? You can help make sure that school is a source of help. During the first weeks, let your children's teachers know about the crisis in your family. Teachers, too, can provide warmth and structure, and some extra words of encouragement. Don't forget, many teachers may have gone through divorce themselves. Schools may also put you in touch with support or counseling groups. Teachers can recommend insightful library books for you and your children.

Expect the adjustment to take up to two years. Stay in touch with teachers and school counselors for that long—until everyone feels resettled and secure in the new family arrangement. Once things settle down, expect your children to do just as well as those from two-parent families. Make sure that school people share your view.

Also, be sure to take part in as many school events as your schedule allows. That will show something to two groups: your children and their teachers. Taking part shows that you consider schooling so important that you save time for it in your obviously busy schedule.

Finally, remember this: Your child lives in a family that is a lot like many other families today. There is every reason to be optimistic about the outcome.

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Today, even in two-parent families, both parents often work. As a result, many children routinely spend time at home without adult supervision. Moreover, single parents have long faced the challenge of working and caring for young children alone.

Easy answers don’t exist. After-school daycare is hard to find. (It’s almost impossible to find in most rural areas.) When it is available, it is very expensive. This means that most of us really have no alternative but to be away from our children at times when they might need us.

Some reports refer to children’s “self-care.” This term interprets parents’ necessary absence from the home (at work) as a choice. Obviously, it usually isn’t a choice, and self-care is sometimes not a good alternative.

On the other hand, many, if not most, children 11 or older can manage after school. If the areas in which they live are not dangerous, and if parents make plans, “self-care” can be a good experience. Children can, if protected by a set of ground rules, learn to be responsible for themselves.

Maybe the real question is “When is being home alone acceptable?” Things to consider include:

- Is your neighborhood safe?
- Will a neighbor help in an emergency?
- Can your children get in touch with you when they need you?

Are the Children Home Alone? (Don’t Worry, Be Savvy!)

Do you need the cooperation of your employer? What for?
- What ground rules do your children need to follow when home alone?

Depending on your situation and what your children are like, ground rules will vary. The idea is that parent and child understand what to expect, how to deal with the expected, and what to do when the unexpected comes up.

In general, though, consider making rules for:

- visits from friends,
- use of the television,
- completion of homework,
- answering the door or phone,
- going outside,
- using appliances, and
- dealing with squabbles among brothers and sisters.

Rules can’t cover every situation, and that’s why it’s important that children know how to contact you at work.

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If your children are like most, they think that "science" is a class in school, and that the most important thing is whether or not the teacher is in a good mood. This is a pretty common reaction. It's understandable. The world of children is small.

Science, however, is a lot more than what happens to a child in science class. It's also more than all the discoveries of science put together. Science is a way of knowing. The word itself means "knowing" in Latin. Is this all Greek to you? It shouldn't be. The Greek word for "knowing" is "mathematics." Math and science have a lot in common, and mathematics is sometimes called "the handmaiden of science."

What is this special way of knowing?

First, science takes a particular view of the world. Most of all, the world according to science is understandable. Scientists also believe that their ideas can and should change, but that, at the same time, careful study will produce lasting knowledge. The search for lasting knowledge leads science to grow in its understanding of the world.

Second, the methods of science put the belief that the world is understandable into action. Scientists work with evidence, logic, and imagination to explain and predict events in the real world.

That's where math comes in. Math is both the language of logic and an important tool for collecting and dealing with evidence.

In short, the "scientific method" is not bloodless, mechanical, or boring. It's a complicated business of looking beneath the surface of things. It entails a lot of pain and heartache for scientists, but it is very exciting.

Like our children, we need to understand that science is more than a class in school. It's a special set of beliefs and tools and habits of mind for considering the real world. Science can be useful whenever we need to look beneath the surface of things. Good science teachers understand these points. With a little help from us, our children will begin to understand that what happens in school is only part of the picture.

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Remember to thank the teacher for all that is being done. Teachers get little recognition and positive comments can begin to pave the way for the teacher to feel better toward your child.

When you notice problems with your children—whether it is poor performance or teasing from the class bully—don't wait for a scheduled conference; communicate with the teacher immediately. Don't put it off, hoping the problem will get better. Discuss it with the teacher and develop a plan of action to solve the problem.

**What Can Parents Do Beyond Attending Teacher Meetings To Help Solve Problems and Encourage Children To Perform Well at School?**

Express your appreciation for teachers to your children. Teach children to be respectful and appreciate teachers' efforts. Show them how to express respect verbally and physically—sitting up straight, making eye contact, answering questions, and accepting assignments without complaining. Encourage them to volunteer for the less pleasant tasks of the classroom. Most teachers like to spend time with eager and polite students.

Parents with flexible time can volunteer in the classroom. While helping the teacher, you get a firsthand view of your child's interactions. When you can't spare the time during the day to help the teacher, offer to help in other ways. Call other parents and determine what resources these parents can offer the teacher. Put together a list of community resources. Plan a field trip and arrange the details and chaperones.

Teachers can't help but be more responsive to the children of helpful parents. If you show respect and concern and communicate often, those scheduled conferences will accomplish their intent—to help your child be successful at school.

**Sources**

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, contact ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management, (503) 346-5043.


How Can Parents Get More Out of School Meetings?

Parents often feel apprehensive about parent-teacher meetings. Such feelings are understandable. Children are viewed as reflections of their parents. Even the best-behaved children have areas of weakness, and criticism or suggestions for improvement can be difficult to hear. Parents have a strong emotional investment in their child, which can show up as anger, anxiety, or defensiveness.

Parents often come to conferences expecting to receive a better understanding of the child's interactions and behaviors at school, but leave with only a general idea that the child is "doing fine" or "there is a problem." Often no plan is established for improvement, and no date is set for the next parent-teacher contact.

Although a certain amount of apprehension is natural, parents can reduce anxiety through preparation. Parents who plan in advance for the meetings and follow up on suggestions made there find that parent-teacher partnerships can be developed that help children do their best in school.

The following planning suggestions can make a parent-teacher conference more productive:

- Recognize that the teacher is also apprehensive about how you will accept criticism or suggestions.
- Discuss the purpose of the conference with the teacher and your child.
- Identify specific questions that you need answered.
- Keep a file of your child's work and take samples to the conference that can stimulate discussion on both areas of strength and areas that need improvement.

During the conference, it is helpful to:
- Keep an open mind.
- Avoid confrontations.
- Respect the teacher's input.
- Allow the teacher to share information before interruptions.
- Save questions until the end of the meeting.
- Ask for suggestions from the teacher to encourage further progress or to resolve problems.
- Remember your goal is to obtain information.
- Summarize the conference, making sure that you and the teacher have the same understanding of what was discussed and any actions that need to be taken.

After the conference:
- Discuss the conference with your child, stating positive aspects of the conference.
- Send a note to the teacher outlining the discussion and your plan of action, if any, and thanking the teacher for time shared.
- Keep the teacher updated on progress at home.

Effective meetings between parents and teachers are crucial to the success of the child. They foster parent education, good communications, and ongoing support.

What Can Parents Expect Teachers To Do To Make the Conference More Productive?

Ask teachers what the most difficult part of the job is and many will say, "the parents." Just like parents, teachers have many anxieties about conferences—especially when they must share negative information.

Just as there are things you, as parents, can do to reduce anxiety, so are there things that you can expect teachers to do to conduct an effective conference. Teachers should:

- Explain to your child that there will be a conference and what areas will be covered.
- Ask your child to discuss the conference with you.
- Explain the purpose of the conference to you.
- Give time limitations that are reasonable.
- Use "I-messages" to express concern.
- Request questions.
- Be straightforward and honest, no matter how difficult it might be to discuss negative behavior.
- Listen carefully to what you say.
- Give suggestions for improvement.
- Create a parent-teacher plan to benefit the child.
- End the conference on time.
- Give positive comments to your child about the conference.
- Send notes to keep communication open.
- Offer to set up additional meetings.

If your child's teacher is not doing these things, take the initiative to request action.

How Can Parents Keep Communication Open Until the Next Conference?

Researchers and educators are stressing the importance of parents becoming actively involved with their child's educational process. Most teachers now let parents know that they are welcome at school to observe, share skills, help with projects and, of course, to help chaperone field trips.

But at the same time, more parents are working full time and find it difficult to contact teachers during school hours or even to attend scheduled conferences during the day.

An effective technique to share information and let teachers know of your concerns or progress at home is to write notes. Notes can be successful because they save time. A structured note can communicate the problem, suggest or seek methods of improvement, and set the time and date of the next contact.

Make sure the teacher feels safe and free from attack. It teachers feel defensive and blamed for poor progress, it will be hard for them to be problem solvers and to provide the extra attention your child needs.
Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, contact ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Counseling and Personnel Services, (313) 747-2425.


This publication was prepared by ACCESS ERIC with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract No. R180012D. The opinions expressed in this report do not necessarily reflect the positions or policies of the Department of Education.
Information Alone Is Not Enough

What do children need to prevent them from using drugs? Clearly, information about the dangers of drugs has not been enough. Despite widespread drug information education efforts in America since the early 1970's, drug abuse by children and teenagers continues. Recent surveys show that progress is being made in the national battle against some drugs. Casual use is declining, attitudes are changing, and more is known about what works to prevent drug use by young people. A recent survey of student drug use indicates that today's high school and college youth are half as likely to use illegal drugs as their peers were 10 years ago. In spite of this progress, however, the use of drugs by children remains unacceptably high.

The reasons for drug abuse are varied. Children may abuse drugs to satisfy their curiosity, conform to peer pressure, relieve anxiety, or have adventures. But, whatever excuse tempts them, they need the ability to say "no" to drugs.

Much recent educational research has focused on the role of "affective education" in preventing drug abuse. Affective education emphasizes children's emotional/interpersonal development. Parents are the prime nurturers of this development. Parents can build on that progress in their own families by having strong, loving relationships with their children; by teaching standards of right and wrong; by setting and enforcing rules for behavior; by knowing the facts about alcohol and other drugs; and by listening to their children. Drugs and alcohol rank high on the list of topics teens wish they could discuss more with their parents.

How can you as a parent encourage this development in your children? The following activities have proven to be helpful:

- Start as early as you can, in infancy if possible, to praise children's accomplishments and to direct them into activities where they will be successful. Even when correcting, criticism should be aimed at the action rather than the child. High self-esteem helps children resist peer pressure to abuse drugs.

- Ethical values and responsibility are taught primarily through what social scientists call "modeling," or setting good examples for children to follow. Parents who have responsible habits and attitudes themselves regarding drug and alcohol use send a healthy message and strongly influence their children's ideas about alcohol, tobacco, and other drugs. Parents who unwisely use drugs and alcohol are signaling their children that drug abuse is okay.

- Adequate coping skills enable a child to deal effectively with the pressures of growing up, including the temptation to experiment with drugs. You can encourage healthy, creative activities such as hobbies and school events that may prevent your child from using alcohol, tobacco, or other drugs out of boredom. You can give children opportunities to practice decisionmaking and to weigh the outcomes of their decisions.

- Finally, you can inform yourself and make sure that your children are knowledgeable about the dangers of drug abuse by providing them with clear, factual information. You can help change ideas your child may have that "everybody drinks, smokes, or uses drugs." In this way, children can be empowered to say "no" to drugs and "yes" to health.

I Want My Children To Have Good Values and Feel Good About Themselves, but Sometimes It Seems Like a Losing Battle. Where Can I Get Help?

Schools play a major role in children's development. Expect and encourage your schools to foster healthy emotional growth as well as intellectual development. Schools should have a firm antidrug policy supported by appropriate action. The following organizations may be beneficial in helping schools develop antidrug policies:

U.S. Department of Education
Drug-Free School Staff
400 Maryland Avenue SW.
Washington, DC 20210-4151
(202) 426-6447

ACTION Drug Prevention Program
806 Connecticut Avenue NW.
Suite M-606
Washington, DC 20525
(202) 336-4599

National School Safety Center
16820 Ventura Boulevard, Suite 200
Encino, CA 91436
(818) 377-6200

I Have Some General Ideas About the Dangers of Drug Abuse, but I Really Don't Know the Specifics. Where Can I Get This Information?

Drug information is available at public libraries, from community health agencies and community groups that focus on this problem. Often schools provide drug information education for parents. Ask your school. Read your newspapers for local information. National organizations providing help to parents include:

Drugs are widely available, but how can we keep them out of schools?

To combat student drug use most effectively, the entire community must be involved: parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media. They all must transmit a consistent message that drug use is wrong and dangerous, and it will not be tolerated. The following recommendations derived from research and from the experience of schools throughout the country describe action that can be taken by parents:

- Teach standards of right and wrong and demonstrate these standards through personal example.

- Help children to resist peer pressure to use alcohol and other drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems.

- Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly.
research libraries. For a list of ERIC collections in your area, call ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management at (503) 346-5043.


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Why Don't Our Children Like Math?

Why do some students naturally seem to enjoy mathematics while others struggle? Ability is one factor, but not the only one that determines success or failure.

Studies comparing the mathematics achievement of students in developed countries are disappointing to American educators. Many experts blame American attitudes toward mathematics for the poor showing on such tests. When excellence is not expected, it apparently is not attained.

Students who develop a dislike for, or anxiety toward, math will be at an educational disadvantage that can affect them long after formal schooling ends.

New studies suggest that students do not like math because they fail to see that math is more than a set of rules to be followed blindly. Students who like math say they like it because math makes sense, math is useful, and math is fun. Having a child do math problems without understanding is to treat a child like a computer. Learning, on the other hand, is understanding, and it requires an active mind.

As society becomes increasingly more technological, Americans must begin to place greater emphasis on both math and science education. Identifying barriers to learning math and removing those barriers have become an educational priority.

How Can Math Education Be Improved?

When math instruction relies mostly on worksheets with very little discussion about ideas and concepts, the understanding that is so important to learning math gets lost.

"Math anxiety" has been identified by some researchers as one reason students do poorly. Intervention programs to alleviate math anxiety, implemented during the elementary school years, are beneficial.

Studies indicate that instruction can be strengthened by improving teacher training, developing better textbooks, and providing administrative support.

What Can Parents Do?

A recent study determined that junior high school students rate their parents as the most influential people in the decisions made about the courses they take. They also rank parents second only to the usefulness of math in influencing their decision to take more math. Furthermore, their self-concept of ability and their confidence in math are more directly related to the parents' beliefs about their children's math aptitude and potential than to the children's own past achievement in math.

In addition, it has been shown that parents to a greater extent than teachers hold sex-differentiated beliefs about their sons' and daughters' math abilities. Even when parents did not rate their daughters' math abilities lower than their sons', they did think that math was more difficult for their daughters.

Clearly, as parents you can help determine how successful a child will be in math. The first step is to recognize your own feelings toward math. If you found math to be one of your poorer subjects or did not like math, you will have to work hard not to pass on this attitude to your child.

Parents who spend hours reading to their young children rarely play number games with them. Children are naturally curious and math-related ideas make great games to play. The earlier you start playing math games and the longer you stay involved in playing such games, the more likely your children will understand math.

By playing games and talking about math, you can help develop positive attitudes toward mathematics.

If you do not know any math games or cannot remember any beyond adding and subtracting, find a book in the library or purchase one that shows you how to get started.

Get involved with your older child's homework. If the work really is above your level, locate a tutor who can instill excitement for math.

Early intervention can alleviate math anxiety that keeps many students from performing at their potential levels.

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most
Where Can Parents and Teachers Get Help?

Parents and teachers concerned about an at-risk child can contact one of the national organizations listed below for more information.

- Cities in Schools
  1023 15th Street NW, Suite 600
  Washington, DC 20005
  202/361-6230

- National Dropout Prevention Center
  205 Martin Street
  Clemson, SC 29634-5111
  800/443-6392, 803/656-2599

- National School Safety Center
  16830 Ventura Boulevard, Suite 200
  Encino, CA 91436
  818/377-6200

- Southeastern Educational Improvement Laboratory
  P.O. Box 22748
  200 Park, Suite 200
  Research Triangle Park, NC 27709-2748
  919/569-8216

- National Center for Education Statistics
  555 New Jersey Avenue NW, Room 400
  Washington, DC 20208
  202/357-6828

- Boys Clubs of America
  771 First Avenue
  New York, NY 10017
  212/351-5900

- Girls Clubs of America
  30 East 33rd Street
  New York, NY 10016
  212/689-3700

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, contact ACCESS ERIC at 1-800-USG-ERIC. For more information on dropouts, contact the ERIC Clearinghouse on Counseling and Personnel Services at (313) 764-9492 or the ERIC Clearinghouse on Urban Education at (212) 678-4033.


This publication was prepared by ACCESS ERIC with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract No. R180120. The opinions expressed in this report do not necessarily reflect the positions or policies of the Department of Education.
How Can We Keep Students in School?

According to U.S. Department of Education estimates, nearly one out of four students will drop out prior to graduation. Large schools in poor urban centers and other impoverished neighborhoods experience even greater dropout rate. Leaving school early has long-range negative effects not only on the dropouts themselves, but to society in general. Studies show that dropouts have more difficulty in finding jobs and earn less than high school graduates. Also, there is a risk that their children will experience school failure.

The social and economic disadvantages of poverty and being a minority, as well as poor academic performance all contribute to dropping out. Another significant factor, however, is a sense of alienation from school. When schools are perceived as too rigid and demanding, when teachers seem disinterested, and when discipline is viewed as ineffective or unfair, students are likely to drop out. This is particularly so when students see little to believe that they can profit by staying in school.

How Can I Tell If My Child Is at Risk of Dropping Out?

Identifying youth who are at risk of dropping out is the first step in helping them stay in school. A history of academic failure, poor attendance, and the premature adoption of adult roles, such as marriage, pregnancy, parenthood, employment, and other financial and family care problems are all warning signs. Other indicators linked to school dropouts include:

- Being held back in school more than once.
- Having undiagnosed learning disabilities.
- Being involved in truancy or delinquent behavior such as petty theft.
- Using alcohol or other drugs.

What Can I Do To Help My Child Stay In School?

Parents' support and participation are key factors in keeping students in school. You can help your child achieve in school and lessen the likelihood of dropping out by developing a home environment conducive to learning—establishing daily routines, paying attention to school matters, participating in reading activities, monitoring television, and getting involved in homework. Just as important, you can help improve your child's attitude toward school by encouraging participation in such activities as sports, clubs, and community volunteer programs. These activities also help build students' self-esteem, especially children who may be falling school subjects.

Parents and teachers must go beyond simply blaming students for their own problems or insisting that longer, harder work is the answer. Most important, they must send the message, "we care." In addition, parents and teachers can help prevent students from dropping out by providing flexible instructional options and interesting and motivating learning experiences.

What Can Schools Do To Help At-Risk Students in the Classroom?

For students at risk of dropping out, it is important that schools offer a warm, caring, and empowering environment that is focused on what the students need, including:

- Daily monitoring of attendance and grades, with followup phone calls or home visits to parents.
- Smaller class sizes where students can relate closely to each other and their teachers.
- Adequate testing to identify possible learning disabilities.
- Remedial and cross-grade tutoring for high-risk students and dropouts.
- Flexible schedules planned around students' work hours.
- Before- and afterschool classes to make up credit requirements.
- Alternative ways to earn credit, such as credit for work or real-life experiences.
- Special guidance and counseling, such as peer mentor programs and family counseling.
- Job-skills training and volunteer or paid work experience programs.

Are There Programs To Help At-Risk Students and Their Parents?

Research has provided credible and useful information for identifying and developing supportive programs for young people. Most successful programs have three related components:

- Individual education that addresses a student's learning gaps or weaknesses.
- Work experience that demonstrates how education impacts on their ability to have a better life.
- Coordinated services for personal and family problems.

One such program that can be tailored to your community's needs is Cities in Schools, a private, nonprofit organization that coordinates public and private service delivery to at-risk youth. Since its inception, Cities in Schools has set up programs in 44 cities. The program brings together employment counselors, social workers, educators, volunteers, and private businesses at each site to form a support group for at-risk youth and their families. These multidisciplinary teams work with a small number of children to ensure their access to services, such as counseling, tutoring, health care, and employment, that will help them stay in school and build self-worth.
Most of all, let your children know you are interested in all their classes and are willing to help make learning, especially science learning, fun and exciting.

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, call ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management at (503) 346-5043.


How Can Elementary Science Education Be Improved?

Young children love experimenting—mixing, measuring, finding out why things happen. Research indicates that over 40 percent of students in second and third grade select science as their first or second favorite subject. Science is fun! Yet, by the time these students reach fifth grade, this percentage drops significantly.

In elementary school less time is spent on science than on any other major subject. Teachers spend so much time on reading, mathematics, and writing that science is often neglected. A nationwide survey indicated that the average primary teacher spends 19 minutes a day on science; teachers of grades four through six devote an average of 38 minutes a day to science, with lecture and discussion taking up more than three-fourths of that time.

Textbooks have become the science curriculum, and much science learning subsequently has become passive and superficial. Americans' scientific literacy has decreased as our world has become more scientific and technological.

During the 1980's, initiatives were developed that could reverse this trend. Recognizing that students who entered kindergarten in 1968 would graduate from high school in the 21st century, scientists and mathematicians began questioning the preparation of students in the areas of science, mathematics, and technology.

The American Association for the Advancement of Science (AAAS) initiated Science for All Americans, Project 2061 (named for the year Halley's Comet returns) to help reform science, mathematics, and technology education in the United States. Project 2061 is trying to answer some tough questions: What is the nature of scientific literacy? Who should acquire scientific knowledge and skills? How can scientific literacy be achieved nationwide? Project 2061 has a three-phase plan of action that can contribute to needed reform of education in science, mathematics, and technology.

In another effort to improve elementary science education, the Cheshire (Connecticut) public schools recently established a committee to review their science curriculum. The committee found the elementary program outdated and the elementary teachers ill-prepared to teach science. Teachers did not feel they possessed an adequate science knowledge base, were uncomfortable teaching science, and were unfamiliar with the current goals in science education.

Recognizing that exemplary science programs are the result of effective organization, planning, and staff development initiatives, the committee developed a new curriculum to help teachers portray science as fun. The result: more than 50 percent of the students chose science as their first or second favorite subject in fourth, fifth, and sixth grade.

How Can Long-Term Impact Be Achieved in Science Education?

Science programs need to offer hands-on discovery and inquiry. They must affect the child's immediate world and encourage creative thought. The quality and quantity of science instruction in elementary schools can be changed and improved by focusing more clearly on outcomes.

School principals need to realize that they are in a position to make significant changes in the way science is perceived and taught in schools. They can ensure the success of innovative science programs by serving as advocates, catalysts, and participants. Parents, teachers, and principals—like those in the Cheshire public schools—can develop a plan that ensures that science programs:

- Are well coordinated.
- Balance scientific processes and concepts.
- Provide students with opportunities to identify and solve problems.
- Enhance higher cognitive processes and skills.
- Go beyond the mere possession of information to application of the concepts.
- Include societal issues.

The Cheshire study and others like it demonstrate that science education can be improved by improving teacher training, setting aside time specifically for science instruction, developing better textbooks, equipping laboratories better, and providing administrative support.

How Can Long-Term Impact Be Achieved in Science Education?

As a parent, you can volunteer in the classroom and determine whether or not your child's science program offers hands-on activities; stresses critical thinking; and emphasizes the need for observing and exploring, versus lecture and textbook readings.

If you find the program lacking, encourage the teacher to incorporate science with other subjects and choose some science experiment books that will provide hands-on projects. Offer to help with the experiments—collecting materials, setting up, and cleaning up. Talk to the principal about participating with the students and ask other parents to help encourage science education.

Find out if your school system offers additional science programs after school or on days that students are out of school early. Encourage your school to participate.

Recommend good teachers for the awards offered by the Search for Excellence in Science Education (SESE), the Presidential Awards, the Olin Awards, or another award program. The coordinator of the science program for your area can tell you how to make a nomination.

What Can Parents Do at Home?

Parents' attitudes about learning in general can make a difference in the way children perceive school and their subjects. Take the time to point out how science affects our everyday lives.

Subscribe to an age-appropriate science magazine or journal and read and explore it with your child. Purchase a science experiment book, such as Science for the Fun of It or Scienceworks, which offers experiments that introduce the fun and wonder of science while using easy-to-obtain household items.
May 7, 1991

Journal Changes

SP Health Education to Journal of Health Education

April 22, 1991

Journal Additions

EA Educational Policy

   Journal of School Leadership

March 8, 1990

Name Changes

EC Journal of Speech and Hearing Disorders to Journal of Speech and Hearing Research

Journal Additions

EA Journal of Education Policy
June 6, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR AUG91

Journal Additions

CE  Journal of Vocational Behavior
CS  Civic Perspective
Drama/Theatre Teacher
School Press Review

FL  Language Variation and Change
English Today
Phonology
International Journal of Applied Linguistics

SO  Arts and Learning Research
Australian Art Education
Canadian Review of Art Education: Research and Issues
Journal of Multi-cultural and Cross-cultural Research in Art Education
Journal of Social Theory in Art Education
Visual Arts Research

Journal Deletions

SO  Historical Methods
International Journal of Oral History
International Social Science Journal
International Studies Quarterly
Social Science Computer Review
Journal Additions
SO Controversies in Art Education

Journal Changes
IR Optical Information Systems to Document Image Automation
SO Political Science Teacher to PS: Political Science and Politics
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# Table of Contents

## I. Action Items
- Heavily Posted Identifiers (Descriptor Candidates)  
- New EDRS Order Form (September 15, 1991)  
- Simplified E-Mail Instructions (For Entering and Exiting)  

## II. OERI News
- Assistant Secretary Named for OERI (Diane Ravitch)  
- New OERI Head Sees As Top Priority Ways to Marry Research and Practice (Education Week, July 31, 1991, p. 36)  
- America 2000 [newsletter] (Number 1, September 1, 1991)  
- OERI's Project Management Information System (PMIS)  

## III. From the Information Press

## IV. Network News
- International Standard Book Numbers (ISBN's) and International Standard Serial Numbers (ISSN's) in the ERIC Database and on DIALOG
V. Clearinghouse and Support Contractor News

- ERIC/HE Receives OERI Funding to Process Documents of the "Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse"
- ERIC/HE Attends Annual Conferences of:
  - American Association of University Administrators (AAUA)
  - American Association of University Professors (AAUP)
- ASHE-ERIC Publication "The Campus Green: Fund Raising in Higher Education" Wins Award
- ACCESS ERIC Has New "General" Brochure

VI. VENDOR NEWS

- EDRS Transmittal Letters to Standing Order Customers (May-September 1991)
- Oryx Press Offers ERIC Identifier Authority List (IAL)
- SilverPlatter
  - Corrects Mis-Allocation of ERIC Accessions Across the Two Discs
  - Announces Release of OCLC Education Library Database on CD-ROM
  - Releases Full Text Product on CD-ROM
- DIALOG
  - ISBN/ISSN Correspondence
  - DIALOG Rates for ERIC Increase (Effective November 1, 1991)
  - Problems with ERIC Discs for 1980 - September 1991
  - DIALOG OnDisc Software for the Apple Macintosh (including for OnDisc ERIC)

VII. INTERNATIONAL NEWS

- Red Latinoamericana de Informacion y Documentacion en Educacion (REDUC)
  - A Latin American Version of ERIC

VIII. LATE BREAKING NEWS

ERIC Directors Meeting and National Forum on Research, Development, and Dissemination

IX. MISCELLANEOUS

ERIC Directors--Total List, from ERIC's Inception
ERIC Acquisitions Arrangements Update
List of Attachments

1. Heavily Posted (+30) Identifiers (Descriptor Candidates)

2. New EDRS Order Form

3. Simplified E-Mail Instructions


5. America 2000 [newsletter] (Number 1, September 1, 1991)

6. OERI’s Project Management Information System (PMIS) (Memo from Dick Hays to OERI Staff, July 1991)


10. International Standard Book Number (ISBNs) and International Standard Serial Numbers (ISSNs) in the ERIC Database and on DIALOG.

11. ACCESS ERIC’s New "General" Brochure

12. EDRS Transmittal Letters to Standing Order Customers (May-September 1991)

13. Oryx Press Offers ERIC Identifier Authority List

14. SilverPlatter
   A. Corrects Mis-Allocation of ERIC Accessions Across the Two Discs
   B. Announces Release of OCLC Education Library Database on CD-ROM
   C. Releases Full-Text of SEC Documents on CD-ROM

15. DIALOG
   A. ISBN/ISSN Correspondence
   B. DIALOG Rates for ERIC Increase (Effective November 1, 1991)
   D. DIALOG OnDisc Software for the Apple Macintosh (Library OnDisc ERIC)

16. REDUC Brochure

17. Agenda for the InterEd Meeting Held at the ERIC Facility (October 31-November 1, 1991)
18. Agenda for the ERIC Directors Meeting (November 13, 1991)
20. ERIC Facility Report (ERIC Directors Meeting) (November 13, 1991)
22. ERIC Directors, 1965-1991
23. CUE "Source Journal Index" Update (NOV91 and DEC91)
24. CUE Monthly Report (SEP92, OCT91, NOV91, DEC91, and JAN92)

Appendix
ERIC Acquisitions Arrangements List Update

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.
HEAVILY POSTED IDENTIFIERS (DESCRIPTOR CANDIDATES)

The April 1991 Identifier Authority List revealed a substantial number of heavily posted Identifiers that need to be evaluated as candidate Descriptors. A list of these Identifiers, with postings updated through March 1991, has been prepared as Attachment 1. All terms in the list have 30 or more postings. Most should either be Descriptors or Ufs, although a few might involve only postings transfers without actually being represented; see, in the ERIC Thesaurus.

Terms from earlier lists of heavily posted Identifiers (October/November 1987, March 1985, March 1983, and October 1981 EABs), that have yet to be evaluated for Thesaurus status, are flagged with a star(s) (★ or ★★). Of these, some also carry an additional flag [a diamond symbol (♦)], indicating fewer than 15 postings since the previous September 1987 list. Terms with this additional flag need a closer look to see why their usage has trailed off (e.g., are they obsolete?, have the former "hot" topics since "cooled down"?). Answers are needed from Clearinghouses responsible for the earlier heavy postings. Maybe the "Candidate Descriptor" status of these Identifiers is no longer warranted; if so, they can be dropped from future lists.

Each Clearinghouse needs to take responsibility for its own terms. The Facility lexicographic staff has grouped the terms by Clearinghouse based on postings and/or scope area, and has previously distributed this information to the ERIC Vocabulary Review Group (VRG), so see your VRG representative if you’re wondering where to start.

Also, once you’ve decided to tackle a subgroup of terms, duplication of effort can be avoided by distributing your chosen list (via E-mail, etc.) to the Vocabulary Review Group.

NEW EDRS ORDER FORM

A new EDRS order form was printed and made available to ERIC components and to the public in September 1991 (see Attachment 2). This form represents a complete re-design. It contains an expanded price schedule, clearer shipping information, less "boilerplate" in small print, improved layout, and good printing on heavy paper. Copies are available on request from EDRS. Please note that it is likely this form will be revised again early in 1992 to reflect the expected 1992 price increase.

SIMPLIFIED E-MAIL INSTRUCTIONS (FOR ENTERING AND EXITING)

Several users have asked us for simplified E-mail log on/log off instructions on a single sheet that could be taped conveniently on the side of their micros. In response we have prepared Attachment 3. We think it touches on all the basics. Let us know if it can be improved from your point of view.

OERI NEWS

ASSISTANT SECRETARY NAMED FOR OERI: DIANE RAVITCH

Diane Ravitch, author, researcher, and education historian, was confirmed by the U.S. Senate on July 18, 1991 as the new Assistant Secretary of Education for Educational Research and Improvement. A brief vita that appeared in the OERI Bulletin (Fall 1991) is provided below. In addition, Secretary Ravitch was interviewed by Education Week (July 31, 1991) concerning her priorities (see Attachment 4). Her responses concerning the ways to marry research and practice will be of interest to all ERIC staff.
Assistant Secretary Named for OERI

Diane Ravitch, author, researcher, and education historian, was confirmed by the U.S. Senate July 18th as the new Assistant Secretary of the Office of Educational Research and Improvement.

Ravitch, a professor at Teachers College, Columbia University since 1975, has written several books, including The Schools We Deserve and The Troubled Crusade: American Education, 1945-1980. In addition, she has edited six books including The American Reader, her most recent.

She became an adviser to Teachers Solidarity and the Ministry of Education in Poland in 1989 and received a medal of distinction from that country earlier this year.

She is an elected member of the American Academy of Arts and Sciences, the Society of American Historians, and the National Academy of Education—the nation’s leading honorary organization of education scholars.

A native of Houston, Ravitch is a graduate of Houston public schools. She received a B.A. degree from Wellesley College in 1960, and a Ph.D. in history from Columbia University’s Graduate School of Arts and Sciences in 1975.


FROM THE INFORMATION PRESS

"MEETING INFORMATION NEEDS" [CD-ROM DATABASES IN DEVELOPING COUNTRIES]

ERIC has recently made presentations both within the Department of Education and to the agency for International Development (AID) concerning the desirability and feasibility of making the ERIC database accessible at minimum cost via CD-ROM systems to developing nations. ERIC Ready
Reference #15 was specifically prepared in connection with these presentations. The idea is obviously a good one. A recent editorial in *Science* (v253 n5026 p.1333 Sept. 20, 1991) made the same arguments for availability of the AGRICOLA database in sub-Saharan Africa (see Attachment 7.)

"THE PUBLIC'S ACCESS TO GOVERNMENT'S ELECTRONIC INFORMATION: PERSPECTIVES, PLAYERS, AND POSITIONS"

During 1991, ERIC will be initiating royalty/usage fees for use of its database in machine-readable form. ERIC intends to keep these fees very modest in order not to perturb the marketplace, not to cause vendors to raise prices, and not to cause users to forgo use of ERIC. ERIC staff should be aware that they may hear some objections to this practice. The issues and pros and cons are well described in a recent article on ERIC by Lois Lunin and others in the *Bulletin of the ASIS* (August-September 1991, p.7-8), repeated here as Attachment 8.

"FUSTUKJIAN SPELLS INFORMATION RELEASE: ACCESS ERIC"

You can't keep a good man down! Sam Fustukjian, the Director of ACCESS ERIC during its start-up year, is back as Librarian at the University of South Florida (USF), but still keeps his interest in ERIC. A recent article on ERIC by Sam appeared in the *USF Magazine* (v35, n5, p.20-21 Summer 1991) and is repeated here as Attachment 9.

TALE OF ANOTHER "ERIC"

It seems as if the word "environment" is easily substituted for the word "education" in various information usages. A few years back, ERIC found a project of the Environmental Protection Agency (EPA) that had adopted the acronym "ERIC," all unaware of its previous use by the Department of Education. A letter from ERIC, pointing out the registered nature of its logo, led the EPA to change the name of its project.

This kind of thing happens periodically. Sometimes the other "ERIC" is in a business so far removed from our "ERIC" that the "interference" factor is negligible. But if there is a genuine chance of user confusion, ERIC generally attempts to assert its priority. The most recent example, found in a column in the *Washington Business Journal* (Nov. 4, 1991, p.15) (see below), concerns a private company, the "Environmental Risk Information Center." This organization has "ERIC" on its letterhead, business cards, advertising, and publications/products. Since it is planning to have online and CD-ROM products, ERIC (our ERIC) plans to make contact and to suggest some differentiating steps be taken.

Firm markets maps of sites' former uses

*Alexandria company's data base tracks prior hazardous activity*

By DOUG ABRAMS

Everybody is moving into the data base business these days, including the Bell companies, but an Alexandria company might have gained dominance in one market by putting together a mapping service that tracks the prior uses of sites, particularly if they ever housed any hazardous materials.

Environmental Risk Information Center (ERIC) has computerized 52 million site plans in more than 14,000 municipalities, incorporating federal, state and local maps with the Sanborn Fire Insurance Co. Maps, said Peter Jamieson, president. Big users are banks, which could be held responsible if environmental clean-ups are required on sites they own or insure, he said.
"Most major banks will require a site assessment for every major commercial development," Jamieson said. "The banks don't want to get stuck. It's just prudent business practice for banks to make sure that nothing bad is there."

Another big customer is the Resolution Trust Corp., which is gaining thousands of properties a year after taking over failed financial institutions. Even though the government agency usually hires environmental consultants to conduct its surveys, orders coming in for 150 sites at once are assumed to be jobs involving the RTC, he said.

The property owners of ERIC's building could have utilized the service if it was available years ago during construction, he said. They have since discovered an old storage tank buried under their building on Prince Street.

"When they built the building, no one knew that," Jamieson said.

ERIC sifts through more than 300 databases, but the advantage it has over other services is the Sanborn maps, he said. Produced by Sanborn Fire Insurance Co., the maps can date back almost to the Civil War and are the recognized leader in prior-use real estate information.

"If it's been discovered, they know about it," he said.

One of ERIC's partners acquired the right to use Sanborn's maps in 1982 — when the potential wasn't nearly as great — giving it exclusive rights along with Sanborn, he said. ERIC is the first to put these maps in a database, which can be searched by zip code, city or year.

ERIC's database is stored on optical disks and contains about 100 gigabytes of information — about 35,000 300-page books. ERIC expects to have an on-line service available soon but now offers only hard copy reports, he said.

ERIC's partners combined information and environmental experience together, Jamieson said. The two-year-old firm is up to 20 people but would not reveal its revenues.

INTERNATIONAL STANDARD BOOK NUMBERS (ISBNs) AND INTERNATIONAL STANDARD SERIAL NUMBERS (ISSNs) IN THE ERIC DATABASE AND ON DIALOG

ERIC has always cataloged International Standard Book Numbers (ISBN's) into its Report Number (REPNO) field, along with all other types of identifying numbers found on documents and books. It wasn't until January 1991, however, that ERIC began to attach International Standard Serial Numbers (ISSN's) to the journal articles processed into CUE.

DIALOG seized this opportunity to create separate retrieval fields for both of these special numbers, paralleling their treatment in numerous other bibliographic databases offered by DIALOG. The entire story can be found in Attachment 10, together with DIALOG's announcement in Chronolog (November 1991, p.91:470).

ERIC/HE RECEIVES OERI FUNDING TO PROCESS DOCUMENTS OF THE "NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE."

The ERIC Clearinghouse on Higher Education has been given OERI funds to process a special collection of policy, program, and curriculum documents.
produced by the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ERIC/HE has developed the following guidelines for the abstractor/indexers working on this project:

HE RIE PROCESSING GUIDELINES FOR THE NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE PROJECT

INST_college originating the program, policy, or curricula; Example: George Washington University, Washington, DC [or] University of Wisconsin, Madison.

NOTE_This report is part of a collection of programs, policies, and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents see HE 000000-HE 000000.

DESC_Higher Education or Community Colleges; Drug Abuse; Alcohol Abuse; Policy Formation; Drug Education; Prevention:

IDEN2_Network for Drug Free Colleges

While the Network has indicated that this project may yield some 600 documents, ERIC/HE has selected only 30 since the project was initiated in January of 1991. Based on what has been seen thus far, the potential for Clearinghouse overlap appears to be limited to JC and CG. That is to say, a few documents have been received describing the substance abuse policies of two junior colleges and others that mention counseling programs as part of the overall effort to curb drug and alcohol abuse. As the collection builds, updates will be provided. In the meantime, if there are questions or comments, please call Judi Conrad (ERIC/HE).

...Jan Burt (HE)

ERIC/HE ATTENDS ANNUAL CONFERENCE OF AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS (AAUA)

The American Association of University Administrators (AAUA) is a professional organization composed of higher education administrators from diverse fields and divisions. Members benefit from professional development opportunities, networking, publications on professional ethics and standards, and the common interests shared with other administrators. AAUA publishes or co-publishes the Journal for Higher Education Management, Administrator’s Update (ERIC/HE co-sponsors this publication) a newsletter called Communique, and policy guidelines including "Professional Standards for Administrators in Higher Education" and "Evaluating College and University Presidents." AAUA also offers professional liability insurance, an administrators’ exchange program, and much more. AAUA is relatively small in size and usually does not offer exhibit areas or information tables for vendors or other interested parties. However, because AAUA’s administrative office is located in George Washington University’s President’s office, we were able to talk our way into getting a table to display our materials and answer questions.

This was our first appearance at the AAUA annual assembly. It was apparent that we were very well received and appreciated. Mildred Garcia (Montclair State University Academic VP & AAUA Board VP) stated that she had been “wanting us to come to AAUA for years...” and she was “glad that we were making a presence this year.” Patricia Hollander (General Counsel of AAUA), echoed Dr. Garcia’s sentiments concerning ERIC, sending a cheery message of “hello and long time no see” to Jon Fife. This year was also a first for a number of AAUA members who were attending from England. They were very curious and picked up a number of materials concerning ERIC and the Clearinghouse.

The exhibit was a great success. Because we had to pick up and move every night, it was very nice to be able to use the disposable display, which we supplemented with plastic stands to display additional materials. The pencils were gone by the second day, and several people asked if we had any more available.

With the exception of an insurance consulting agency from Reston, Virginia, we were the only exhibitor. The ERIC/HE exhibit had significantly more traffic. It’s nice to be almost the only kid on the block!

...Jan Burt (HE)
ERI C/HE ATTENDS THE ANNUAL CONFERENCE OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

On Thursday, June 13, 1991, ERI C/HE and ACCESS ERI C shared an exhibit table at the American Association of University Professors (AAUP) annual conference. AAUP is the only national organization in the United States exclusively serving the interests of all teachers, research scholars, librarians, and counselors at institutions of higher learning. With a membership of 43,000 faculty members in every rank and discipline, AAUP is recognized as the authoritative voice for faculty members. Although their membership nears 50,000, conference attendance is relatively small, with each institution sending a representative to act as proxy for the entire group. Only 1-2 percent of its membership attends the annual conference, thus AAUP does not offer exhibit areas of information tables for vendors or other interested parties.

Over the years, the Clearinghouse has maintained both an informal and formal relationship with AAUP. For example, we have a blanket agreement with the Collective Bargaining Congress (CBC) of the AAUP in which AAUP agrees to send member institution collective bargaining agreements for inclusion in the ERI C database. It was through this formal agreement that the Clearinghouse negotiated an exhibit this year during the Collective Bargaining Congress meeting.

The Director of Collective Bargaining for AAUP is Norman Kopmeyer. We worked with Stephen Finner, who was able to arrange a table for us in the room with the CBC. Because the rest of AAUP was spread out within the hotel, we got permission to place handouts on the registration station table.

Overall, the exhibit was successful. The one major disappointment was that many of the professors felt they could not afford the $15-$17 necessary to purchase one of our monographs during this time of budgetary crisis. However, the free pencils went over well, and we received many words of praise from professors who had used ERI C to complete their dissertations and who were now requiring their students to do the same.

ACCESS ERI C'S NEW "GENERAL" BROCHURE

In November 1991, ACCESS ERI C published a comprehensive new "General" brochure (see Attachment 11). The brochure describes ACCESS ERI C's services, lists its publications, and describes the four referral databases available to the public via GTE Education Services. The brochure also carries an "order card," facilitating the purchase of ACCESS ERI C priced products. Copies are available on request from ACCESS ERI C.

ASHE-ERI C PUBLICATION "THE CAMPUS GREEN: FUND RAISING IN HIGHER EDUCATION" WINS AWARD

Dr. Thomas Pezzullo and Dr. Barbara Brittingham were selected to receive the 1991 Alice Beeman Award for Advancement Writing for their ASHE-ERI C publication, The Campus Green: Fund Raising in Higher Education. The award was presented on July 16, 1991 at the CASE (Council for the Advancement and Support of Education) Annual Assembly in Montreal Canada.

EDRS TRANSMITTAL LETTERS TO STANDING ORDER CUSTOMERS (MAY-SEPTEMBER 1991)

EDRS has taken advantage of the monthly shipments of ERI C microfiche to standing order customers to communicate with these customers via letters of transmittal. These letters cover schedules, microfiche quality, level 2 and 3 lists, invoice formats, price increases, and many other useful matters. These letters represent a relatively new practice by a new EDRS and must be a welcome change for SOC's from the old unaccompanied shipments.
Since the Clearinghouses are each responsible for liaison with ERIC microfiche Standing Order Customers (SOC's) within certain states (or regions of states), it is important for them to be aware of the EDRS messages to SOC's. Attachment 12 consists of the EDRS letters of transmittal, May through September 1991.

...EDRS

ORYX PRESS OFFERS ERIC IDENTIFIER AUTHORITY LIST (IAL)

The Identifier Authority List (IAL) has heretofore been published by the ERIC Facility only in the form of computer-printed "working copies" for internal system use. A certain number of copies were sold to the public via the ERICTOOLS program, but the IAL was never published in a "formal" edition. Oryx Press' market research indicates that the IAL may be a viable commercial product on a larger scale and they plan to offer it. Attachment 13 consists of copies of their marketing letters and a book order form showing the regular and "early bird" prices ($55 and $46.75, respectively).

...Oryx Press

SilverPlatter News

A. SilverPlatter Corrects Mis-Allocations of ERIC Accessions Across the Two Disks

The second quarter 1991 CD-ROM update disk for SilverPlatter mistakenly included some 28,000 accessions, that should have been on the 1982-June 1991 disk, on the 1966-1981 disk. This error was detected by the ERIC Facility as soon as the disk was received and SilverPlatter was notified. Within two weeks SilverPlatter had replaced the disks with all subscribers. The notices that SilverPlatter sent with the replacements are shown as Attachment 14A.

B. Announces Release of OCLC Education Library Database on CD-ROM

As part of the recent strategic alliance between OCLC and SilverPlatter, SilverPlatter has announced the "OCLC Education Library" on CD-ROM. This is a database of some 500,000 items representing the education-related material provided to OCLC by the Library of Congress and other participating libraries. While it consists primarily of books, records also represent theses, data files, newspapers, microforms, manuscripts, and other non-profit materials. (See Attachment 14B).

C. Releases Full Text Product on CD-ROM

Virtually all the major national libraries have ongoing research projects concerning the storage of full-text on optical media. Many of these were reported at the recent (Oct. 27-30) annual meeting of the ASIS. Many of the CD-ROM vendors have early products involving storage of full text on CD-ROM disks, e.g., UMI's Business Periodicals Index. Now SilverPlatter is offering on CD-ROM the full-text equivalent of the SEC Online database, i.e., corporate annual financial reports (10K's, 20F's, etc.), as filed with the SEC (see Attachment 14C).

It is clear that it is only a matter of time until the journals covered by CJE, and the documents covered by RIE, are offered in such vendor products.

DIALOG NEWS

-- ISBN/ISSN Correspondence

The correspondence with DIALOG concerning ISBN/ISSN numbers sheds light on their reasons for making this change (see Attachment 15A).

-- DIALOG RATES FOR ERIC INCREASE (EFFECTIVE NOVEMBER 1, 1991)

DIALOG's HOMEBASE contains a file identified as .ERICR...E that announces that the connect rate for ERIC (File 1) has been increased to $.60 per minute $36 per hour.
Various telecom rates were also increased (see full message below). This increase, from $30 to $36 per hour, represents a 20% increase. According to DIALOG it was done as part of a general policy to periodically review rates that have gone long unchanged and to move rates toward numbers that divide easily by 60 (the minutes in an hour). The upcoming ERIC usage fees may also have contributed to this decision.

Effective November 1, 1991 the connect rate for ERIC (File 1) will be increased to $0.60/per minute ($36 per hour).

Also effective November 1, 1991 are the following Telecom Rate Changes:

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--- PROBLEMS WITH ERIC DISC FOR 1980-SEPTEMBER 1991

The third quarter 1991 CD-ROM update disc from DIALOG exhibited serious problems in that most fields had been mis-identified and mis-labeled before the indexes were generated. For example, the Descriptors were placed in the Target Audience field, abstracts in the Government Level field, etc. Retrieval was obviously chaotic in such circumstances. The Facility detected the problem as soon as the disc arrived and notified DIALOG immediately. Corrected disks were produced and mailed to all subscribers inside two weeks.

--- DIALOG OnDISC SOFTWARE FOR THE APPLE MACINTOSH (INCLUDING FOR OnDISC ERIC)

DIALOG has announced a Macintosh version of the DIALOG OnDisc (see Attachment 15D). This means that all those school locations that have MAC's, but no IBM-compatible PC, will now be able to run the ERIC OnDisc product.

"INTERNATIONAL ERIC"

The InterEd group (composed of ERIC, AEI, BEI, and CEI), met at the ERIC Facility on October 31 and November 1, directly after the annual ASIS meeting. While there was a full two-day agenda, the most important outcome of the meeting was a letter to DIALOG proposing the formation of the InterEd databases into a single identifiable "family" to be known as "International ERIC." We'll let the letter speak for itself (see Attachment 17).
ERIC DIRECTORS MEETING AND NATIONAL FORUM ON RESEARCH, DEVELOPMENT, AND DISSEMINATION

The ERIC Directors Meeting was held in Washington on November 13, 1991, followed immediately by the National Forum on Research, Development, and Dissemination on November 14 and 15, 1991. The Directors Meeting, which usually runs for a day and a half, was highly compressed and this resulted in an active, participatory, and information-rich session. The National Forum introduced Diane Ravitch to many of the participants and featured a strong set of speakers in Ravitch, Thomas James, Eric Cooper, Carl Ball, David Kearns, Brenda Turnbull, and Milton Goldberg. Copies of the agendas for these two meetings appear as Attachments 18 and 19, respectively. The ERIC Facility and EDRS reports presented at the Directors Meeting appear as Attachments 20 and 21, respectively.

...ERIC Facility

ERIC ACQUISITIONS ARRANGEMENTS LIST UPDATE

Included as an appendix to this issue of the EAB is the December 1991 update to the full ERIC Acquisitions Arrangements List, which was sent to all Clearinghouses in August. This update contains the new arrangements, as well as the changes and deletions, received through November 15, 1991. An asterisk has been added to any Level 2 arrangements which have been submitted using the recently approved new reproduction releases form.

...Gail Mathews (Facility)

ERIC DIRECTORS--TOTAL LIST FROM ERIC'S INCEPTION

In connection with recording essential information for any future historical inquiry into ERIC, Ted Brandhorst has prepared a chart depicting all ERIC "Directors" to date, for Clearinghouses, Support Contractors, and Central ERIC. This table has received the benefit of review by all the Clearinghouses involved and is now believed to be an accurate reconstruction of the last 25 years. We take this opportunity to get it "on the record." (See Attachment 22).

...ERIC Facility
ATTACHMENTS
### HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

#### Alphabetical List

<table>
<thead>
<tr>
<th>IDENTIFIER</th>
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<td>(44)</td>
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<td>(34)</td>
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<td>(34)</td>
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<td>(55)</td>
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<td>(32)</td>
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<td>(36)</td>
<td>Blackfeet (Tribe)</td>
<td>(31)</td>
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<td>(33)</td>
<td>Blame</td>
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<td>(57)</td>
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<td>(70)</td>
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<td>(42)</td>
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<td>(62)</td>
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<td>(39)</td>
<td>Business Law * ♦</td>
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<td>(36)</td>
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<td>(35)</td>
<td>Bylaws * ♦</td>
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<td>Aggregation (Data)</td>
<td>(43)</td>
<td>Calendars</td>
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<td>(35)</td>
<td>Calibration</td>
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<td>(32)</td>
<td>Canadian Studies * ♦</td>
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<td>(33)</td>
<td>Caregiver Role</td>
<td>(37)</td>
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<td>(46)</td>
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<td>(71)</td>
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<td>(70)</td>
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<td>(37)</td>
<td>Cause Effect Relationship</td>
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<td>(62)</td>
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<td>(39)</td>
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<td>(53)</td>
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<td>(42)</td>
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<td>(31)</td>
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<td>(74)</td>
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<td>(30)</td>
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<td>(31)</td>
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<td>(62)</td>
<td>Child Protective Services</td>
<td>(31)</td>
</tr>
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<td>(39)</td>
<td>Childrens Writing</td>
<td>(163)</td>
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<td>(38)</td>
<td>Chinese People *</td>
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<td>(56)</td>
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<td>(39)</td>
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<td>(55)</td>
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<td>(30)</td>
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* Carry-overs from Sep87 list.
♦ Carry-overs with fewer than 15 postings since Sep87.
HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

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<td>Curiosity</td>
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<td>(53)</td>
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<td>(119)</td>
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<td>(43)</td>
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<td>(52)</td>
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<td>(35)</td>
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<td>(70)</td>
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## HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

### Alphabetical List

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<td>(33)</td>
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<td>(55)</td>
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<td>(35)</td>
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<td>(93)</td>
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<td>(47)</td>
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<td>(35)</td>
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<td>(49)</td>
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<td>(40)</td>
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<td>(119)</td>
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<td>(36)</td>
<td>English (British)</td>
<td>(38)</td>
</tr>
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<td>(40)</td>
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<td>(131)</td>
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<td>(34)</td>
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<td>(30)</td>
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<td>(71)</td>
<td>Environmental Health ✤</td>
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<td>(39)</td>
<td>Environmental Issues ✤</td>
<td>(60)</td>
</tr>
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<td>(47)</td>
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<td>(64)</td>
<td>Environmental Problems ✤</td>
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<td>(38)</td>
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<td>(30)</td>
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<td>(89)</td>
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<td>(74)</td>
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★ Carry-overs from Sep87 list.
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<td>(130)</td>
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<td>(32)</td>
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<td>(93)</td>
<td>Learning Hierarchies</td>
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<td>(126)</td>
<td>Legal Information</td>
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<td>(43)</td>
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<td>Letters of Recommendation</td>
<td>(37)</td>
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<td>(57)</td>
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<td>(64)</td>
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<td>(32)</td>
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<td>(50)</td>
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<td>(32)</td>
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<td>(78)</td>
<td>Library Procedures</td>
<td>(36)</td>
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<td>(58)</td>
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<td>(31)</td>
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<td>(32)</td>
<td>Life Cycles</td>
<td>(86)</td>
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<td>(77)</td>
<td>Life Expectancy</td>
<td>(33)</td>
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<td>(41)</td>
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<td>(32)</td>
<td>Life Span Development</td>
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<td>(110)</td>
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<td>(44)</td>
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<td>(37)</td>
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<td>(93)</td>
<td>Machine Readable Data</td>
<td>(38)</td>
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<td>(46)</td>
<td>Macroeconomics</td>
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<td>(91)</td>
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<td>(62)</td>
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<td>(30)</td>
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<td>(45)</td>
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<td>Management Styles</td>
<td>(52)</td>
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<td>(247)</td>
<td>Managerial Communication</td>
<td>(31)</td>
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<td>(32)</td>
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<td>Manuscripts</td>
<td>(36)</td>
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* Carry-overs from Sep87 list.
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# HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

## Alphabetical List

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<td>(37)</td>
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<td>(58)</td>
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<td>(38)</td>
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<td>(47)</td>
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<td>Objectivity ♦</td>
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<td>(33)</td>
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1549
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Alphabetical List

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<td>(31)</td>
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<td>(41)</td>
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<td>(51)</td>
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<td>(33)</td>
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<td>(40)</td>
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<td>(34)</td>
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<td>(44)</td>
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<td>(38)</td>
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<td>(54)</td>
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<td>Partnerships In Education</td>
<td>(109)</td>
<td>Prereading Activities</td>
<td>(74)</td>
</tr>
<tr>
<td>Passives</td>
<td>(39)</td>
<td>Press Responsibility</td>
<td>(30)</td>
</tr>
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<td>Peace Education</td>
<td>(41)</td>
<td>Pricing  ⭐</td>
<td>(77)</td>
</tr>
<tr>
<td>Pearson Product Moment Correlation</td>
<td>(90)</td>
<td>Prime Time Television</td>
<td>(42)</td>
</tr>
<tr>
<td>Performance Based Evaluation</td>
<td>(31)</td>
<td>Principal Components Analysis</td>
<td>(32)</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>(44)</td>
<td>Print Awareness  ⭐</td>
<td>(97)</td>
</tr>
<tr>
<td>Periodic Table</td>
<td>(39)</td>
<td>Printed Materials  ⭐</td>
<td>(138)</td>
</tr>
<tr>
<td>Permanency Planning (Foster Care)</td>
<td>(35)</td>
<td>Printmaking</td>
<td>(39)</td>
</tr>
<tr>
<td>Personal Construct Theory ⭐</td>
<td>(54)</td>
<td>Priorities  ⭐</td>
<td>(66)</td>
</tr>
<tr>
<td>Personal Experiences</td>
<td>(92)</td>
<td>Private Industry Councils  ⭐</td>
<td>(64)</td>
</tr>
<tr>
<td>Personnel Files ⭐</td>
<td>(87)</td>
<td>Probabilistic Models</td>
<td>(30)</td>
</tr>
<tr>
<td>Persuasive Strategies</td>
<td>(32)</td>
<td>Process Analysis  ⭐</td>
<td>(54)</td>
</tr>
<tr>
<td>Pets  ⭐</td>
<td>(78)</td>
<td>Process Skills</td>
<td>(44)</td>
</tr>
<tr>
<td>Phenyketonuria</td>
<td>(42)</td>
<td>Procrastination</td>
<td>(31)</td>
</tr>
<tr>
<td>Philosophy of Science</td>
<td>(48)</td>
<td>Product Development</td>
<td>(35)</td>
</tr>
<tr>
<td>Piagetian Research  ⭐ ✦</td>
<td>(40)</td>
<td>Professional Behavior</td>
<td>(32)</td>
</tr>
<tr>
<td>Piagetian Tests  ⭐ ⭐</td>
<td>(77)</td>
<td>Professional Concerns</td>
<td>(69)</td>
</tr>
<tr>
<td>Pictures</td>
<td>(37)</td>
<td>Professional Ethics</td>
<td>(69)</td>
</tr>
<tr>
<td>Pitch (Music)</td>
<td>(32)</td>
<td>Professional Literature</td>
<td>(42)</td>
</tr>
<tr>
<td>Planned Variation  ⭐ ⭐</td>
<td>(36)</td>
<td>Professional Role  ⭐</td>
<td>(94)</td>
</tr>
<tr>
<td>Pluralism</td>
<td>(33)</td>
<td>Professionalism  ⭐ ⭐</td>
<td>(351)</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>(115)</td>
<td>Program Characteristics</td>
<td>(149)</td>
</tr>
<tr>
<td>Policy Implementation</td>
<td>(56)</td>
<td>Program Monitoring</td>
<td>(36)</td>
</tr>
<tr>
<td>Policy Issues</td>
<td>(42)</td>
<td>Program Objectives  ⭐</td>
<td>(63)</td>
</tr>
<tr>
<td>Policy Makers</td>
<td>(35)</td>
<td>Proposed Legislation  ⭐</td>
<td>(178)</td>
</tr>
<tr>
<td>Policy Research</td>
<td>(38)</td>
<td>Prose Learning  ⭐ ⭐</td>
<td>(117)</td>
</tr>
<tr>
<td>Politeness</td>
<td>(54)</td>
<td>Prototypes</td>
<td>(89)</td>
</tr>
<tr>
<td>Political Advertising</td>
<td>(39)</td>
<td>Psychoanalytic Theory</td>
<td>(48)</td>
</tr>
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<td>Political Communication</td>
<td>(78)</td>
<td>Psychological Influences</td>
<td>(35)</td>
</tr>
<tr>
<td>Political Education</td>
<td>(36)</td>
<td>Psychosocial Development  ⭐</td>
<td>(62)</td>
</tr>
<tr>
<td>Political History</td>
<td>(45)</td>
<td>Puberty</td>
<td>(63)</td>
</tr>
<tr>
<td>Political Rhetoric</td>
<td>(88)</td>
<td>Public Access  ⭐ ⭐</td>
<td>(64)</td>
</tr>
<tr>
<td>Political Theories</td>
<td>(31)</td>
<td>Public Broadcasting</td>
<td>(32)</td>
</tr>
<tr>
<td>Polymer Chemistry</td>
<td>(33)</td>
<td>Public Interest</td>
<td>(34)</td>
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* Carry-overs from Sep87 list.
✦ Carry-overs with fewer than 15 postings since Sep87.
<table>
<thead>
<tr>
<th>IDENTIFIER</th>
<th>POSTINGS</th>
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<tbody>
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<td>Public Service Advertising</td>
<td>( 38)</td>
<td>Research Replication</td>
<td>( 31)</td>
</tr>
<tr>
<td>Pupil Control Ideology</td>
<td>( 30)</td>
<td>Research Results ♠</td>
<td>(101)</td>
</tr>
<tr>
<td>Purpose (Composition)</td>
<td>( 55)</td>
<td>Research Trends ♠</td>
<td>( 70)</td>
</tr>
<tr>
<td>Quality Indicators</td>
<td>( 36)</td>
<td>Residuals (Statistics)</td>
<td>( 32)</td>
</tr>
<tr>
<td>Query Negotiation (Library Science)</td>
<td>( 41)</td>
<td>Resource Utilization ♦</td>
<td>( 49)</td>
</tr>
<tr>
<td>Question Types</td>
<td>( 40)</td>
<td>Respiration ♦</td>
<td>( 47)</td>
</tr>
<tr>
<td>Questions □□</td>
<td>(172)</td>
<td>Response Patterns</td>
<td>( 50)</td>
</tr>
<tr>
<td>Quotations</td>
<td>( 37)</td>
<td>Response to Literature</td>
<td>(108)</td>
</tr>
<tr>
<td>Radicalism</td>
<td>( 46)</td>
<td>Retesting</td>
<td>( 35)</td>
</tr>
<tr>
<td>Rank Order</td>
<td>( 51)</td>
<td>Reticence</td>
<td>( 35)</td>
</tr>
<tr>
<td>Ranking ♠</td>
<td>(104)</td>
<td>Retrieval (Memory) ♠</td>
<td>( 71)</td>
</tr>
<tr>
<td>Rare Books ♠</td>
<td>( 58)</td>
<td>Reverse Transfer Students</td>
<td>( 40)</td>
</tr>
<tr>
<td>Rate of Return</td>
<td>( 31)</td>
<td>Revision Processes</td>
<td>( 47)</td>
</tr>
<tr>
<td>Rationality</td>
<td>( 44)</td>
<td>Revisionism</td>
<td>( 33)</td>
</tr>
<tr>
<td>Reader Response Criticism</td>
<td>( 32)</td>
<td>Rhetorical Devices</td>
<td>( 62)</td>
</tr>
<tr>
<td>Readership Analysis ♠</td>
<td>( 71)</td>
<td>Rhetorical Effectiveness</td>
<td>( 56)</td>
</tr>
<tr>
<td>Reading Behavior</td>
<td>( 83)</td>
<td>Rhetorical Stance</td>
<td>( 31)</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>( 57)</td>
<td>Rhetorical Strategies</td>
<td>(177)</td>
</tr>
<tr>
<td>Reading Motivation</td>
<td>(204)</td>
<td>Rhythm ♠</td>
<td>( 62)</td>
</tr>
<tr>
<td>Reality ♠</td>
<td>( 55)</td>
<td>Riddles</td>
<td>( 30)</td>
</tr>
<tr>
<td>Reauthorization Legislation □□</td>
<td>(121)</td>
<td>Risk Management ♠</td>
<td>( 79)</td>
</tr>
<tr>
<td>Recession ♠</td>
<td>( 50)</td>
<td>Risk Taking</td>
<td>( 31)</td>
</tr>
<tr>
<td>Recipes (Food) ♠</td>
<td>( 60)</td>
<td>Rituals ♠</td>
<td>( 68)</td>
</tr>
<tr>
<td>Reciprocal Teaching</td>
<td>( 37)</td>
<td>Rule Application</td>
<td>( 46)</td>
</tr>
<tr>
<td>Reciprocity □</td>
<td>( 66)</td>
<td>Rule Learning ♦</td>
<td>( 65)</td>
</tr>
<tr>
<td>Referential Communication ♠</td>
<td>( 70)</td>
<td>Rules and Regulations ♠</td>
<td>(101)</td>
</tr>
<tr>
<td>Referents (Linguistics) ♠</td>
<td>( 73)</td>
<td>Schema Theory</td>
<td>(129)</td>
</tr>
<tr>
<td>Reflective Teaching</td>
<td>(124)</td>
<td>Scholarly Writing</td>
<td>( 49)</td>
</tr>
<tr>
<td>Reflective Thinking ♠</td>
<td>( 95)</td>
<td>School Culture</td>
<td>( 68)</td>
</tr>
<tr>
<td>Reform Efforts</td>
<td>( 66)</td>
<td>Science Achievement</td>
<td>( 36)</td>
</tr>
<tr>
<td>Refugee Assistance</td>
<td>( 34)</td>
<td>Science Policy ♠</td>
<td>( 53)</td>
</tr>
<tr>
<td>Regional Educational Service Agencies</td>
<td>( 33)</td>
<td>Science Writing</td>
<td>( 47)</td>
</tr>
<tr>
<td>Registers (Linguistics)</td>
<td>( 37)</td>
<td>Screening Procedures</td>
<td>( 41)</td>
</tr>
<tr>
<td>Regulatory Agencies</td>
<td>( 46)</td>
<td>Scripts (Knowledge Structures)</td>
<td>( 34)</td>
</tr>
<tr>
<td>Rehearsal Strategies</td>
<td>( 36)</td>
<td>Search Behavior</td>
<td>( 44)</td>
</tr>
<tr>
<td>Relative Clauses ♠</td>
<td>( 47)</td>
<td>Secondary Analysis ♦</td>
<td>( 46)</td>
</tr>
<tr>
<td>Relativism</td>
<td>( 41)</td>
<td>Secular Humanism</td>
<td>( 39)</td>
</tr>
<tr>
<td>Religious Freedom</td>
<td>( 57)</td>
<td>Selection Tools</td>
<td>( 62)</td>
</tr>
<tr>
<td>Religious Fundamentalism</td>
<td>( 36)</td>
<td>Selective Attention ♦</td>
<td>( 50)</td>
</tr>
<tr>
<td>Reluctant Readers</td>
<td>( 49)</td>
<td>Self Awareness</td>
<td>(113)</td>
</tr>
<tr>
<td>Remote Sensing</td>
<td>( 23)</td>
<td>Self Monitoring ♠</td>
<td>(153)</td>
</tr>
<tr>
<td>Repeated Measures Design □□</td>
<td>( 77)</td>
<td>Self Regulation ♠</td>
<td>( 80)</td>
</tr>
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<td>Repeated Readings</td>
<td>( 43)</td>
<td>Self Report Measures ♠</td>
<td>(105)</td>
</tr>
<tr>
<td>Repetition (Language)</td>
<td>( 34)</td>
<td>Semantic Mapping</td>
<td>( 61)</td>
</tr>
<tr>
<td>Replication ♠</td>
<td>( 49)</td>
<td>Sequences (Mathematics) □□</td>
<td>( 49)</td>
</tr>
<tr>
<td>Requests</td>
<td>( 34)</td>
<td>Service Delivery Assessment</td>
<td>( 35)</td>
</tr>
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<td>Research Priorities</td>
<td>( 31)</td>
<td>Service Utilization</td>
<td>( 37)</td>
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* Carry-overs from Sep87 list.
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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE
CONSIDERED FOR THE ERIC THESaurus

Alphabetical List

<table>
<thead>
<tr>
<th>IDENTIFIER</th>
<th>POSTINGS</th>
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<td>(37)</td>
<td>Structuralism ★ ★</td>
<td>(56)</td>
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<td>Shelters</td>
<td>(50)</td>
<td>Structure of Intellect ★</td>
<td>(61)</td>
</tr>
<tr>
<td>Single Subject Research Design</td>
<td>(50)</td>
<td>Structure of Knowledge ★</td>
<td>(39)</td>
</tr>
<tr>
<td>Site Visits ★ ★</td>
<td>(57)</td>
<td>Student Surveys</td>
<td>(66)</td>
</tr>
<tr>
<td>Situational Variables ★ ★</td>
<td>(81)</td>
<td>Stylistics ★</td>
<td>(51)</td>
</tr>
<tr>
<td>Slang</td>
<td>(35)</td>
<td>Subjectivity ★</td>
<td>(52)</td>
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<tr>
<td>Small Group Communication ★</td>
<td>(73)</td>
<td>Sudden Infant Death Syndrome</td>
<td>(33)</td>
</tr>
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<td>Small School Districts</td>
<td>(40)</td>
<td>Summarization ★</td>
<td>(102)</td>
</tr>
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<td>Smokeless Tobacco</td>
<td>(35)</td>
<td>Support Services</td>
<td>(43)</td>
</tr>
<tr>
<td>Social Comparison ★</td>
<td>(67)</td>
<td>Support Systems</td>
<td>(136)</td>
</tr>
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<td>Social Learning Theory</td>
<td>(53)</td>
<td>Survival Competencies</td>
<td>(35)</td>
</tr>
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<td>(36)</td>
<td>Survival Language</td>
<td>(34)</td>
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<tr>
<td>Social Policy ★</td>
<td>(68)</td>
<td>Survival Skills ★ ★</td>
<td>(68)</td>
</tr>
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<td>Social Security ★</td>
<td>(155)</td>
<td>Syllogistic Reasoning</td>
<td>(30)</td>
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<td>Social Security Benefits</td>
<td>(41)</td>
<td>Symbolic Interactionism</td>
<td>(30)</td>
</tr>
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<td>Sociologists</td>
<td>(38)</td>
<td>Symbolic Representation</td>
<td>(34)</td>
</tr>
<tr>
<td>Sociometric Status</td>
<td>(46)</td>
<td>Synergy</td>
<td>(34)</td>
</tr>
<tr>
<td>Socratic Method</td>
<td>(52)</td>
<td>Synonyms ★</td>
<td>(44)</td>
</tr>
<tr>
<td>Southeast Asians</td>
<td>(70)</td>
<td>Syntactic Complexity</td>
<td>(38)</td>
</tr>
<tr>
<td>Soviet Education</td>
<td>(37)</td>
<td>Syntactic Maturity ★</td>
<td>(38)</td>
</tr>
<tr>
<td>Spanish Surnamed ★ ★</td>
<td>(35)</td>
<td>T Test</td>
<td>(51)</td>
</tr>
<tr>
<td>Speaking Writing Relationship ★</td>
<td>(82)</td>
<td>T Units</td>
<td>(36)</td>
</tr>
<tr>
<td>Special Interest Groups</td>
<td>(49)</td>
<td>Target Populations</td>
<td>(31)</td>
</tr>
<tr>
<td>Speech Communication Education</td>
<td>(99)</td>
<td>Task Force Approach ★</td>
<td>(65)</td>
</tr>
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<td>Speech Perception</td>
<td>(46)</td>
<td>Tax Exemptions ★</td>
<td>(50)</td>
</tr>
<tr>
<td>Spelling Growth</td>
<td>(47)</td>
<td>Tax Limitations</td>
<td>(30)</td>
</tr>
<tr>
<td>Spinal Cord Injuries</td>
<td>(32)</td>
<td>Teacher Candidates</td>
<td>(53)</td>
</tr>
<tr>
<td>Sponsored Research ★ ★</td>
<td>(50)</td>
<td>Teacher Competency Testing</td>
<td>(46)</td>
</tr>
<tr>
<td>Sponsors</td>
<td>(39)</td>
<td>Teacher Knowledge</td>
<td>(59)</td>
</tr>
<tr>
<td>Spontaneous Speech ★</td>
<td>(47)</td>
<td>Teacher Librarians</td>
<td>(30)</td>
</tr>
<tr>
<td>SQ3R Study Formula</td>
<td>(54)</td>
<td>Teacher Researcher Cooperation</td>
<td>(30)</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>(35)</td>
<td>Teacher Researchers</td>
<td>(137)</td>
</tr>
<tr>
<td>Standard Setting ★</td>
<td>(111)</td>
<td>Teacher Stress</td>
<td>(36)</td>
</tr>
<tr>
<td>Standardization ★ ★</td>
<td>(82)</td>
<td>Teacher Student Conferences ★★</td>
<td>(66)</td>
</tr>
<tr>
<td>State Aid Formulas ★ ★</td>
<td>(40)</td>
<td>Teacher Surveys</td>
<td>(61)</td>
</tr>
<tr>
<td>State Governors</td>
<td>(47)</td>
<td>Technical Assistance Centers ★★</td>
<td>(43)</td>
</tr>
<tr>
<td>State Role</td>
<td>(38)</td>
<td>Technical Communication</td>
<td>(121)</td>
</tr>
<tr>
<td>States (Geopolitical Regions)</td>
<td>(32)</td>
<td>Technical Language</td>
<td>(31)</td>
</tr>
<tr>
<td>Status Offenders ★ ★</td>
<td>(49)</td>
<td>Technological Change</td>
<td>(52)</td>
</tr>
<tr>
<td>Sterilization</td>
<td>(37)</td>
<td>Television Criticism</td>
<td>(55)</td>
</tr>
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<td>(35)</td>
<td>Television Networks</td>
<td>(63)</td>
</tr>
<tr>
<td>Story Content</td>
<td>(33)</td>
<td>Television News</td>
<td>(107)</td>
</tr>
<tr>
<td>Story Telling by Children</td>
<td>(36)</td>
<td>Temporary Employment</td>
<td>(38)</td>
</tr>
<tr>
<td>Story Writing</td>
<td>(59)</td>
<td>Test Batteries ★ ★</td>
<td>(65)</td>
</tr>
<tr>
<td>Strategic Behavior</td>
<td>(36)</td>
<td>Test Retest Reliability</td>
<td>(40)</td>
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<td>Strategy Training</td>
<td>(35)</td>
<td>Test Specifications ★ ★</td>
<td>(40)</td>
</tr>
<tr>
<td>Stress (Biological) ★</td>
<td>(77)</td>
<td>Testimony ★ ★</td>
<td>(45)</td>
</tr>
</tbody>
</table>

★ Carry-overs from Sep87 list.
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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

<table>
<thead>
<tr>
<th>IDENTIFIER</th>
<th>POSTINGS</th>
<th>IDENTIFIER</th>
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</thead>
<tbody>
<tr>
<td>Text Design</td>
<td>( 39)</td>
<td>Video Technology</td>
<td>( 62)</td>
</tr>
<tr>
<td>Text Factors</td>
<td>(210)</td>
<td>Vocalization ★</td>
<td>( 63)</td>
</tr>
<tr>
<td>Text Learning</td>
<td>( 34)</td>
<td>Voice (Rhetoric)</td>
<td>( 83)</td>
</tr>
<tr>
<td>Text Organization</td>
<td>( 44)</td>
<td>Volcanoes</td>
<td>( 31)</td>
</tr>
<tr>
<td>Text Processing (Reading)</td>
<td>( 76)</td>
<td>Voting Behavior</td>
<td>( 51)</td>
</tr>
<tr>
<td>Textual Analysis ★</td>
<td>( 90)</td>
<td>Walking</td>
<td>( 33)</td>
</tr>
<tr>
<td>Theology</td>
<td>( 31)</td>
<td>Weapons</td>
<td>( 36)</td>
</tr>
<tr>
<td>Theoretical Analysis ★</td>
<td>(101)</td>
<td>Weaving</td>
<td>( 32)</td>
</tr>
<tr>
<td>Theoretical Orientation</td>
<td>( 41)</td>
<td>Weeding (Library) ★</td>
<td>( 53)</td>
</tr>
<tr>
<td>Theory Development **</td>
<td>(167)</td>
<td>Weight Loss</td>
<td>( 35)</td>
</tr>
<tr>
<td>Three Parameter Model</td>
<td>(111)</td>
<td>Weighted Term Searching</td>
<td>( 47)</td>
</tr>
<tr>
<td>Thresholds</td>
<td>( 31)</td>
<td>Wellness ★</td>
<td>( 55)</td>
</tr>
<tr>
<td>Time Series Analysis ★★</td>
<td>( 76)</td>
<td>West Indians</td>
<td>( 98)</td>
</tr>
<tr>
<td>Time Studies</td>
<td>( 31)</td>
<td>Wilderness Education Programs ★★</td>
<td>( 47)</td>
</tr>
<tr>
<td>Titles</td>
<td>( 33)</td>
<td>Womens Literature</td>
<td>( 46)</td>
</tr>
<tr>
<td>Tolerance</td>
<td>( 39)</td>
<td>Word Order ★</td>
<td>( 58)</td>
</tr>
<tr>
<td>Topic Selection</td>
<td>( 54)</td>
<td>Words</td>
<td>( 33)</td>
</tr>
<tr>
<td>Total Physical Response</td>
<td>( 44)</td>
<td>Workplace Literacy</td>
<td>(148)</td>
</tr>
<tr>
<td>Trade Books</td>
<td>(121)</td>
<td>World Order</td>
<td>( 31)</td>
</tr>
<tr>
<td>Training Effectiveness</td>
<td>( 45)</td>
<td>Writing Conferences</td>
<td>( 46)</td>
</tr>
<tr>
<td>Training Needs</td>
<td>( 88)</td>
<td>Writing Contexts</td>
<td>(229)</td>
</tr>
<tr>
<td>Transcription</td>
<td>( 39)</td>
<td>Writing Development</td>
<td>(171)</td>
</tr>
<tr>
<td>Triangulation</td>
<td>( 34)</td>
<td>Writing Functions</td>
<td>( 36)</td>
</tr>
<tr>
<td>Tribally Controlled Education</td>
<td>( 30)</td>
<td>Writing Groups</td>
<td>( 35)</td>
</tr>
<tr>
<td>Truth</td>
<td>( 35)</td>
<td>Writing Models</td>
<td>( 71)</td>
</tr>
<tr>
<td>Tuition Benefit Programs ★★</td>
<td>( 53)</td>
<td>Writing Style</td>
<td>( 92)</td>
</tr>
<tr>
<td>Turn Taking</td>
<td>( 47)</td>
<td>Writing Tasks</td>
<td>( 93)</td>
</tr>
<tr>
<td>Tutorial Mode ★★</td>
<td>( 37)</td>
<td>Writing to Learn</td>
<td>( 31)</td>
</tr>
<tr>
<td>Two Parameter Model</td>
<td>( 42)</td>
<td>Writing Topics</td>
<td>( 65)</td>
</tr>
<tr>
<td>Type I Errors ★</td>
<td>( 91)</td>
<td>Zero Base Budgeting</td>
<td>( 55)</td>
</tr>
<tr>
<td>Typography ★</td>
<td>( 69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncertainty ★</td>
<td>( 66)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidimensional Scaling</td>
<td>( 33)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidimensionality (Tests)</td>
<td>( 54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union Rights ★</td>
<td>( 98)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of Analysis Problems ★★</td>
<td>( 42)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Affiliated Facilities</td>
<td>( 32)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User Characteristics</td>
<td>( 32)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User Cordial Interface ★</td>
<td>(103)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User Fees</td>
<td>( 46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User Preferences</td>
<td>( 34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User Training</td>
<td>( 38)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses and Gratifications Research</td>
<td>( 31)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value Added</td>
<td>( 53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variables</td>
<td>( 36)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance (Statistical)</td>
<td>( 88)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendors ★★</td>
<td>(176)</td>
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<thead>
<tr>
<th>Paper Copy (PC)</th>
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<td>$8.17</td>
<td>$5.07</td>
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</tr>
<tr>
<td>331-500 MF or 151-225 PC (Pages)</td>
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<tr>
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<td>$3.04</td>
<td>$5.50</td>
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<td>$5.31</td>
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<td>671-840 MF or 501-375 PC (Pages)</td>
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<tbody>
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<tr>
<td>8-19 Microfiche: $2.52</td>
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<tr>
<td>20-30 Microfiche: $2.75</td>
</tr>
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<td>31-42 Microfiche: $2.98</td>
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<td>43-54 Microfiche: $3.21</td>
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<td>55-67 Microfiche: $3.44</td>
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</table>

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E-MAIL

Instructions for Entering and Exiting E-Mail

TO ENTER E-MAIL

The black screen means you are in DOS.

At the "C" Prompt, Type CD/SCOM

Type SCOM again.

The Smartcom Blue Screen comes up. Select:

1 (One) Begin Communication
0 ("Oh") Originate
W Enter Whatever Label Designates E-Mail in your Communication Directory.

Modem "Waiting," then "Dialing,"

"Please enter first and last name"

Kevin Arundel/CERIC

"Your Name is 'Kevin Arundel/CERIC'. Is that Correct?"

Y

"Password?"

Type Your Password. [It will not appear on the screen.]

E-mail menu appears. Proceed, e.g., ".MSG to read messages, ".ENT" to enter a message.

TO EXIT E-MAIL

Get to "Command" mode (>) rather than "Message" mode (?), either by reading last message available or by typing A "Abort" after last message read.

Type .BYE
Hit F1 (to get back to menu)
Hit 0 (Zero) to end session
Hit E E (to exit E-Mail)
A Conversation With Diane S. Ravitch

New O.E.R.I. Head Sees Top Priority Ways To Marry Research and Practice

Diane S. Ravitch, the well-known education historian, was sworn in last week as assistant U.S. secretary of education for educational research and improvement and counselor to the secretary.

The author of numerous books and articles, most recently The American Reader, an anthology of writings and speeches that illustrate American history, Ms. Ravitch has been a leading voice in the debates over history instruction, multicultural education, and other issues.

She also served as a principal author of California's new curriculum framework in history and social studies, and as co-director of a study sponsored by the National Academy of Education that set an agenda for education research. The academy's study, "Research and the Renewal of Education," was released this month.

Approved unanimously by the Senate Labor and Human Resources Committee and the full Senate, Ms. Ravitch's nomination comes as the Bush Administration has pledged a major research initiative as part of its education strategy, America 2000. But these efforts have also sparked some concern in the Congress, which has moved to restrict the ability of the office of educational research and improvement to act on the strategy without Congressional approval.

Speaking on her first full day on the job, Ms. Ravitch discussed her agenda with Associate Editor Robert Rothman.

Q. The new National Academy of Education study, which you co-directed, called for a major increase in funding for research and a greater emphasis on comprehensive studies. Now that you are in a position to make policy, how do you plan to implement those recommendations?

A. The main thing that came out of that report was that there is a sense of vision needed. I'm going to try to bring what I see as a comprehensive strategy to research: connecting research to practice.

One of the lessons of the study is that research and practice should be tied together. Researchers should be asking all the time: Why are we doing this? What can it bring to practice? I will be asking those questions, and I will encourage people at O.E.R.I. to be asking them, too.

Q. Do you share the priorities for the research agenda listed in the academy's report (including active learning over the lifespan, assessment, bolstering achievement of underserved groups, school organization, and connecting research to teaching)?

A. I don't know whether I can say those are exactly mine. I'm now in a different situation. There are specific things I want to accomplish, [however].

I want to initiate a dynamic program of disseminating research findings. I see this today as one of the urgent priorities O.E.R.I. has. We know a lot, but it's not getting across. We need to make clear what we know, and bring it to much broader audiences.

I envision a dynamic program of developing videotapes, audiotapes, and interactive software, all the technology necessary to communicate today. This is something we do not now have. The need is not to produce more reports, but to find other media to disseminate research findings. In the past, what was considered a success was to reach tens of thousands. I will consider it a success if we reach tens of millions. We've never had that goal.

The ability to do this depends on getting an increase in funding. It is not presently in our budget. I can't say whether I can turn it around. But I will make the case, and say the purpose of additional money is for new research, and be visionary in how we communicate it to the general public.

Q. Is disseminating knowledge the major problem, or is there also a need to create new knowledge?

A. There is some knowledge that needs developing, but we have not had the funding to communicate it. There is a lot of knowledge here, in the public domain, but it has not been put in formats in which people can understand it and use it.

There is also an ongoing commitment to develop new knowledge.
Dear Colleagues:

A number of people have asked me about my priorities as Assistant Secretary for Educational Research and Improvement. I thought that I should communicate them first to you, the professional staff of OERI. What people do and believe is clearly a product of their own experience, and you are entitled to know where I am coming from.

I have spent my professional life as a researcher and a writer. I am dedicated both to understanding education and to communicating my findings to a larger public.

As I went through the confirmation process, I met with the staff of several Senators. I assured them, as I assure you, that my first commitment is to the highest standards of professionalism. I believe in the value of educational research, and I want to see it nurtured and strengthened in the service of improvement. I believe that educational research that is funded by the public must benefit the public and must be transmitted in ways that reach the people who can use it for the public weal.

During the many weeks while I studied OERI and thought about how I might contribute to its work, I evolved the following principles:

1. We will focus our programs and activities towards supporting the national goal: America 2000. We will seek clear linkages between research and practice and will ask about each activity: Why are we doing this? What will it accomplish? Who will benefit? Will it help solve a pressing educational problem? How?

2. We will seek to strengthen research through rigorous evaluations.

3. We will vigorously develop research syntheses, in order to assist larger numbers of people to understand research findings. We will engage in a dynamic program of dissemination and communication of research findings through video, audio, and interactive software. We will target specific audiences: researchers, policymakers, practitioners, parents, and students. Some products will be aimed at an audience of thousands (e.g., researchers, policymakers); others will be aimed at an audience of millions (e.g., teachers, parents, students).

I am interested in your reactions. And I welcome your help.

Diane Ravitch
Assistant Secretary

WASHINGTON, D.C. 20208-
AMERICA 2000 is on the move...

There are a thousand good ways to become a part of AMERICA 2000. Our nation's greatness is based on the simple fact that not only is every individual different, but every state and every community in America is different too. The AMERICA 2000 framework recognizes that what your community wants to be, and how you get there, is totally up to you and your neighbors.

The President has challenged every neighborhood, town and city in the nation to become an AMERICA 2000 community by adopting the six National Education Goals; developing a community-wide strategy to achieve them; designing a report card to measure results; and planning and supporting a "break the mold" New American School.

Together, we can meet the ambitious goals the President and the nation's governors have set for us. It will happen one community at a time, one AMERICA 2000 Community at a time.

Lamar Alexander
Secretary of Education

States sign on to education strategy; President Bush addresses nation

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000. Also, President Bush gave a "State of American Education" speech September 3 in Maine, where he launched MAINE 2000 with Gov. John McKernan (R). "Momentum is building," said Michael Jackson, the head of AMERICA 2000 at the U.S. Department of Education. "We are here to help all communities as they plan their own efforts and find their own ways of transforming their schools."

On August 22, Oregon joined Colorado as one of the first states to accept the AMERICA 2000 challenge to transform its schools, community by community. "Oregon is ready to make dramatic changes...to meet the state's ambitious benchmark for our schools and our students," said Oregon Governor Barbara Roberts (D).

Education Secretary Lamar Alexander lauded Oregon's leader for taking "bold bipartisan action" to help each community achieve the National Education Goals.

"Oregon 2000 is the way for Oregon to help itself over the next several years move toward the National Education Goals, but to do it Oregon's way," Alexander said.

Other recent AMERICA 2000 activities are:

A TULSA 2000 was launched August 23. Sen. Don Nickels (R), Mayor Roger Randle (see States, on reverse.)

Public strongly supports AMERICA 2000

By overwhelming margins, the American public supports the six National Education Goals and virtually every aspect of AMERICA 2000, a new national survey shows.

According to the 1991 Gallup/Phi Delta Kappa poll, which is recognized as the most comprehensive survey of American attitudes on education issues, the public is solidly behind the Bush administration strategy.

Among the poll's major findings:

Accountability—By a margin of better than 3 to 1, the public favors "report cards" showing how much progress schools are making in reaching the National Education Goals. (see Support, on reverse.)

How important is each factor to the nations future?

"Very Important"

Best educational system 88%

Most efficient industry 65%

Strongest military 47%

Gallup/Phi Delta Kappa
Support continued

American Achievement Tests—77 percent of the people favor national tests to measure academic achievement.

Choice of Schools—By nearly a 2 to 1 margin, Americans favor allowing students and parents to choose which public schools the students attend.

Rewarding teachers—69 percent of the public favor rewarding particularly effective teachers.

Extending the school year and the school day—For the first time, the poll found that a majority of Americans—51 percent—favor extending the school year. The public is split on whether to lengthen the school day. Forty-eight percent of the people oppose the idea while 46 percent are in favor of it.

States continued

and Secretary Alexander attended the kickoff. The Oklahoma City Education Round Table met Aug. 23 to consider plans for OKLAHOMA CITY 2000. COLORADO 2000 Communities are following up the launch of COLORADO 2000 and the statewide teleconference by holding community town meetings to begin developing a strategy and a report card for measuring progress toward the goals.

Notes...

▲ The President will join Education Secretary Alexander and the nation’s governors on September 4 for the first AMERICA 2000 Daily Conference Call. Each day Secretary Alexander will listen in as Governors and other AMERICA 2000 leaders report progress toward the National Education Goals.

▲ MARYLAND 2000 will be launched on September 5 by Governor Donald Schaefer (D) and legislative leaders, with the help of the First Lady, four cabinet secretaries, and Deputy Secretary of Education David Kearns. On the same day, Secretary Alexander and five other cabinet secretaries will join Governor Ben Nelson (D) education and business leaders to kick off NEBRASKA 2000 and OMAHA 2000.

▲ A recent USA Today poll found that 28 out of 37 governors support the AMERICA 2000 strategy and think it will work.

and Quotes:

▲ OREGON 2000 is “intended to get people thinking differently before we spend money,” says Oregon Governor Barbara Roberts (D).

▲ The Memphis Commercial Appeal writes that being a part of AMERICA 2000 “will be much more than a ‘feather in the cap.’ It will be a chance to do something concrete about reform instead of just talking about it.”

▲ Ted Marchese in Change: “AMERICA 2000 could be education’s chance for a breakthrough.”

▲ LEHIGH VALLEY 2000 was formed August 16 by the Lehigh Valley Business-Education Partnership.

▲ The Brenham Education Strategy Team introduced AMERICA 2000 to Brenham, Texas. The team plans to adopt the National Education Goals and create a New American School.

▲ The New American Schools Development Corporation met August 26 and 27 in the first of three design conferences to solicit input on the bidding process the corporation will use to select design teams. The teams will help communities create “break the mold” schools for tomorrow’s students. More than 500 scholars, business people, civic leaders and educators attended the first session. A second will be held Sept. 13 in Los Angeles.

For more information about the design competition, write the corporation at 1000 Wilson Boulevard, Suite 2710, Arlington, Virginia 22209.
MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO: Milt Goldberg, Director, OR
      Nelson Smith, Director, PIP
      Margo Anderson, Acting Director, FIRST
      Anne Mathews, Director, LP
      Senior Program Managers
      OERI Project Officers

FROM: Dick Ha
      Deputy Assistant Secretary
      for Operations

SUBJECT: Project Management Information System (PMIS)

Since 1980, OERI has operated and maintained a Project Management Information System (PMIS), which was designed to serve as a comprehensive on-line database of information on educational research, improvement, statistical, and library projects funded by OERI. The system contains abstracts and descriptive characteristics as well as financial and administrative data for over four thousand projects.

Operations is currently engaged in an effort to update the PMIS database with comprehensive, current information on OERI projects funded in Fiscal Years 1989 through 1991. Our intent is to restore and maintain the quality of what is taken for granted in most research agencies as a basic, essential reference tool—a computerized system to provide the Office of the Assistant Secretary and each of OERI's program offices with an up-to-date picture of the project activities which we currently support. We expect to assemble a database which will be used to produce briefing materials for the incoming Assistant Secretary, as well as quick responses to information requests from Congress, OPBE, and the AMERICA 2000 staff.

We envision a system which can produce up-to-date catalogs on the National Education Goals and a variety of other topics, and which will give each OERI unit, if not all of OERI's institutional monitors, on-line access to a searchable database of all of OERI's current projects. It would allow researchers developing proposals and OERI staff reviewing them to avoid duplication of effort, identify research gaps, and contact peers engaged in related work. It would supplement ERIC literature searches by providing early information on work in progress before findings are published or posted to ERIC.

In the last two years, significant progress has been made toward these goals. Coverage has been expanded with the addition of several hundred FIRST and Library Programs projects. NDN, ERIC, and LEAD projects have been brought up to date. To improve Lab and Center information, language was included in the Lab/Center recompetition requiring each institution to regularly submit project updates. The data entry burden has been eased by dropping non-essential information elements and reducing the input form from eight pages to four. The PC-based system can be installed in program offices to enable staff to directly enter and update their project descriptions, as well as to run searches and produce reports.
The ERIC Facility has been retained to professionally index each project using a customized subset of the ERIC Thesaurus. The system is also able to classify and report projects according to the National Education Goals they address. Desktop-published catalogs can be produced on selected topics. The database can be made available on-line for keyword and full-text searches through OERI's Toll-Free Bulletin Board, which is accessible through the Department's Local Area Network as well as nationally via two toll-free telephone lines (Access can be restricted as appropriate). Plans for the Institutional Communications Network (INet) propose that PMIS be the first database made available on the network.

The success of the system depends on cooperation between the program managers and project officers in OR, PIP, LP, and FIRST and the staff of the Education Information Resources Division (EIRD) who operate the PMIS system. Each program office should appoint an individual as PMIS liaison to work with PMIS staff and project officers to collect and enter information on new, missing, active, and completed projects. With your assistance, we will be able to compile complete, up-to-date information on FY 1989-91 projects by the end of October, 1991.

Project officers will be expected to provide information on new and missing projects, update active projects with continuation funding and significant changes, and close out completed projects with information on products and accomplishments. During the catch-up process for FY 1989-91 projects, project officers will also be expected to identify the National Education Goals addressed by each project, and to ensure that existing project descriptions are suitable for the system’s intended audiences.

Ella Jones and Keith Stubbs will contact each Senior Program Manager within the next two weeks to set up an orientation meeting and provide reports of the information which PMIS currently contains on each program office’s projects.
Meeting Information Needs

The proliferation of journals and their increased costs led to serious worldwide information problems for scientists. For researchers living in the United States an information glut arose that has been alleviated in part by the ability to use computers in sifting information from electronic databases. On-line searches have been supplemented by compact disc–read only memory (CD-ROM), which can store the equivalent of hundreds of books on a single disc.

A completely different situation prevails in many other countries, particularly those of the sub-Saharan region of Africa, where information poverty exists. For a decade or more, many of the university libraries of the region have found it difficult or impossible to obtain the funds necessary to pay for scientific journals.

The AAAS has coordinated a cooperative effort to provide journal subscriptions for key libraries of the sub-Saharan region. In the effort many of the major scientific societies affiliated with AAAS have supplied current copies of their journals at low or no cost. Nonaffiliated societies have also participated. Program costs have been provided by grants from the Carnegie Corporation, the Ford Foundation, and the Agency for International Development. The Ford Foundation grant has enabled AAAS to work with the American Council of Learned Societies to increase social science participation as well as to include the humanities.

The Journal Distribution Program provides subscriptions to more than 200 scientific, engineering, and other scholarly journals for some 175 university and research libraries in 35 countries. To ensure an optimal match between journals and recipient institutions, AAAS formed an advisory committee that includes people knowledgeable about academic conditions in sub-Saharan Africa. This counsel is supplemented by frequent visits of AAAS staff to the region where the advice of key individuals is also obtained.

The donating societies send bundles of their journals to AAAS headquarters. They are then sorted to form packages addressed to the various institutions in Africa. Air transport to the specific countries follows. Delivery of the journals is often speedier than that of letters.

Very few sub-Saharan libraries have the necessary funds to support on-line searches of databases. The use of CD-ROM is only beginning there, but it should prove to be of major usefulness. An example of the potential of CD-ROM for sub-Saharan Africa is provided in a recent article by Jane K. Meyers† who describes her experience during 3 years in developing a network of libraries in Malawi. Her observations were based mainly on the use of the SilverPlatter version of the AGRICOLA database produced by the National Agricultural Library. The database includes bibliographic citations of recent findings and also research dating back to 1970. Research relevant to tropical agriculture is carried on in many places around the world, including the southern United States. The libraries in Malawi had substantial amounts of the literature cited in AGRICOLA so that document delivery was not a problem after identification of relevant material using CD-ROM. Users soon exploited the new opportunity. Traffic at libraries increased fourfold. The status of librarians was much enhanced. The value of automated databases was recognized by policymakers and engendered national efforts to create bibliographic databases based on research conducted in Malawi.

Although only a handful of major university and research libraries have been able to acquire CD-ROM drives to date, a recent AAAS survey of computer and CD-ROM capabilities in African university and research libraries† demonstrates that these numbers are increasing. Hardware costs are not great, particularly for those libraries that already have a microcomputer, but subscriptions to the CD-ROM databases themselves are a major expense.

The AAAS has a role to play in this arena, just as it was able to take the initiative in sending print journals to African libraries in need of them. The Journal Program is now providing a small number of full-text medical journals on CD-ROM to ten African libraries and would be pleased to hear from other CD-ROM publishers interested in donating subscriptions to their electronic databases. In addition, the AAAS will continue to monitor and analyze the environment for information technologies in sub-Saharan Africa, including the possibility of mastering compact discs based on indigenous research conducted there.—PHILIP H. ABELSON

†J. K. Meyers, CD-ROM Librarian 6 (no. 7) (July/August 1991).
Access and Availability

The Public's Access to Government's Electronic Information: Perspectives, Players and Positions

by Lois F. Lunin

A successful democracy depends on an informed and educated public. So said Thomas Jefferson. Today's electronic information technologies make it possible for people to access government information quickly and easily, regardless of location. But is the information readily available to them? And at what cost? Is it all the information or only a fraction of what is wanted? And what are federal agencies' collection and dissemination policies? Do those policies include using the private sector to disseminate the information?

Access and availability are controversial topics. The controversy stems from the Office of Management and Budget (OMB) Circular A-130, "The Management of Federal Information Resources," the basic information policy document of the executive branch of government. Recently, A-130 has been undergoing revision. One's view in the ongoing debate depends upon the information role—user or provider or defender of the faith. The revision of the Circular is not yet out; it may be just a few weeks or a few months before it is released for public comment.

Perspectives

A-130 is a guideline document that influences the day-to-day execution of information policy, a policy set by the Paperwork Reduction Act. Essentially OMB determines the ability of federal agencies to collect, disseminate and archive information. In revising A-130, OMB says it will give first priority to the Circular's treatment of information dissemination policy.

A-130 is many things to many people. Many concerned constituencies see the chief issue as public access to government information. These constituencies include the library community, information industry, public interest groups, publishers, the press and foundations. Among the issues are:

- How assertive should agencies be in providing public access to their information holdings?
- Should they give their electronic information products to the federal depository library system?
- Should they levy user charges for information products?
- Should information be transferred to industry to disseminate?

These topics, among others, will be addressed in this special section of the Bulletin of the American Society for Information Science, which was stimulated by the April workshop on "Access and Availability: Making the Government's Information Public," held in Washington, DC, and co-sponsored by the ASIS Potomac Valley Chapter.

Views from the Workshop

Librarians. Librarians have been highly critical of A-130's emphasis on organizations in the private sector as agents of dissemination for federal government information. Librarians feel strongly that executive branch agencies should provide free copies of their electronic information products to the federal library program, which is run by the Government Printing Office (GPO). They particularly want the depositories to have free access to federal online database services.

Lynne McCoy, representing the Special Libraries Association at the spring workshop, agreed that government information should not be part of the profit-driven motive. Anne Heanue, American Library Association, suggested that the GPO become a one-stop shopping center for access to databases.

Speaker Bruce Kennedy, a lawyer and librarian, advised librarians to resist changes that hobble access, reassess dialogue with officials and the public and advocate open access in libraries to the public.

Industry. The principal voice from the information industry on these issues is that of the Information Industry Association (IIA). The industry wants recognition that much government information reaches the public through the value-added products that industry supplies.

When IIA member companies see an agency going into the marketplace with government-subsidized products that undercut private firms, they want ways to stop what they consider unfairly competitive practices. When agencies refuse to sell their databases to protect their OMB position, industry wants to be able to register grievances.

Public Interest Groups. Between the librarians and industry, but with an interest in each, are public interest research groups, such as OMB Watch, American Civil Liberties Union, National Security Archives, the American Society of Access Professionals and others. While these organizations are concerned with the same kinds of issues, they focus more on the processes for public participation in government information policy decision making. As Timothy Sprehe, principal author of Circular A-130 while at OMB, put it, "These groups stand ... for public access to government information, but are less wedded to specific institutional arrangements, such as the depository.
libraries, and less worried about protecting a level playing field for competition."

Press. Also included in the debate on access to government information is the press. Scott Armstrong, investigative journalist and founder of National Security Archives, emphasized that journalists need to explain the information they find, not just report it. Citizens have a right to redress, but cannot rectify grievances unless they have knowledge of what is going on. He urges an alliance of librarians and journalists to work together.

OMB. Robert N. Veeder, acting director of OMB, Office of Information Policy and Regulatory Affairs, told workshop participants that although the Paperwork Reduction Act addresses policy for dissemination of information, he wants to make dissemination more active, while decreasing emphasis on the private sector as a distributor and emphasizing user-friendly electronic dissemination.

Freedom of Information. Many of the issues associated with access to and availability of government’s electronic information could be addressed through changes in the Freedom of Information Act (FOIA). Senator Patrick Leahy (D-VT) plans to introduce a bill proposing FOIA amendments that would address some of the issues and problems associated with access to information stored in electronic forms. Here the issue of formats arises frequently. Congress has not yet decided whether agencies should provide information sought under the FOIA in electronic media when tape or disk, rather than paper, is requested. The intent of the amendments is to update the act to make it responsive to the electronic world.

Special Section: Access and Availability

Following up on many of the directions the discussion took at the important workshop on access and availability, representatives from several of the sectors involved in the debate have provided their perspectives on the issues for this special section of the Bulletin.

Paul P. Massa, Congressional Information Service, expresses a publisher’s point of view of the government information issues. Jane E. Kintley of the Reporters Committee for Freedom of the Press explains the need of reporters to gain access to information in order to keep the public informed. And from foundations, Martha A. Toll, attorney and consultant, expresses a growing concern for enhancing public access to government information. Finally, Thomas R. Kochtanek provides a look at the Freedom of Information Center at the University of Missouri and one of its current projects aimed at expanding access to its records.

The Future

Interest in these issues is of increasing concern to federal agencies. In May, the First Interagency Conference on Public Access was organized for participation by all federal agencies. Discussions centered on whether and how the government should put data into the public’s hands. Clearly, this conference reflects new thinking about public outreach.

During the recent White House Conference on Library and Information Services, some topics relevant to access and availability to electronic information were discussed: the creation of a Commission to explore the feasibility of a “Bill of Electronic Information Rights” and the need to provide adequate training to information seekers so they can successfully access information, regardless of the format in which the information is stored.

In the months and years ahead, these issues will continue to be the subject of debate among the many information users and providers. Only time will tell what changes information professionals will see in the availability of and their access to government’s electronic information.

Lois F. Lunin is an independent consultant, writer and editor; she is a consulting editor for the Bulletin.

Online Access to Federal Information: A Publisher’s View

by Paul P. Massa

Discussions about public online access to federal information in electronic form are often based on the assumption—sometimes spoken, sometimes not—that the government has a wealth of databases that the public could readily access if only the Government Printing Office or the agency possessing the information would provide a “gateway” or “window.” This premise is often enlarged to include expectations that an enterprising researcher would be able to navigate electronically through most or all of the information within an agency’s possession, and that he or she could harvest a wealth of information that is more timely, more comprehensive, and perhaps more reliable than the information available through print sources.

The frequency with which such assumptions are encountered is a tribute to the skill that existing publishers of government information in electronic form have brought to bear in making retrieval systems so transparent that the access they provide seems natural and unmediated. The truth is that managing these systems is a complex and costly enterprise, requiring large investments in skilled staff and data processing resources.

Even without making any allowance for the enormous difference between supporting a small intra-agency group of specialized users and supporting remote access by the general public, the mere fact that information intended for dissemination in electronic form must be much more carefully edited than the same information published as a printed document imposes costs upon the producer that are far from trivial. My focus here is particularly on electronic dissemination of information by means of interactive online databases, since that is the technology that provides the greatest potential for rapid, spontaneous, up-
to-date retrieval. However, much of this analysis also applies to publishing by means of CD-ROM, electronic bulletin boards, diskette, magnetic tape and other electronic or laser-optical media.

**Value-Added Editing**

Given any realistic equilibrium of cost and demand in the foreseeable future, and regardless of whether the demand is expressed in economic or political terms, it is clear that only a small portion of the electronic information in the possession of federal agencies could conceivably be mounted by the federal government itself for remote public online access. Leaving aside unresolved questions relating to the definition of documents and records, as well as significant exceptions to mandates for disclosure, release and publication in the applicable statutes, the simple fact is that most of the electronic information in the possession of federal agencies has been subjected to only the most preliminary of the many editorial and computer processing steps that would be necessary for direct online access by the public.

Owing to the dynamic nature of the online environment, data elements can be dissociated and re-combined in novel ways. Moreover, the print-based concepts of "edition," "printing" and "issue" have no sure analogs in the electronic world because of the possibilities for continuous (and even unauthorized) online updating. For these reasons, editorial control must be much stricter at all levels, from the technical validation of the data to the careful resolution of all the issues of content and design that must be considered if the database is to serve its intended purpose.

No contemporary or future development in the economics of data processing will change the fact that government information, if it is to have any value at all, must be the product of skilled human endeavor at all stages: collection, processing, access, preservation and dissemination. Only the government can acquire or create government data; only it can make decisions about organizing data in documentary and statistical forms that are accepted as authoritative; and only the government can establish the conditions that promote access, preservation and broad dissemination.

**Dissemination**

In the area of dissemination, the future is likely to be characterized by an acceleration of trends already well underway. One of these is the emergence of a complementary relationship between government and non-government information sources, as anticipated and encouraged by the provisions of S. 1742 of the 101st Congress. As Gerald E. Yung, vice president of Mead Data Central, noted in testimony relating to this bill:

A major stumbling block of the information age will be costs. The government will never have sufficient information resources to meet the information needs of all its citizens. Federal information policy should encourage the maximum investment of both public and private resources in developing and disseminating information products and services.

In the future, we can expect to see selective online dissemination by agencies when explicitly required by law and when supported by substantial appropriated funds. And, as agencies come to terms with the cost and complexity of online publishing, we can anticipate...

...a free market based upon unencumbered access would promote the emergence of a full spectrum of information sources reflecting the diverse economic, professional, and political forms of association in American society.

that many will arrange for dissemination through contractual or cooperative arrangements with private firms.

Timely and authoritative sources of federal information in online form will never come without cost. The key to minimizing their cost—and to insuring that such sources exist at all—is to make certain that information collected and processed by agencies is easily available in standard formats on magnetic tape and other off-line media. Regardless of the extent to which an agency might be directly involved in online dissemination, it should be encouraged, and ultimately required, to make available copies of data files on magnetic tape or other electronic transport media in a timely manner and at the incremental cost of production.

Ready access in common formats and at the marginal cost of reproduction is a prerequisite for a free market in government electronic information. Far from foreclosing options for services that would be responsive to a range of demands concerning price and performance, a free market based upon unencumbered access would promote the emergence of a full spectrum of information sources reflecting the diverse economic, professional, and political forms of association in American society. As Mr. Yung continued in his testimony on S. 1742:

Timely access to copies of the underlying database by the private sector information industry, libraries, non-profits and others makes it possible for the public to have more than one source of products using government information.

Even if the government decides to disseminate a product directly to users, the underlying data should be publicly available in a timely fashion.

Information collected and maintained by the federal government in electronic form is a valuable national resource, and one that increases in value the more that it is used. If we are guided in our efforts to take advantage of this unique asset by a creative realism that capitalizes on existing strengths, we will be better equipped as a nation to face the challenges of the new information-intensive century that lies just ahead.

Paul P. Massa is president of Congressional Information Service (CIS), a private indexer and micropublisher of government information. Before joining CIS in 1980, Massa was vice president and general manager of Congressional Quarterly. Massa has served on the Board of Directors and Executive Board of the Information Industry Association, on the GPO Information Industry Advisory Council, and on the American Library Association Commission on Freedom and Equality of Access to Information.
Electronic Roadblocks to Freedom of Information: A Press Perspective

by Jane E. Kirtley

Journalists can be so naive. When state and federal governments began to "go electronic" some years ago, most reporters were certain that the conversion from paper records would simplify access, speed up research and yield thousands of new stories.

In rare cases, those expectations have been fulfilled. But all too frequently, reporters find themselves stymied by technological barriers. Sometimes such barriers are deliberately erected by bureaucrats, aided and abetted by legislators, to discourage disclosure of public information.

It is no secret that the states are taking the lead in utilizing computers to create the paperless office. While many of the state initiatives have been geared toward greater public access, some significant roadblocks have sprung up. Guidance from the legislature may be vague or nonexistent. As a result, access policy often develops on a case-by-case basis in each agency. If those policies seem inconsistent with state open records laws, generally a journalist's only recourse is to go to court.

Less than 40 state cases address these issues. Courts are still parsing issues such as whether electronically stored information is a record subject to state sunshine laws, whether agencies must manipulate data to suit the requester, whether a requester may designate a particular format, whether software is exempt from disclosure, whether online access is allowed - and the answers are by no means consistent.

A significant problem for many news organizations, as well as for members of the public, is the question of access, search or copying fees. Most state laws either do not specify what charges can be levied or provide only limited guidance, often based on the presumption that all records are still available as paper records. The so-called paperless office has made the traditional concept of public inspection of official documents obsolete.

In addition, many states are beginning to view information dissemination as a source of revenue. By limiting access exclusively to outside contractors' enhanced compilations of public information and by charging for search time or online access, agencies can deny information de facto if the user has limited financial resources.

The federal government is wrestling with all these issues as well. In October 1990, the Justice Department released a report on electronic issues, based on a survey of 70 federal agencies. While it appears that none of the agencies contended that electronically stored information was not subject to the federal Freedom of Information Act, the survey revealed gross disparities in agency practices on other issues. In fact, many agencies simply do not treat electronically stored records like other records.

For example, 53 of the agencies do not believe they should be required to program computers to search for information in response to an FOI request, claiming that the practice would be burdensome, expensive and time consuming. Only three of the responding agencies said they are willing to create programs to delete exempt information from electronic records to fulfill requests. Forty-one of the agencies said they would dictate the format in which information would be provided, regardless of the requester's wishes.

Rep. Bob Wise, who chairs the House Subcommittee which oversees FOI policy, criticized the report, saying that legal and policy issues should be decided on the basis of law, not opinion polls. Sen. Patrick Leahy plans to introduce a bill to improve public access to electronically stored information and to clarify many of these issues.

But in the meantime, journalists struggle to overcome these and other obstacles that prevent effective access to public information. While the problems they face are not unique to reporters, they do have a serious impact on the information the public receives about what the government is doing.

Perhaps the most visceral issue arises in the area of personal privacy exemptions to federal and state open records laws. Somehow the conversion of public information from paper to electronic form translates into images of individuals' most intimate secrets emblazoned across the nation's front pages and television screens.

Such reactions are based on the faulty premise that one's privacy is not invaded if the government collects information, but only if it becomes publicly available. If, as a society, we concede that proper functioning of government justifies collection and retention of personal data despite the intrusion it represents, it is doubly important that the system be subject to public scrutiny. Failure to balance privacy concerns against the salutary effects of oversight and accountability helps ensure that the government can operate in secret.

An invaluable tool for reporters is the ability to examine government databases and then to conduct follow up interviews with individuals who have been affected by government policies and practices. Here are a few examples of stories that reporters prepared after reviewing individually identifiable data:

- Pulitzer prize-winning report exposing Indiana physicians who continued to practice medicine after having been successfully sued for malpractice several times;
- Pulitzer prize-winning series uncovering the deaths of 51 children while under the "protection" of the Georgia child welfare system, a system so cloaked in secrecy that even information about dead children was sealed from public scrutiny;
- Pulitzer prize-winning series on military helicopter crashes. Through
tivities with families of victims, pilots and military officials named in accident reports, a reporter uncovered the fact that the use of obsolete night-vision goggles was a major factor in the crashes;
- Series reporting that nearly a third of inmates released early to reduce prison overcrowding in Florida committed new crimes. The reporters cross-referenced computerized prison records with publicly available criminal history records to trace the released convicts.

Despite this track record, journalists continue to be vilified and blamed for irresponsible revelations of private information. While this may be a valid subject for ethical debate, it should not be used to justify denial of access to information compiled by the government at public expense.

Nevertheless, both the states and federal government continue to use the personal privacy exemptions to deny access to computerized information. The U.S. Supreme Court ruled in 1989 that release of publicly available information from a centralized, computerized criminal history repository constituted an unwarranted invasion of personal privacy.

Justice Stevens, writing for the Court, said there is a stronger personal privacy interest implicated by disclosure of a rap sheet generated by a computer than by scattered records available only after a diligent search in courthouses, archives and police stations.

While there is, of course, a physical distinction between paper records in file drawers and entries in a computer database, as well as the relative ease with which such information is retrieved, that distinction does not alter the inherently public nature of the information. A criminal record is part of the public record at its inception. It should remain publicly available, no matter how it is stored.

In a case to be argued this fall, the Supreme Court will consider whether the personal privacy exemption to the federal FOIA creates a categorical rule of anonymity permitting the government to withhold any information that is personally identifiable. Such a rule would create an absolute exemption grounded on even a negligible privacy interest and would utterly fail to balance competing interests of journalists and the public in monitoring government operations.

The Court will probably consider the usual parade of horribles that can arise when individuals and commercial users have access to lists of names. It is to be hoped that it will not react as the Texas legislature did in 1989, which responded to concerns that burglary victims were being solicited by alarm salesmen by enacting short-lived legislation permitting police to withhold the names of crime victims from the press and public.

Although the news media rose up in Texas and persuaded the legislature to repeal that statute, other states prohibit commercial use of state-compiled lists. And the fact that such lists are maintained electronically can be very important. In Michigan, for example, the state Supreme Court ruled that a commercial requester could not obtain a computer tape containing lists of students' names, even though the same information would be available later in a published directory. The Court found that a computer tape is a more severe invasion of privacy because it is more readily accessed and manipulated than paper records.

An adverse outcome in the pending U.S. Supreme Court case would clearly threaten the rights of journalists to gain access to important sources of information—those who are affected by government actions. If the Court denies access to all computerized lists, journalists' ability to contact those individuals will be seriously impaired. Without such sources, journalists will have little choice but to accept an agency's sanitized and redacted version of how it operates. The public would be the loser.

Jane E. Kirtley is the Executive Director of the Reporters Committee for Freedom of the Press. A lawyer and former journalist, she has prepared numerous friend of the court briefs in cases involving First Amendment and freedom of information issues.

Online Access to Government Information: A Foundation's View

by Martha A. Toll

In our society, government is the greatest single gatherer and generator of information, and information is at the heart of all national policies, programs and services. Computer technologies have transformed us into an information society. It is therefore not surprising that policy questions about agencies' information management procedures, about the public's access to this data, about the government's affirmative role in disseminating it, and about who should pay for it are being hotly debated. An important party to the debates is the public itself.

This article examines how the Bauman Foundation, one of a handful of private, non-profit foundations concerned about the public's right to know, is working to strengthen citizen access to government information in the electronic age.

The Public Needs to Understand

The Bauman Foundation believes its greatest challenge is to encourage the public to get more involved and to participate in information policy discussions and decisions at the federal level. The public needs to understand why all kinds of information, whether about health, environment, education, the economy, etc., is important to its daily life and work. It also needs to see how policy decisions about information affect the existence, availability, price and flow of information to people.

Most non-profit organizations are not accustomed to thinking about informa-
tion, by itself, as a relevant issue, although they know when they have problems getting what they need. Therefore, broadening the non-profit constituency beyond the civil liberties and citizen watchdog groups interested in right-to-know issues in the electronic age is a crucial, albeit long-term, process.

The Bauman Foundation, based in Washington, DC, supports programs and sponsors activities in information and communications policy which seek to assure open government, broad information dissemination and equitable access to information. Some projects may deal with general topics, such as issues posed by the Paperwork Reduction Act or the search for a government-wide information locator system. Others focus on a particular subject area where public access to timely, affordable government information is essential, such as environment, aging, health care or community economic development.

The Bauman Foundation first encountered the broad questions of public access to government information through its specific activities to encourage use of data about toxic chemicals. A 1986 federal law required, among other things, that the Environmental Protection Agency (EPA) set up a publicly available database of toxic emissions. This toxic right-to-know law was enacted as Title III of the Superfund Reauthorization legislation. Section 313, the Toxic Release Inventory (TRI), requires manufacturing industries to report their emissions of certain chemicals to the EPA. In a ground-breaking provision of the law, the EPA in turn must affirmatively disseminate this information to any person through "telecommunications and other means," which has come to include machine-readable formats, such as CD-ROMs, and print formats.

At the time Congress passed the law, some predicted the public would use that information to affect environmental policy by beginning to change corporate behavior and to stimulate public awareness about the urgent need for pollution prevention. Although a recent GAO evaluation concludes that the average person may not know that public access is possible—thanks to environmental groups and the press—this government-collected and government-disseminated information has begun a revolution which is far from over.

Early on, the Bauman Foundation tried to help realize the potential of the new toxic right-to-know information as an environmental change agent by making grants both to environmental advocacy groups which put data into the hands of citizens in useful, action-oriented ways, and to others who monitor EPA's implementation of the law. In the early days, the Foundation also convened meetings of environmental groups from around the country to discuss how to get and use the newly available information.

**TRI: A Unique Laboratory**

The TRI has provided a unique laboratory for expanding citizens' electronic access to government information. As a substantive statute embedded in a broader information policy environment, the TRI is a microcosm of many real-world problems and opportunities which users, as well as the public sector and government agencies charged with policy formation and implementation, face. Myriad issues have been presented and continue to present themselves: How should the TRI be implemented? Where should the data be housed? What should be the cost to the public of accessing that data? Should the data be cross-linked with other environmental data, census data and other types of relevant data?

Although there is no room here to explore these issues, it is clear that the lessons from the TRI will be applicable to future government programs giving citizens electronic access.

Building on the successful use of the TRI by the environmental community, the Bauman Foundation looks for opportunities to expand open government in general, fostering electronic access across the whole spectrum of the government's activities.

The Foundation has sought to explore the lessons of the TRI for public access to government information in a variety of contexts. It held a meeting of information policy specialists—from government agencies, OMB, the library community, Congress and civil liberties and watchdog groups—a year ago and was co-sponsor of a Benton Foundation conference on the Freedom of Information Act and information dissemination issues. The Foundation convened a meeting of energy experts to explore ways to make this kind of information more available to the public and made a presentation at a conference of nuclear activists on the lessons of the TRI. It is presently planning a meeting in the fall of 1991 on right-to-know and the banking laws.

Looking at larger information policy issues, the Foundation convened working meetings on the Federal Information Locator System (FILS) and general problems of data linkage, as well as on approaches for putting the Federal Register on-line to the general public.

Recent Foundation grants to groups include:

- support for a pilot computer project on integration of environmental data;
- support for research and educational activities to develop citizen rights to act on their knowledge of toxic substances;
- funding a public interest computer group to promote access to electronic information;
- support for membership services of a public interest computer group;
- support for the collection and analysis of computer databases of the transactions of major federal agencies; and
- a grant for a forum to involve affected publics in communications policy issues.

**The Public's Stake**

A major challenge for those who care about government information dissemination is to help the public see that it, too, has a direct stake in what may seem like arcane issues. Part of this process must include letting the government know that citizens want a federal information policy which encourages affirmative dissemination fostering public access. The more that information is available in formats that allow related information to be linked, the more the public will demand information. Finally, for the non-profit world which charitable foundations help, price cannot be a barrier to access. The Bauman Foundation looks forward to working with others in its pursuit of good government, which in its view, means open government.

*Martha Toll is an attorney and consultant based in Washington, DC. The Bauman Foundation is one of her clients. The Bauman Foundation was established through the estate of Lionel R. Bauman and focuses its grants and operating programs on activities that encourage systemic changes rather than attempts to ameliorate symptoms. Because it identifies and becomes familiar with carefully chosen topics, the Foundation does not review unsolicited proposals.*
Fustukjian Spells Information Release: Access ERIC

Sam Fustukjian, who in 1988 served as national project director for Access ERIC, has been successful in having USF designated as a test site for a compact disc-based Educational Resource Information Center.

The topics ranged from drug-free schools to the AIDS epidemic. The problem was getting the right information to the right audience. The solution was Access ERIC and a man called Sam.

Sam is Sam Fustukjian, acting director of USF's Tampa campus library and the Nelson Poynter Memorial Library at USF's St. Petersburg campus. Access ERIC is a component of the Educational Resource Information Center, a U.S. Department of Education program. Put Sam and ERIC together and you've got a successful venture that has the potential to reach millions of people.

In mid-1988, Sam was dispatched to Washington, D.C. and named national project director of Access ERIC, the newest component of an education network that collects and processes all education-related publications for libraries, students and other users of educational materials. He was hired for one year in a pilot program geared to market the ERIC system to an ever-growing number of such information users. Sam's challenge was to open up the information flow to new audiences, such as parents, teachers, media and policy makers.

"We had a good product but had a relatively closed audience. Information had been accessible only to a narrow audience of scholars, researchers and librarians," says Sam. "The education needs of audiences have changed, and Access ERIC needed to meet those needs head on."

"It doesn't take a genius to know that education in America is in trouble. Illiteracy, drugs, alcoholism, and science and math deficiencies are just some of the problems facing schools today. Sagging school budgets only complicate the mix."

President Bush's campaign to revitalize the nation's schools by the year 2000 has moved from the federal level to state and local politicians. The reform push is no longer largely in the hands of educators. Input from parents, teachers and the business community is now considered essential to make schools work better.

"There are real problems out there, and part of the role we in higher education must play is to deal with them," Sam says. "As the reform movement continues, people will need information on parental involvement, teaching and learning."

Sam began his task by developing new Access ERIC products. He added data bases that for the first time made pertinent statistics, government reports and published studies available to the general public. And he put the information into at-a-glance brochures and pamphlets designed for mass consumption.

He set up a nationwide toll-free number (1-800-USE ERIC) that would answer questions about the ERIC system's reference and referral services. He distributed publications prepared by other ERIC clearinghouses that tackled some of the problems besieging schools - handbooks for families to help them take an active role in drug prevention, for instance. One, titled "Ten Steps To Help Your Child Say No: Schools Without Drugs," gives examples of school-based programs that have successfully combated drug use.

He launched a provocative magazine called ERIC Review, a new journal sponsored by the U.S. Department of Education. Each issue focuses on a critical problem facing education and chronicles the diverse programs, resources and agencies that are available to help solve the problem. Sam even wrote the lead article of the first issue, "Drug-Free Schools: A National Challenge." The magazine circulated to an initial mailing list of 10,000.

He also recruited new ERIC outlets that help disseminate the information. Instead of the information being sequestered in university libraries, pamphlets such as "How Do I Help My Child Say 'No' to Drugs?" and "Should Gifted Students Be Grade Advanced?" are now commonly seen in the lobbies of doctor's offices.

Perhaps Sam's most ambitious effort was starting a national electronic bulletin board that people can access through the GTE education network. "It is quite clear that technology has changed the way we conduct scholarly communication. Electronic mail, journals and bulletin boards are only a few of the methods available to an education audience. GTE's Education Network electronic bulletin makes information on ERIC products available to thousands of subscribers of its service," he explained.

By mid-1989, Sam had completed his task. In short, he had taken ERIC where no one had taken it before. "Ours was the first attempt to make the rich resources that the ERIC System had compiled and which were being used by the few, and made them more accessible to the average person. We went to them with our wares rather than wait for them to come to us."

Sam has since returned to USF from his post with the Department of Education, but ERIC has left its mark on him. He was successful in having USF designated as a test site for a compact disc-based ERIC product. Along with the universities of California-Berkeley, Michigan and Columbia, USF tested this compact disc product in May 1991.

Unlike the current ERIC data base, this product contains the full text of a scholarly document or a magazine article rather than only the abstract currently available. Sam plans to work toward seeing that USF becomes a host for a national ERIC Clearinghouse. If it happens, USF would become the first university in the Southeast with that distinction.

"As the modes of acquiring, storing, processing and publishing information change, the universe in which libraries conduct business changes also. USF's Library will continue developing into an agency which will go where the needs of its users - faculty, students and staff - will take it."

By Deborah Kurelik
International Standard Book Numbers (ISBNs) and International Standard Serial Numbers (ISSNs)

A. ISBNs

The ERIC database has always cataloged ISBNs. These complex numbers, assigned by publishers (who have each been assigned a unique publisher number by the International ISBN Agency, acting through its various national/regional data centers) to each of their unique products sequentially, have been entered into what ERIC calls the Report Number (RN) field, but what is for all practical purposes, a generalized "Identifying Number" field. ISBNs have been entered in the following typical format:

ISBN-0-87845-083-1

It is possible, in the case of dual publication, for a book to have more than one ISBN number, but that is relatively rare. The usual situation is for there to be one unique ISBN per item. Though ISBNs are called "Book Numbers", in actual practice publishers assign ISBNs to any unique item in their catalogs, to serve as "Order Numbers". Because of this practice, ISBNs can be found attached to items such as maps, audio-visual products, computer programs, and other "published" materials.

B. ISSNs

ISSNs apply to serials in the same way that ISBNs apply to books. They are assigned by the International ISSN Agency, acting through its various national/regional data centers. They are not assigned by publishers. An ISSN uniquely designates a given serial and all its issues. ERIC has not always cataloged ISSNs. This delay can be traced to several factors: (1) the document part of ERIC's database, which was the first part started, did not usually contain serials; (2) The ISSN was not unique in that it applied to the serial level, not the issue or article level. In other words, hundreds of articles from the same serial would carry the exact same ISSN number. However, the ISSN is still obviously quite a useful number and, at the request of the library community, ERIC began cataloging them for serial issues and journal articles starting with the January 1991 issues of both Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Being an identifying number, the ISSN was cataloged in the same Report Number (RN) field as the ISBN and any other identifying numbers. The prefix "ISSN" serves to distinguish them from any other number. ISSNs have been entered in ERIC in the following typical format:

ISSN-1234-5678

C. Searching ISBNs and ISSNs

For the period January - June 1991, ISSNs can be searched in the Report Number (RN) field, using the ISSN prefix and a known number, e.g.

RN=ISSN-0001-8449

For the period 1966 - June 1991, ISBNs would be searched in the same way, e.g.

RN=ISBN-0-87845-083-1

However, beginning with July 1991 (DIALOG update UD=9107), DIALOG extracted the ISBNs and ISSNs from the RN field and inserted them in separate DIALOG-defined BN and SN fields, respectively. In other words, with July 1991 and subsequent data, ISBNs and ISSNs are searchable on DIALOG only by use of the BN and SN keywords. If you want to search both pre-July 1991 and post-July 1991, you will have to use both the (RN) and (BN or SN) fields and OR the results together.

When ERIC citations display or print out, for the period prior to July 1991 the ISBN and ISSN numbers will appear as part of the Report Number field. For the period July 1991 and later, the ISBN and ISSN numbers will appear separately in the format "ISSN: 1234-5678" and "ISBN: 0-87845-083-8". (Please note that the DIALOG-introduced colon is not an official part of either number).

This action by DIALOG makes it possible to include the ERIC database in a DIALOG "OneSearch" directed at ISSN and ISBN numbers.
ISBNs and ISSNs Now Searchable Separately in ERIC

Beginning with the July 1991 update (UD=9107) of ERIC (File 1), International Standard Book Numbers (ISBN) and International Standard Serial Numbers (ISSN) are searchable in separate fields with the BN= and SN= prefixes, respectively:

?SELECT BN=0-86552-108-5
  S1  1 BN=0-86552-108-5
?SELECT SN=0004-3125
  S2  5 SN=0004-3125

ISBNs and ISSNs entered prior to the July update (ISBNs from 1966 to June 1991 and ISSNs from January to June 1991) must still be searched in the Report Number field with RN=, including the ISBN or ISSN prefix:

?SELECT RN=ISBN-0-87020-229-4
  S3  1 RN=ISBN-0-87020-229-4
?SELECT RN=ISSN-0004-3125
  S4  15 RN=ISSN-0004-3125

Note that the prefixes ISBN and ISSN are part of the RN= numbers and must be included when you search in the RN= field.

To retrieve records entered both before and after July 1991, search the ISBN or ISSN in the BN= or SN= field OR the RN= field, as shown in Figure 19.

Figure 19. ERIC (File 1) Sample Search

?SELECT SN=0004-3125 OR RN=ISSN-0004-3125
  S5  20 SN=0004-3125 OR RN=ISSN-0004-3125

TYPE S5,SN,RN/1,6

5/3,SN,RN/1
EJ423764  SOS21816
The Artist, the Art Teacher, and Misplaced Faith: Creativity and Art Education. Wright, Jim
Art Education, v43 n6 p50-57 Nov 1990
ISSN: 0004-3125

5/3,SN,RN/6
EJ419169  SOS21483
Emphasis on Expressive Outcomes in Teaching Art Appreciation. Stout, Candace Jesse
Art Education, v43 n5 p57-65 Sep 1990
Report No.: ISSN-0004-3125

Note that numbers searched in the SN= field display after the label ISSN, while numbers searched in the RN= field display after the label Report No.

The availability of the BN= and SN= fields in ERIC facilitates OneSearch® searching for ISBNs and ISSNs.

Note: the symbol "@" at the end of an article indicates that your documentation must be annotated to reflect new data.

Please annotate your File 1 Bluesheet and Database Chapter to show the addition of the BN= and SN= prefixes.

Note: the symbol "@" at the end of an article indicates that your documentation must be annotated to reflect new data.

91:470  November 1991
Your Gateway to the Nation's Education Information Network

Reference Services Link You to Education Information

ACCESS ERIC is a toll-free service to keep you informed of the wealth of information offered by the ERIC network and other education-related information centers. You can access information about the ERIC network.

ACCESS ERIC can help you use ERIC and ERIC-related services and resources to enhance your education, career, or everyday life. For example:

- You are a first-time or returning college student, ACCESS ERIC can send you financial aid information produced by the Federal Student Aid Information Center.
- If you need to evaluate a curriculum or develop instructional materials, ACCESS ERIC can refer you to an ERIC Information Service Provider for a search of the ERIC Clearinghouse on Higher Education Clearinghouse and recommended related information.
- If you have a concerned parent who wants to be more involved in your child's education, ACCESS ERIC can help you identify important information about schools and recommend education-related information centers as resources.

ERIC materials are available to the public at about 3,000 locations worldwide. The ERIC Clearinghouses are the 16 clearinghouses, each of which specializes in different areas of education. Within their subject areas, the ERIC Clearinghouses acquire significant literature for the ERIC database, publish research summaries and other products, and provide reference and referral services. This national education information network is supported by the U.S. Department of Education.

To receive additional information about ERIC or to order publications, call 1-800-USE-ERIC or complete and return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

☐ Send me any information about the ERIC network. (A Pocket Guide to ERICCall About ERIC)

Place me on your mailing list to receive regular updates about new ERIC products and services.

☐ I would like a free subscription to The ERIC Review.

☐ Send me copies of the 1992 Calendar of Education-Related Conferences @ $15.00 each.*

☐ copies of the 1992 Catalog of ERIC Clearinghouse Publications @ $5.00 each.*

☐ copies of the 1992 ERIC Directory of Education-Related Information Centers @ $15.00 each.

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- Authorize signature____________________ Total amount $___________
- P.O. #__________________________ (P.O. orders accepted only from state/local government agencies and universities.)
- Total amount $___________
- Enclosed is my check or money order (in U.S. dollars) for $___________

Name:_____________________________ Title:_____________________________
Address:_____________________________ City/State/ZIP:_____________________

* Add $2.00 per title for Canadian orders/$4.00 per title for foreign orders.
Resources Tailored to Your Information Needs

ACCESS ERIC produces several products in convenient formats to help you access and use the information available through the ERIC network. Educators, administrators, and policymakers want to keep A Pocket Guide to ERIC at hand for quick reference. It provides addresses and telephone numbers for the ERIC subject-specific clearinghouses and tells where to order ERIC database documents. All About ERIC, which contains a more comprehensive and detailed description of the ERIC network, is used by professors and librarians to give students an overview of the variety of services and products available for postsecondary education. It's also helpful to individuals interested in learning more about ERIC, performing an ERIC search, or ordering publications.

Other publications available from ACCESS ERIC provide information about current education-related issues and research. These include:

- **The ERIC Review**—This free journal provides education practitioners (especially teachers, professors, principals, and education students) with research and news they can use. It announces important ERIC developments, new products, and services; it also presents recent research findings and critical trends and issues in education. Librarians, researchers, school administrators, and others who need to stay abreast of what is happening in education and in the ERIC network will find the Review useful.

- **Conclusion Brochure series**—Written for parents and teachers, these popular pamphlets cover such timely topics as school meetings, gifted students, elementary science education, saying no to drugs, and parent involvement. Useful, easy-to-read, and free, the pamphlets offer practical information, including answers to commonly asked questions, organizations to call for help, and additional reading material. Call 1-800-USE-ERIC for current titles.

- **Catalog of ERIC Clearinghouse Publications**—Educators, librarians, parents, and students will find nearly 500 current education topics—including teaching guides, bibliographies, research summaries, monographs, and more—published by ERIC's 16 subject-specific clearinghouses. Many of the publications are free; others are available at a minimal cost. The Catalog also includes ordering information and prices. ($5.00)

- **ERIC Calendar of Education-Related Conferences**—The Calendar helps educators quickly and easily identify conferences important to their areas of interest. It provides information on conferences held in national and state, regional, and local events on a broad range of topics in education. Subject, sponsoring organization, and geographic indexes help you quickly and easily locate conferences of interest. ($15.00)

- **ERIC Users' Interchange**—This free newsletter, published twice a year, provides technical information on database searching, care of microfiche, recent ERIC database developments, and other user aids to libraries, education media centers, and ERIC information service providers. It also provides general ERIC network news and ordering information for recent ERIC Clearinghouse publications.

- **Directory of ERIC Information Service Providers**—Research organizations, libraries, and schools will want a copy of this free directory for patrons and staff. It lists 1,000 agencies and organizations (including addresses, telephone numbers, and services) that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, and/or subscribe to and collect ERIC publications.

- **ERIC Directory of Education-Related Information Centers**—This useful reference for librarians, researchers, students, and agencies that frequently make referrals lists 300 organizations providing information relevant to education. It includes organizations covering 250 education-related topics—from achievement to youth programs—that offer a multitude of services such as online searches, technical assistance, publications, reference, and referral. ($15.00)

*Publications are updated annually, and prices may change. Call for current prices. Prices include postage and handling.

Reference and Referral Databases Link You to Education Information

- **ERIC Digests Online (EDO)** makes the task of keeping up with the vast amount of education literature more manageable by synthesizing the information for you. More than 470 full-text ERIC Digests, two-page summaries on some of the hottest topics in education, are available online.

- **ERIC Information Service Providers**—This online version of the Directory of ERIC Information Service Providers allows you to quickly identify the most convenient location to access the ERIC database.

- **Education-Related Conferences**—When you need to quickly and easily locate an organization knowledgeable about your subject needs, this database allows you to choose from more than 200 resource centers and other agencies. You can search by subject to obtain information on an organization's reference and referral services, contact person, major publications, and more. Each year ACCESS ERIC publishes a directory derived from this database.

- **ERIC Calendar of Education-Related Conferences**—Interacting with other education professionals is vital for any educator working to stay on top of current trends and technology. This database lists nearly 500 international, national, state, regional, and local education-related conferences covering the entire calendar year. Each entry includes the conference name, dates, registration information, and accommodation options. You can search the conferences by subject or date.

Call ACCESS ERIC today and gain entry to a world of education information. For more about the ERIC network, call 1-800-USE-ERIC.

EDOEPI 91-23
July 19, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the May issue of Resources in Education (RIE). May is the first monthly issue processed entirely in-house by CBIS Federal and meets the highest quality industry standards. We intend to maintain this high level of quality throughout the contract. The June RIE microfiche is in production and will be shipped by July 31. All future shipments will be delivered on time.

Recently we received several orders from Standing Order Customers (SOCs) for copies of individual ERIC documents to be billed to their standing order account. May we request that SOC's establish separate Deposit Accounts for individual document orders. There are two reasons to keep these accounts separate: (1) Our accounting system is designed to handle standing orders and individual document orders separately, and (2) many organizations appropriate a fixed amount of money to cover the standing order (approximately $2,100.00 for 1991). Charging individual document orders against this account will quickly use up the amount of funds for the full 12-month period and necessitate adding additional funds to the standing order account. If you wish to order individual documents in addition to your standing order account, please set up a separate deposit account.

In response to the substantial feedback we have received since taking over the ERIC Document Reproduction Service, we have made several improvements:

- Each monthly shipment will include a listing of Level II and Level III documents and the total number of titles included. (The May shipment includes this information for February-May)

- Poor quality microfiche produced during the start-up of this contract will be replaced at no cost. Replacement copies will be shipped during September.

Beginning with the May issue, you will receive an invoice with each monthly shipment. If your microfiche is sent to an address separate from your billing address, your invoice will be mailed to the billing address immediately following shipment of the collection.
Lastly, it was a pleasure meeting those of you who stopped by our booth at the recent American Library Association (ALA) conference in Atlanta. Your comments and suggestions are certainly valuable to us in order to continue to improve ERIC/EDRS products and services.

Once again, thank you for your patience and if you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

Enclosures.
July 31, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the June issue of Resources in Education (RIE). We hope that the May issue, which you have already received, met your expectations of a quality product provided by EDRS. The June issue should also meet or exceed your expectations. In addition, CBIS Federal expects to begin shipping the July issue in mid-August.

We have included with this shipment a listing of Level II and Level III documents and associated microfiche statistics. In addition we have included a copy of our EDRS brochure and our EDRS rolodex card, for your convenience.

If you should have any questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

Enclosures.
Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the July issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the August issue in early September.

In early September, we will be sending each Standing Order Customer an EDRS/CBIS Technology Survey. One of CBIS' goals for the EDRS contract is to develop and implement more efficient and accessible alternatives to ERIC RIE document dissemination for organizations such as yours. The information obtained from our survey will help us better determine what your needs and requirements are for document dissemination.

Your input is very important to us and your cooperation in completing our survey would be greatly appreciated. The information received is for EDRS/CBIS use only and will be kept confidential. Results of the survey will be used by CBIS to prepare a technology analysis and report for the U.S. Department of Education, as required by our contract. Ultimately the results will be used to benefit EDRS customers and all users of ERIC RIE documents.

If you should have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at (800) 443-3742 or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director
Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the August issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the September issue in mid-October.

In mid-September, CBIS mailed each Standing Order Customer an EDRS/CBIS Technology Survey. As mentioned in our letter sent with the July issue of RIE microfiche, one of CBIS' goals for the EDRS contract is to develop and implement more efficient and accessible alternatives to ERIC RIE document dissemination for organizations such as yours.

We encourage your participation in this effort. Your contribution, including any and all comments or suggestions you may have, will be used by CBIS to prepare a comprehensive analysis of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. As a participant, you will be forwarded a copy of the results as they are compiled in early 1992.

We ask that you return the completed survey and accompanying pages to CBIS no later than Monday, October 21, 1991. Thank you in advance for your participation.

Now that CBIS is fully operational and close to meeting scheduled turnaround dates for Standing Order shipments, we are very interested in your feedback regarding EDRS and the quality of service CBIS provides. We welcome and encourage any comments which may help us in the process of refining our service, to better serve our valued customers.

Lastly, poor quality microfiche produced during the start-up of our contract, from the February, March, and April collections, will be replaced at no cost. Replacement copies are currently in process and we expect to send them before the end of the year.

Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director
Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the September issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the October issue in mid-November.

CBIS would like to thank each of you who took the time to complete our technology survey. Your contributions are currently being analyzed to prepare a comprehensive report of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. All participants will be forwarded a copy of the results in early 1992.

We have recently redesigned our EDRS order form and a copy is included in this shipment. We hope that this form is easier to use for you and your patrons and it may be used as a master for multiple photocopies.

In our last letter, we encouraged any feedback and suggestions you might have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service and encourage any and all comments and/or suggestions.

Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director
TO: Oryx Special Customers - Academic Librarians and Education Researchers

FROM: Natalie S. Lang
   Senior Vice President

SUBJECT: Prepublication Discount - 1st Edition

DATE: September, 1991

Responding to many requests we have received from your colleagues, other academic librarians and education researchers, The Oryx Press is publishing the ERIC Identifier Authority List in a permanent clothbound edition. This perfect companion research tool to the Thesaurus of ERIC Descriptors includes all identifier terms now in use in the ERIC Database—in both category display and alphabetical display.

As you know, Identifiers are often transitory or appear in the literature infrequently. However, they also represent language, topics, and trends on the cutting edge of education. The ERIC Identifier Authority List contains the 43,196 Identifiers currently used to assist in the indexing of CIJE and RIE (including 2,500 entirely new terms added—and 470 purged—since the last update in June of 1987). Used as a complimentary search system with the Thesaurus of ERIC Descriptors, researchers can fine-tune their search strategies with a remarkable degree of precision.

Oryx is offering this one-time special discount of 15%. Also, if you promptly send us your order with payment we will pay all postage and handling charges.

Use the enclosed order form, call us toll free (1-800-279-6799) or FAX us toll-free (1-800-279-4663).
TO: Oryx Special Customers - CIJE Subscribers  

FROM: Natalie S. Lang  
Senior Vice President  

SUBJECT: Prepublication Discount - 1st Edition  

DATE: October, 1991

Responding to many requests we have received from your colleagues, other academic librarians and education researchers, The Oryx Press is publishing the **ERIC Identifier Authority List** in a permanent clothbound edition. This research tool is a perfect companion to the *Thesaurus of ERIC Descriptors* and includes all identifier terms now in use in the ERIC Database—in both category display and alphabetical display.

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The **ERIC Identifier Authority List** will be published for $55.00, but Oryx is offering a one-time special discount of 15%. Also, if you promptly send us your order with payment we will pay all postage and handling charges.

To place your order, call us toll free (1-800-279-6799) or FAX us toll-free (1-800-279-4663).

**The ERIC Identifier Authority List.** February 1992 / 352 pages  
8 1/2 x 11 / Clothbound / ISBN 0-89774-738-0 / $55.00(t) --  
Special Prepublication Price: $46.50

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Please note any name or address correction on label.
Dear Silver Platter Subscriber,

Enclosed please find your new ERIC SP-002-028 disc. This disc is replacing your existing disc which is incorrect due to an error in record distribution between the ERIC 1966-1991 disc and the ERIC 1982-June 1991 disc.

Please destroy your ERIC SP-002-027 upon receipt of this order and replace it with the new, corrected disc.

We hope that this hasn't inconvenienced you in any way. Please contact your local distributor or the appropriate Support department listed on the back of this sheet.

Thank you.

Sincerely,
Silver Platter Information
FOR IMMEDIATE RELEASE October 15, 1991
CONTACT: MARION WILLIAMS /800-343-0064

SilverPlatter Announces the Release of the OCLC Education Library Database

First database from the OCLC Library Series

Norwood, MA — SilverPlatter Information announced today that it has released the OCLC Education Library database on CD-ROM. This database is the first of the four databases in the OCLC Library Series available from SilverPlatter, and is part of the strategic alliance formed by SilverPlatter and OCLC. In this alliance, SilverPlatter will produce, market, and distribute SilverPlatter compact disc database products as replacements for most of OCLC’s Search CD450 compact disc database products.

A subset of the OCLC Online Union Catalog, a database of over 24 million bibliographic records contributed by over 5,000 OCLC member libraries throughout the world, the OCLC Education Library is an international bibliography of educational materials. Coverage spans the 20th century and includes more than 17,000 records describing materials printed prior to 1900. In total, the OCLC Education Library database contains approximately 500,000 records and all types of material are represented including books, journals, theses, data files, slides, newspapers, recordings, filmstrips, microforms, and manuscripts. The OCLC Education Library database is published on one disc and is updated annually.

(more)
In the future, OCLC and SilverPlatter will explore the development of an online link between the EPIC service and SilverPlatter's CD-ROM database products that have counterparts on the EPIC service. Also being explored is the development of connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service to our customers. With over 70 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

###
FOR IMMEDIATE RELEASE October 10, 1991
CONTACT: MARION WILLIAMS /800-343-0064

SilverPlatter Releases Full Text of SEC Documents on CD-ROM

Norwood, MA – SilverPlatter Information, a leading publisher of information on CD-ROM (Compact Disc Read Only Memory), has announced that it has released the SEC Online database on CD-ROM. SEC Online is a full text database containing the unedited text of the form 10Ks and 20Fs for all NYSE, AMEX, and selected NMS/NASDAQ companies. The full text of the documents appear on the database exactly as they are filed with the SEC, including all footnotes and selected exhibits. In addition, the original hard copy page numbers are displayed, enabling precise sourcing of copies of the original paper document.

The documents included in SEC Online on SilverPlatter provide information on:

- Business segments
- Financial
- Mergers and acquisitions
- R&D
- Distribution
- Corporate Strategy
- Subsidiaries
- Legal Proceedings
- Accounting principles
- New Products and technologies
- Competition

Using SilverPlatter’s powerful search and retrieval software to access SEC Online on SilverPlatter, users can search the entire universe of documents for all the information on a particular company or subject. Instantly, all the data on the topic being searched is retrieved from the database.
Another special feature of this full text database is the Document Table of Contents which offers a consistent means of locating information within the documents. A concise resume is provided for every company, listing its ticker symbol, primary and secondary SIC codes, name, address, telephone number, and other basic data. In addition, all fields may be searched in the resume, providing an efficient means of locating specific company information or screening groups of companies.

SEC Online from SilverPlatter is a two-disc set which is split between Manufacturing and Non-Manufacturing companies, according to each company’s Standard Industrial Classification. The U.S. list price for the two disc set is $2,900 for an annual subscription, or $1,650 for either the single manufacturing or non-manufacturing disc. Special academic prices are available, and separate prices apply for use in a network environment. The discs will be updated quarterly.

SEC Online on SilverPlatter joins SilverPlatter’s family of quality business databases, including: Predicasts’ F&S INDEX plus TEXT on CD-ROM which contains a broad source and subject coverage of companies, products, industries and applied technology; and COMLINE on SilverPlatter, an English language database of Japanese product and technology news obtained from monitoring over 130 Japanese language publications as well as other Japanese sources.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service. With over 70 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together. For further information, SilverPlatter at 1-800-343-0064.
July 22, 1991

Mr. Ted Brandhorst
ERIC Research and Processing Facility
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Ted

It was a pleasure to meet you in Rockville at the beginning of the month. I have relayed our conversations to my manager, Stan Skudneski, and to Charlie Bourne as well. Charlie will contact you shortly.

I wanted to inform you of a pending enhancement we are planning for the ERIC file with the next update. ISBN and ISSN numbers, currently searchable in the RN= field, will be searchable in the BN= and SN= fields, respectively. For example, searching ISBN-0-382-24062-6, would be done: ?S BN=0-382-24062-6; and ISSN-0360-0025: ?S SN=0360-0025.

This is a prospective change to the file, that is it applies to all records carrying these numbers henceforth from UD=9107.

This change will allow ERIC to conform to the many other DIALOG databases that carry ISBN and ISSN numbers and allows ERIC to be included in DIALOG OneSearch with these fields.

We will add a message to the file at LOGON announcing the change and submit a paragraph in the ?NEWS portion of DIALOG once it is implemented.

Thank you.

Sincerely,

Eireann Carroll
Product Manager
August 1, 1991

Mr. Ted Brandhorst  
ERIC Processing and Reference Facility  
2440 Research Blvd., Suite 400  
Rockville, MD 20850-3238

Dear Ted:

Thank you for the recent correspondence regarding the upcoming ASIS meeting and the BN/SN fields now in ERIC on DIALOG. As to the first issue, I have passed along your letter to Stan and Charlie. I'll follow up with both of them.

As to the BN/SN fields, the way you supplied the data was fine. It was a simple programming change on our end to create the two new fields for obvious benefits to the file.

I have enclosed a copy of the HELP message that is currently online. It should explain how to do retrospective searching for complete retrieval. There is a brief message at Logon that points to this HELP message; to see it simply type: HELP NEWS 1.

Also, thank you for submitting this change to the "Interchange" newsletter. The publicity will be helpful to users we may not reach.

Sincerely,

Eireann Carroll  
Product Manager
BN= (ISBN number) and SN= (ISSN number) now searchable. 
See "HELP NEWS 1" for details.

HELP NEWS 1

With the January 1991 issues of CIJE and RIE, the ERIC Database (F001) began indexing International Standard Serial Numbers (ISSN) in its journals and journal article records. Beginning with UD=9107, ISSN numbers can be searched using the standard DIALOG prefix SN=. For example, ISSN-0360-0025 is searched ?S SN=0360-0025. For items entered prior to UD=9107, continue to use RN= to retrieve ISSN numbers, e.g., RN=ISSN-0001-8449. EXPAND to view entries and formats.

Beginning with this same update (UD=9107), International Standard Book Numbers (ISBN) can be searched in the BN= field. ISBN numbers have been assigned since the first issue of the online file. ISBN numbers entered before UD=9107 are searchable in the RN= field as: ?S RN=ISBN 0-8106-1055-8.
Now Available!

DIALOG OnDisc® Software for the Apple Macintosh®

Dear Dialog OnDisc Customer:

Dialog is pleased to announce the release of the first version of the DIALOG OnDisc software for use on Apple Macintosh computers.

All existing DIALOG OnDisc products work with the Macintosh except TRADECAN®-FEDERAL. The Macintosh version offers the following features:

- Boolean search capability, using an easy menu interface
- Automatically expanded indexes
- Both predefined and user-defined output formats
- A direct entry screen where search terms can be entered using proximity indicators
- Context sensitive help

NEW FEATURES. The Macintosh version of DIALOG OnDisc also has some additional features that are not included in the current DOS version and that enhance the ease of use of the Macintosh product:

- **Search Marked Text** - Once you view a record, you can highlight words or phrases in the record, and search the terms without re-keying.
- **Search History** - Your search history can be viewed at any point to show what search steps have been executed. The search history can also be printed separately.
- **Document Access** - You can view the full document by double-clicking on a title from the Title List.
- **Font Size** - The size of the type that displays on your monitor can be changed within the program.
- **Reset Option** - All options can be cleared for a new user.

Dim= Information V iolas, Inc.
A Knigr.tRidder Company ©
3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 1-800-3-DIALOG (1-800-334-2564) or 415-858-3785
Here's what you need to have to use DIALOG OnDisc on the Macintosh:

- Macintosh Computer - Mac Plus or greater. This includes the newly released Mac products such as the Mac Classic.

- Memory - At least 1 megabyte of RAM, and 1 megabyte of free space on the hard disk.

- CDROM Drive - The following drives are supported: Apple CD-ROM SC, Pioneer CD-ROM Changer, or any CDROM drive that supports ISO 9660 format and works with a Macintosh.

- Apple System - System version 6.0.2 or later

- Optional but highly recommended - Macintosh compatible printer such an ImageWriter® II or LaserWriter® II or later.

If you are purchasing a new product . . .
The DIALOG OnDisc for the Macintosh involves NO PRICE CHANGES to our current product line. When you order, simply specify whether you want the DOS or Macintosh version of the software on the order form.

If you want to run your current product with the Macintosh software . . .
Simply fill in the enclosed form and return it to Publications Distribution. You may also send your request on your company letterhead. There is a $50 administrative charge for the Macintosh User's Guide.

If you have any questions, please call DIALOG Marketing at (800) 334-2564 or (415) 858-3785.

Sincerely,

Bonnie Zelter
Senior Marketing Specialist
CDROM
REDUC • A fundamental source of information for those who wish to understand education, both formal and non-formal, and its relation to the broader social, political, and economic context, in Latin America and the Caribbean.

REDUC • provides you with easy access to documentation regarding educational practice and the results of educational research in Latin America and the Caribbean — material which has been unavailable outside of the region.

REDUC • already provides access to more than 12000 documents, with close to 1000 items added each year.

REDUC • is a means of breaking the South/North knowledge barrier and reversing the usual North-to-South flow of educational information, research, and theory.

WHAT IS REDUC?
REDUC is a bibliographical data bank regarding education formed cooperatively by 23 associated centres in 17 Latin American and Caribbean nations. It produces a variety of materials to make educational information produced in the region accessible to all who need to know about education in Latin America and the Caribbean.

WHAT ARE REDUC'S PRODUCTS?
REDUC materials are available in several forms, depending upon your needs.

1. Analytical Abstracts in Education (Resúmenes Analíticos en Educación — RAE)
   These are analytical summaries of the most important research studies and innovative experiences in the field of education in the region. The abstracts are sufficiently detailed that for many research purposes you can use them directly without necessarily reading the original document. They are published in two volumes per year, providing approximately 800 abstracts annually from throughout Latin America and the Caribbean. Several of the associated centres also produce national volumes of abstracts on a regular basis.

2. Indexes
   For easy access to the information, REDUC publishes annually a comprehensive Index of Analytical Abstracts in Education in Latin America and the Caribbean, classifying abstracts by subject and author. The
3. Microfiches of Original Documents
The full original versions of all documents abstracted by REDUC are available in microfiche form. These can be ordered individually from the REDUC Coordinating Centre. You can also subscribe to receive microfiche copies of all the documents listed annually in the Analytical Abstracts in Education. If you have access to a microfiche reader you can thus have easy access to the full stock of REDUC documentation each year at your workplace.

4. Photocopies of Original Documents
You can order a photocopy of the full original version of all documents in the REDUC collection from the REDUC Coordinating Centre.

5. State-of-the-Art Papers
The REDUC network is undertaking the production of a series of "state-of-the-art" papers reviewing and analyzing what is known about important issues of educational policy and practice in the region. Themes for these reviews are selected by a group of leading regional researchers and policy-makers in education. A list of currently available state-of-the-art papers can be obtained from the REDUC Coordinating Centre.

6. Other products
REDUC associated centres are producing other material which circulates through the network, including:
- working papers
- national bibliographies
- subject-specific bibliographies
- bibliographies of newspaper articles on education
- abstracts of meetings and symposia.

THE COMPLETE COLLECTION
There are now over 12000 documents available in the REDUC collection. Back issues of Analytical Abstracts in Education and the annual indexes are available to provide you with access to the complete collection. Your library may also purchase the full set of microfiche copies of the original documents, providing you, your colleagues and your students with immediate complete access to the most important educational documentation from all of Latin America and the Caribbean.

ACCESS THROUGH COMPUTERS
REDUC is being computerized. Soon you will be able to have immediate electronic access to the production of the network. The first step is computerized index searching, for which the software is in the final test stage. By the end of 1988 direct computer communication with the REDUC Coordinating Centre and some associated centres will be possible. Within 2 to 3 years communication from most computers in North America and Europe to most of the REDUC associated centres will be possible.

WHAT DOES REDUC MATERIAL COST?
The cost of REDUC material may vary somewhat from year to year depending upon rates of inflation in the various nations represented in the network and fluctuations in currency exchange rates. The 1986-87 prices for North America will give an idea of the range of costs. (materials sent by certified mail)

Analytical Abstracts in Education
Yearly subscription
without microfiches US$ 30.00
with microfiches US$250.00
Back issues (per semester)
1979-82 8.50
1983-85 10.00
Annual Index 15.00

Precise current cost information may be obtained from the REDUC Coordinating Centre.

REDUC INFORMATION FOR MANY KINDS OF USERS
Individuals with a professional interest in education, in all its aspects, in Latin America and the Caribbean, will find REDUC an essential source of information. Educational research and experimentation has become a very active and important enterprise throughout the region during the past 20 years. Thousands of studies and experiments have been carried out regarding education, formal and non-formal, in schools and in communities, for learners of all ages, from infants to older adults. Previously, the documentation of this great wealth of experience has been very difficult to acquire. Now it is easily accessible through REDUC. And REDUC material is of interest to others besides those interested specifically in education. Most of the educational research and analysis included in the collection examines education in its broader social, economic or political context. Thus, REDUC material will be important to a broad array of social and behavioral scientists, practitioners, and officials of international organizations with an interest in Latin America and the Caribbean.
REDUC ASSOCIATED CENTRES

Argentina
Centro de Investigacion y Promocion Educativa y Social (CIPES)
Proyecto Multinacional para el Mejoramiento de la Retencion Escolar en el Nivel Basico en America Latina (PREBAL) O.E.A.
Universidad Catolica de Cordoba, Fac. de Filosofia y Humanidades

Bolivia
Centro Boliviano de Investigacion y Accion Educativa (CEBIAE)

Brazil
Fundacao Carlos Chagas
Instituto Nacional de Estudos e Pesquisas Educacionais (IINEP)

Colombia
Pontificia Universidad Javeriana, Fac. de Estudios Interdisciplinarios
Universidad Pedagogica Nacional. Centro de Investigaciones (CIUP)

Costa Rica
Centro Multinacional de Investigaciones Educativas (CEMIE)

Chile
Centro de Investigacion y Desarrollo de la Educacion (CIDE)

Dominican Republic
Universidad Catolica Madre y Maestra. Centro de Documentacion e Informacion Educativa (CEDEI)

Ecuador
Centro de Investigacion, Planificacion y Tecnologia Educativas (CIPIETE)

Guatemala
Centro de Investigacion y Documentacion de Guatemala (CINDEG)

Honduras
Escuela Superior del Profesorado "Francisco Morazan"

Mexico
Centro de Estudios Educativos (CEE)
Red de Informacion Educativa (RIE)

Nicaragua
Ministerio de Educacion (MED). Div. Gral. de Planificacion, Oficina de Investigacion y Documentacion

Panama
Instituto Centroamericano de Administracion y Supervision de la Educacion (ICASE)

Paraguay
Centro Paraguayo de Estudios Sociologicos (CPES)

Peru
Instituto Nacional de Investigacion y Desarrollo de la Educacion (INIDE)

Uruguay
Centro de Investigacion y Experimentacion Pedagogica (CIEP)

Venezuela
Centro de Reflexion y Planificacion Educativa (CERPE)

THE REDUC-OISE CONNECTION
With the assistance of the Canadian International Development Agency (CIDA) the REDUC network is being expanded and strengthened over the next several years. The Ontario Institute for Studies in Education (OISE) is collaborating in this next phase of the network's development. OISE has joined the REDUC network, has in its library the complete microfiche collection of REDUC documents, and has direct computer linkage with the REDUC Coordinating Centre. If you are in Toronto you can visit the OISE library and examine the REDUC material firsthand. For further information about any aspect of REDUC you may contact:
Dr. Joe Farrell, Department of Adult Education
Ontario Institute for Studies in Education
252 Bloor St. West. Toronto, Ontario, Canada M5S 1V6
Phone: (416) 923-6641, ext. 2361  BITNET: reduc@utoroise
Telex: OISETOR 06 217720  FAX: (416) 926-4725

REDUC Coordinating Centre

REDUC is a cooperative Network, a joint effort of all of the associated centres. The activity of the network is coordinated by the Centre for Educational Research and Development (CIDE — Centro de Investigacion y Desarrollo de la Educacion). Detailed information about any aspect of the REDUC network and its operation and products can be obtained from CIDE. All requests for REDUC materials should be directed to CIDE. Documents are available only in Spanish or Portuguese.
Centro De Investigacion y Desarrollo de la Educacion (CIDE)
REDUC Coordinator
Erasto Escala 1825
Casilla 13608. Santiago 1, Chile.

FOR FURTHER INFORMATION

Detach and fill out this form, and mail it to:

Centro de Investigacion y Desarrollo de la Educacion
REDUC Coordinator
Erasto Escala 1825
Casilla 13608. Santiago 1, Chile.

Please send additional information regarding REDUC materials and a current price list to:

Name ____________________________________________
Address: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
If you have any specific questions or interests, please list them here.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

BEST COPY AVAILABLE
InterEd MEETING

(October 31 - November 1, 1991)
ERIC Processing and Reference Facility

AGENDA

Oct. 31 (Thursday)

8:00-8:30
Coffee and Rolls

8:30-8:45
Welcome by Central ERIC, Greetings, Introductions

8:45-9:15
Opening Statements (Focusing on "What We Want to Achieve" and "What We See as Priority Issues")

9:15-12:00
Data Recording Conventions/Standards

A. Fields
   Compare fields utilized by all members. Which fields are exactly the same? Which are similar? Which are unique? Identify minimum standard set of "essential" fields.

B. Data Within Fields
   Examine cataloging/indexing/abstracting conventions within each field. Which are same? Which are different? Which can be made the same? Which don't need to be the same?

C. Files/Subfiles – Database Architecture
   ERIC has two subfiles (ED for documents; EJ for articles) that comprise its database. Do any others follow this structure? Would it be advisable to do this?

D. Layout of Data/Fields on Machine-Readable Media
   What is done now for each? Are there internal/local formats that differ from external/interchange formats? Do we need to go to a common internal format or do we need to be able to convert to a common external tape communication format? Can the ERIC format serve as a model? If not, what are other options? What are the options for integrating our data at one online vendor's site?

12:00-1:30
Lunch
Marriott Courtyard (?), within one block of ERIC Facility

1:30-2:30
Continuation and Completion of "Data Recording Conventions/Standards"
2:30-4:00  **Authority Files**

A.  **Subject Thesauri**

Report on CEI "concordance" project. If we don't all use the same indexing vocabulary, will a concordance-type map between our respective vocabularies suffice for the user? Continued sharing of terminological data.

B.  **Other Authority Lists**

1. Identifiers
2. Organization Names
3. Geographic Names
4. Language Names
5. Publication/Document Types
6. Target Audiences

4:00-5:00  **Online Together!**

What is the "look" or presentation of the InterEd family online? What are the options? What does the vendor do/contribute to the look versus what do InterEd members do? Assemble a set of questions for the DIALOG representative (next day).

5:00  **Adjourn Day 1**

Dinner together at downtown restaurant convenient to visitor accommodations and Metro(?)

Nov. 1  **Coffee and Rolls**

(Friday)

8:30-9:00  **DIALOG Representative**

9:00-10:30  Meet with DIALOG representative and discuss problems, options, DIALOG involvement, etc.

10:30-10:45  Break

10:45-12:00  **Coverage Issues**

Current coverage policies and selection criteria for each member. Journals/Journal Articles versus "Documents". Union list of serials covered. Duplication of coverage -- How much is acceptable? How much can be eliminated? Division of responsibility for non-domestic journals.

12:00-1:30  **Lunch**
## Document Delivery/Supply Issues

Who does document delivery now and how? Who does not? ERIC has 98% document delivery, 75% article delivery. Do we need to ensure document delivery capability for the literature processed by all InterEd members?

## Business Issues


## Break

## Recapitulation: summation: where do we go from here? Assignments.

## Schedule

4:45

Adjourn (Day 2)
Meeting of the ERIC Directors  
November 13, 1991

SESSION 1: 8:00 - 10:00
8:00 Welcome: Layout for the day by Stonehill/Eisenberg
8:15 The Great Debate: How Shall We Define "Education Related?"

Ted Brandhorst and Craig Howley will lead panels in a debate of contrasting views of what should be included in the ERIC database. The primary question is, "Should ERIC include materials of interest to educators even though the materials may not be directly about education?" Related questions and issues concerning the scope and coverage of ERIC may be raised as well.

Open participation from all Directors will be encouraged and accommodated.

9:00 Related Topic: Journal Coverage in CIJE - results of the survey. Discussion led by Wagner et al.
9:30 National Forum: Briefing on the role of ERIC people (collectively and individually) including objectives, approach, support services, and follow-up activities. Led by Rothenberg/Henson.

SESSION 2: 10:15 - 12:00
11:00 Mission/goals: Initiatives for the near and long-term future.

What do the Directors see for ERIC in the future? What is the mission of ERIC? What are our goals? What are the priority initiatives?

It seems that every constituency related to ERIC (and some not related to ERIC) are being asked opinions for the upcoming recompetition. This is the ERIC Directors' opportunity to express their collective opinions.
Expected outcome: a 3 page position statement (to be drafted by the Executive Committee) that can be used in a variety of situations - w/i OERI, in the RFP drafting, in making budget choices, in working with other organizations, groups, individuals.

ACTIVITY: Based on the input provided and prior discussions, break into groups to discuss, agree on, and prioritize 10 - 15 goals/initiatives. Each group would advocate their top 5 in the large group session.

LUNCH: 12:00 - 1:00

SESSION 3: 1:15 - 2:45

1:15  Follow-up: Reporting and discussion from the previous session (on the mission/goals/initiatives).

2:00  Internal Affairs:

System improvements - use of royalty monies

Selecting exemplary documents

Other - concerns raised from the floor

SESSION 4: 3:00 - 5:00

Interaction with contractors and task forces

- ERIC Facility
- Access ERIC
- ORYX
- CBIS/EDRS
- Assessment Task Force
- Access ERIC Assessment Activities
- Inter-Ed Task Force
- White House Conference

Written reports should be submitted prior to the meeting. This session should be for raising concerns, questions, and discussion of issues.

RECEPTION: 6:30

Sponsored by Syracuse University
at the Greenberg House, 2301 Calvert St N.W.
DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
NATIONAL FORUM ON RESEARCH, DEVELOPMENT AND DISSEMINATION

November 14 - 15, 1991

AGENDA

THURSDAY, NOVEMBER 14, 1991:

8:30 a.m.-9:15 a.m.  Opening Remarks: "My Goals for OERI"  Grand Ballroom
                    Diane Ravitch, Assistant Secretary and Central Salon
                    Counselor to the Secretary,
                    U.S. Department of Education

9:15 a.m.-10:45 a.m. The RD&D System, Its Critics, Its Clients
                      Thomas James, Brown University
                      Executive Director, National Academy of Education
                      Project on Funding Priorities for Educational Research
                      Eric Cooper, Executive Director, National Urban Alliance for Effective Education/Teachers College, Columbia University
                      Questions and Answers

10:45 a.m.-11:00 a.m. Break

11:00 a.m.-12:30 p.m. National Goals Work Groups
                      Small Group Locations will be Announced

Work groups will begin to develop a plan for sharing information among members of the groups, as well as with the other National Goals' groups and will be asked to respond to the concerns presented by the Assistant Secretary. Each group will identify problem areas to be addressed, identify areas to be added to the knowledge bases of research and practice, and will generate a list of potential strategies to achieve these aims. Current and future R&D products from each of the participants' organizations will be identified, as well as resources and expertise among the participants that will advance the immediate and long term objectives of each National Goal.
Specifically, we expect each session will concentrate on:

1) exploring the implications the National Goals have for current and future research, development, and dissemination;
2) increasing productive dissemination and utilization of knowledge in education; and
3) bolstering collaboration and communication within the Federal RD&D system.

12:30 p.m.-2:00 p.m. Lunch

"Private Sector Views on Educational Needs and Reform"
Luncheon Speaker: Carl Ball,
Businessman and Philanthropist,
Partnership for Excellence in Education,
National Industry Council for Science Education

2:00 p.m.-3:00 p.m. Resume Work Group Sessions

2:00 p.m.-3:15 p.m. Break

3:15 p.m.-3:55 p.m. Information Sharing Session 1 among Labs, and Centers, ERIC, LEAD, NDN, and other participants

3:00 p.m.-3:15 p.m. Break

3:15 p.m.-3:55 p.m. Information Sharing Session 1 among Labs, and Centers, ERIC, LEAD, NDN, and other participants

4:00 p.m.-4:40 p.m. Information Sharing Session 2

4:45 p.m.-5:25 p.m. Information Sharing Session 3

5:30 p.m.-7:00 p.m. Reception
David Kearns, Deputy Secretary of Education
will briefly speak on "The Challenges We Face: The National Goals and AMERICA 2000"

5:30 p.m.-7:00 p.m. Reception
David Kearns, Deputy Secretary of Education
will briefly speak on "The Challenges We Face: The National Goals and AMERICA 2000"

8:00 p.m. Evening Discussion (Optional)

Work groups from the morning and afternoon will be encouraged to continue their discussions into the evening. Chairpersons for the small group sessions will meet with specific OERI staff to organize the sessions for Friday.
FRIDAY, NOVEMBER 15, 1991:

8:45 a.m.-9:30 a.m. "What Must We Do to Make the RD&D System Available to Everyone?" Diane Ravitch, U.S. Department of Education

Grand Ballroom Central Salon


10:15 a.m.-10:30 a.m. Break

10:30 a.m.-12:00 a.m. Small Group Sessions (8) Small Group Locations will be Announced

1) The Role of Research and Dissemination in School Reform

Models for Collaboration
Knowledge Utilization Models
Mapping the Future of R&D
Standards for Validation of Findings and Evaluating Research

2) Targeting Specific Audiences for Research Findings

Reaching Teachers, Parents, Policy Makers, and Students
Demonstrating the Link Between Research and Practice

3) New Technologies and Forms of Dissemination

The Uses of Technologies
Bringing the USA On-Line and INet

12:00 p.m.-1:30 p.m. Lunch Renaissance Ballroom East Salon

"Who's on First - What's on Second"
Luncheon Speaker: Milton Goldberg, Director, Office of Research, OERI
2:00 p.m.-3:00 p.m.  Plenary Session to Summarize Individual Sessions

A panel representing Labs, Centers, ERIC, NDN, LEAD, and other participants will summarize the discussions of the various groups. It will also propose establishing on-going task forces to address those R&D issues discussed in the morning sessions. Finally, it will summarize the work these task forces will be expected to do over the next year.

3:00 p.m.-3:15 p.m.  Concluding Remarks: "Federal RD&D: Our Responsibility to the Public"
Diane Ravitch, U.S. Department of Education

3:30 p.m.  Forum Closes

Forum Proceedings Will Be Prepared and Disseminated to All Participants
ERIC DIRECTORS MEETING

(November 13, 1991)

ERIC FACILITY REPORT

I. ACQUISITIONS AND SELECTION

- The ERIC Acquisitions Arrangements (complete edition) was issued in July 1991. It contained a total of 1,614 entries for organizations that regularly send documents to ERIC.

- "Level 2" was redefined by Central ERIC around mid-year to mean "permission to reproduce in other than paper copy." This move was taken in order to prepare for the fact that microfiche might not always be the archival method of choice and the fact that projected full-text optical media-based products will require reproduction by other than micrographic means.

- The two "Reproduction Release Forms" (blanket and specific document) were both revised to reflect the new definition for Level 2, to make the type larger, and to indicate where the forms should be sent. The color difference between the forms was maintained in order to tell them apart easily.

- The Submitting Documents to ERIC acquisitions brochure was revised and reprinted by GPO in October 1991. All addresses and telephone numbers were brought up-to-date and the reduced-size Reproduction Release Form contained in the brochure was revised to reflect the new definition of Level 2.

- Chapter 3 of the ERIC Processing Manual (EPM), covering "Selection," was revised and issued in August 1991. Also issued in August was the "ERIC Clearinghouse Scope of Interest Guide" (EPM Appendix A). Both sections had circulated internally and been handed out at ERIC meetings for many months and had the benefit of input and suggestions from throughout the system.

- The ADR Online system is up and running. All Clearinghouses have managed to utilize the batch option. An improved set of operating procedures, designed to handle the problems being experienced by some and the variations caused by different equipment configurations, was distributed on November 8. Objective #1 is to get all components using the system regularly and successfully. Objective #2 will be to simplify and streamline the system, cut out some of the unnecessary "administrative" steps, make it more user friendly, and add new features.

II. DOCUMENT CONTROL

- The prospect of ERIC full-text products has caused ERIC to begin retaining possession of the original copies of the documents it processes (rather than, as previously, discard them after 4 months). The ERIC Facility is currently warehousing most of the 1990 documents. EDRS has retained the 1991 documents, beginning with February 1991.

III. PROCESSING

- The "Adjunct ERIC Clearinghouse on Consumer Education," affiliated with ERIC/CE, was added to the roster in July 1991. Both Rosella Bannister, the Director, and Patricia Bonner, the Associate Director, have visited the Facility for processing orientation.
The "National Education Goals," and documents related to them are getting very heavy publicity these days. The related documents are often accorded PRIORITY status; some have even been processed at the Facility in order to make next issues. The cooperation received from all of the Clearinghouse in handling these materials has been excellent and is much appreciated.

ERIC Digests Online (EDO) Tape #3 was completed and distributed to all interested parties in September. DIALOG has already updated their file. It contained 226 full-text Digests. EDO #4 is underway and should be completed in January or February 1992. The simultaneous transmission of both the Digest full text and the corresponding RIE resume for the Digest has worked out well. All Clearinghouses were sent a set of revised guidelines for preparing EDO data (based on what we learned while doing EDO #3).

**LEXICOGRAPHY**

- The Identifier Authority List (IAL), both alphabetical and category displays, was issued in June 1991.
- A list of heavily-posted (i.e., 30+) Identifiers was sent to all components in September 1991. These are the prime candidates for new Descriptors for the Thesaurus and the Clearinghouses were urged to concentrate their lexicographic efforts on this group.

**REFERENCE AND USER SERVICES**

- The ERIC Clearinghouse Publications annual bibliography, covering ERIC Clearinghouse products announced in RIE during 1990, was issued in July 1991. Thanks to the high volume of Digests, it listed a total of 355 publications, the highest number in nearly 20 years.
- Several ERIC Ready References were either revised or newly created:
  - #6 "ERIC Clearinghouses and Other Network Components" was revised in September to reflect several telephone or FAX number changes;
  - #7 "ERIC Fact Sheet" was brought up-to-date in April with information through 1990;
  - #10A was re-done in September to list alphabetically all 1,204 digests to date (10B listed the same group by Clearinghouse);
  - #11 revised the "ERIC Microfiche Statistics" to reflect the new EDRS/CBIS price schedule;
  - #12 "ERIC Telephone Directory" was revised in September;
  - #15 "The Costs of Becoming an ERIC Information Service Provider", describing three levels of ERIC service, was issued in May 1991, partly as an aspect of an initiative to get AID to fund basic ERIC access in developing nations.
MISCELLANEOUS

- The "Compact ERIC" project of UMI is alive but "holding." The field test results were positive, but the product price was perceived as high. UMI wants to develop such a product, but is considering its options. Meanwhile, ERIC Clearinghouses continue to code the "best" documents with a Pubtype 800 (Compact ERIC) or 801 (Schooldisk), which serves as a hidden strictly internal code to identify candidates for these products.

- Sales of ERIC tapes continue to increase slightly as more institutions look seriously at mounting the ERIC database online on their mainframes. As the costs of online activity rise, the restrictions on simultaneous use of CD-ROM systems chafe, and the costs of storage decline, users are once again looking at the do-it-yourself option. The OPAC companies, like NOTIS, are also fueling this trend by offering ERIC as part of their service.

- The "ERIC Network Telephone Directory" was reissued by the Facility in July 1991, complete with entries for all Adjuncts.

- The ERIC Facility will be moving on the weekend of November 29-30, December 1, to 1301 Piccard Drive, Rockville, MD 20850. We will have the same voice telephone numbers, but all our data lines will change. Due to the need to pack beforehand, and the Thanksgiving day holiday on Thursday, November 28, we will be in a "reduced state of effectiveness" most of that week.

- The conversion program to convert ERIC data into IAUDOC data for the UNESCO International Bibliography of Higher Education has been completed and ERIC will be sending data to IAUDOC during December.

- The InterEd group held a meeting at the ERIC Facility on October 31-November 1, 1991. Represented were BEI, CEI, and ERIC. AEI could not fund the travel, but offered full support. As a result of the two-day meeting, a proposal was drafted for DIALOG and was mailed November 8. (See separate copy of proposal being made available in quantity).
MEMORANDUM

To: ERIC Clearinghouse and Component Directors
From: John Gracza
Date: November 5, 1991
Subject: Directors Meeting

On April 16, I informed all of you that CBIS anticipated making our first Standing Order shipment in May and would begin filling On-Demand requests in late April. I can now tell you that CBIS is fully operational as the EDRS contractor and with the November Standing Order shipment, will be meeting all of our contractual obligations! I would like to take this opportunity to thank each and every one of you for the assistance and patience you have shown us in making this a smooth transition. In particular I would like to thank Bob Stonehill, Pat Coulter and the OERI staff; Ted Brandhorst and the ERIC Facility staff, and Beverly Swanson and the Access ERIC staff for all their assistance during our sometime difficult transition.

Where is EDRS? We have completed the fastest transition from one contractor to another in EDRS history. We have made several enhancements to the operations, implemented a strong marketing campaign, and are in the process of performing a technology study to look at new methods of disseminating ERIC information.

The following bullets describe the enhancements we have made to the EDRS operations:

* CHANGE IN FILM COLOR FOR DIAZO PRODUCTS - Beginning with the April shipment, CBIS started to use a blue/black diazo film for all distribution copies. Aesthetically this provides the user with a more colorful product and denotes a change in the EDRS contractor.

* IMPROVED TURNAROUND TIME FOR ON-DEMAND ORDERS - CBIS is consistently fulfilling On-Demand orders in three working days from receipt. This surpasses the contractual requirements and is a significant improvement over our predecessor.

* IMPROVED BOOKBINDING METHOD - On October 15, CBIS began using a thermo-bind method for binding On-Demand paper copies. This method provides the paper copy in a book form which facilitates photocopying and storage. Additionally, the final product has a better appearance to the customer.
EXPANDED TOLL FREE SERVICE - On November 5, CBIS expanded our toll free (800) service to all customers in Canada. This was in response to a letter we received from one of our Canadian customers. Our aim in making this change is to generate additional business from our northern neighbors and to demonstrate our responsiveness to CBIS customers.

The following bullets describe CBIS' activities in marketing the ERIC database:

* EXHIBITED AT THE ANNUAL ALA CONVENTION - In June, CBIS shared booth space with Access ERIC at the annual ALA convention in Atlanta. We sent four CBIS representatives to promote ERIC and the services provided by EDRS. We created a brochure that listed our services, produced a rolodex card with ordering information, and raffled a fiche reader to attendees who provided us with their business card. Attending the conference was a success in that it afforded our customers a chance to place faces with the names of people they have been dealing with, and it allowed customers the opportunity to provide feedback on the quality of the product they had been receiving. Additionally, we were able to promote ERIC. While I feel it was important for us to have a presence at ALA, we have not received the kind of response in new customers that we anticipated. To date, I have not decided if CBIS will attend next year's ALA conference.

* DIRECT MAIL CAMPAIGN - CBIS is in the process of beginning an extensive direct mail campaign to promote the cumulative annual COM index. We have completed a mailing to all secondary school principals in the Washington metropolitan area and will be mailing a letter in the next few weeks to all state education superintendents promoting the index and other ERIC/EDRS products. Our hope is that we can persuade more school districts to use ERIC in research and increase our On-Demand business.

* PUBLIC LIBRARIES - To date, we have met with two local public libraries to better understand their needs for educational information and determine their familiarity with ERIC. Our goal is to attract parents and non-traditional users to ERIC. We plan to market the annual index and special products tailored to parents and the general public. Again, we hope to increase On-Demand business.

* AMERICA 2000 - CBIS is in the process of evaluating our role in marketing ERIC documents relevant to America 2000. We have determined that one objective will be to focus on involvement from the business community. We have termed this our Corporate 2000 campaign and we will have more information on this in the coming months.

* INTERNATIONAL MARKETING - CBIS is working with the director of Library Programs of the U.S. Information Agency to inform members of Soviet block countries about ERIC and the role of
EDRS in providing ERIC information. In October, information on ERIC and EDRS was also disseminated to ministries of education in China, Indonesia, Mongolia, Albania, and Lithuania. Additionally, CBIS has contacted information brokers in England, Taiwan, Australia, Israel, China, Spain, and Brazil about becoming distributors of ERIC documents.

One of our contractual requirements is to provide OERI with a technology study that investigates alternative delivery methods of disseminating the ERIC data base. To that end, we mailed a technology survey to all Standing Order Customers in the middle of September. While we realize the survey was somewhat lengthy, this information is needed by CBIS to fully analyze alternative methods. We have received a large number of responses, but we need more participation from our customers. I will be mailing a letter in the next week to encourage more participation and extend the due date until December 16. Any assistance that you can provide in increasing our response will be greatly appreciated. CBIS feels that we can improve the technology, which will increase participation in the number of people using ERIC, but we need to know what equipment libraries have and how they are configured before we make the investment.

Again, I would like to thank each of you for your cooperation and assistance in making our transition a smooth one. CBIS is proud to be a member of the ERIC team and we feel that CBIS can contribute in making people aware of ERIC. I look forward to personally discussing with you the topics I have covered in this update at the November 13 meeting.
**ERIC DIRECTORS, 1965-1991**

(Central ERIC, Clearinghouses, and Support Contractors)

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Name Changes

CE  Training and Development Journal to Training and Development
CG  Journal of Offender Counseling to Journal of Addictions and Journal of Offender Counseling, Services & Rehabilitation to Journal of Offender Rehabilitation
RC  Research in Rural Education to Journal of Research in Rural Education
SE  KIND to KIND NEWS JRS. & SRS.

Additions

CG  Journal of Humanistic Education and Development
Measurement and Evaluation in Counseling and Development
CS  Journal of Clinical Reading: Research and Programs
Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy
FL  Language and Communication
Polylingua
IR  Electronic Library
RC  Midwestern Educational Researcher

Deletions

CE  Illinois Teacher of Home Economics
PS  Early Child Development and Care
Journal Additions


UD  Journal of Health Care for the Poor and Underserved

Journal Deletions

UD  Black Issues in Higher Education
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ERI C ACQUISITIONS LIST UPDATE

December 1991

Note: * indicates new Level 2 form signed

American Association for Career Education
Hermosa Beach, CA 90254
CH: CE
LEVEL: 1
AUTHORIZER: P. Wickwire
NOTE: Blanket
SEND MF TO: Contributor/Author

Anne Arundel Community College
Office of Planning and Research
Arnold, MD 21012
CH: JC
LEVEL: 1
AUTHORIZER: L. Tripp
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Appalachia Educational Laboratory, Inc.
Charleston, WV 25325
CONTACT: Marilyn Slack, Information Spec.
CH: RC
LEVEL: 1
AUTHORIZER: M. Slack
NOTE: Blanket, OERI Lab assigned to RC
SEND MF TO: Organization Contact

Arkansas University
Arkansas Research & Training Center
in Vocational Rehabilitation
Hot Springs, AR 71902
CONTACT: Roy C. Farley
CH: EC
LEVEL: 1
AUTHORIZER: R.C. Farley
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Army Research Inst. for the Behavior & Social Sciences
EFAA: 95
NOTE: Delete

Arts Education Research Center
Champaign, IL 61820
EFAA: Inf
NOTE: See: National Arts Education Research Center

Asian-South Pacific Bureau of Adult Education
Colombo 7
SRI LANKA
CH: CE
LEVEL: 1
AUTHORIZER: W. Wijetunga
NOTE: Blanket, automatic, formerly located in Australia
SEND MF TO: Contributor/Author

Association for the Advancement of Policy, Research & Development in the Third World
Washington, DC 20024
CH: HE
LEVEL: 1
AUTHORIZER: M. Mtewa
NOTE: Blanket, monitor & request, scope
SEND MF TO: Contributor/Author

Belfonds Medical Psychological Institute
Dept. of Neurological Rehabilitation
Canon 33150
FRANCE
CONTACT: David Feldman, Dept. Head
CH: EC
LEVEL: 1
AUTHORIZER: D. Feldman
NOTE: Blanket
SEND MF TO: Organization Contact

Bernard Van Leer Foundation
The Hague 2508 EH
NETHERLANDS
EFAA: 235
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Calgary University
Centre for Gifted Education
Calgary, Alberta T2N 1N4
CANADA
CONTACT: Judy Lupart, Director
CH: EC
LEVEL: 1
AUTHORIZER: J. Lupart
NOTE: Blanket
SEND MF TO: Organization Contact

Canadian Dept. of National Health and Welfare
Health Protection Branch
EFAA: 160
NOTE: See: Dept. of National Health and Welfare, Health Protection Branch

Center for Creative Leadership
Greensboro, NC 27408
CONTACT: Marcia Horowitz, Editorial Assistant
CH: CG
LEVEL: 2
AUTHORIZER: M. Horowitz
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Center for the Study of Parent Involvement
CH: UD
NOTE: Delete

1335
Further Education Unit
London SE1 5EH
ENGLAND
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: N. McGoff
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Georgia State Dept. of Human Resources
Office of Aging
Atlanta, GA 30309
CONTACT: Fred McGinnis, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: F. McGinnis
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Home Economics Education Association
Gainesville, VA 22065
EFAA: 180 START DATE: 79
LEVEL: 2 AUTHORIZER: C. Leisher
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Home School Legal Defense Association
Paeonia Springs, VA 22129
CH: TM START DATE: 91
LEVEL: 1 AUTHORIZER: M. P. Farris
NOTE: Blanket for Court Report series
SEND MF TO: Contributor/Author

Houston Independent School District
Dept. of Research & Evaluation
Houston, TX 77027
CH: EA START DATE: 91
LEVEL: 1 AUTHORIZER: K. Sanchez
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

Illinois Council for the Gifted
Wilmette, IL 60091
CONTACT: Joan F. Smuty, Editor
CH: EC START DATE: 91
LEVEL: 1 AUTHORIZER: J.F. Smuty
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Illinois State Board of Education
Dept. of Vocational Technical Education
Springfield, IL 62777
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: F. Beauman
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Library
Springfield, IL 62701
CH: IR START DATE: 83
LEVEL: 1 AUTHORIZER: B. L. Lament
NOTE: Blanket
SEND MF TO: Organization Contact

Indiana State Dept. of Education
Div. of Adult Education
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. Zay
NOTE: Blanket
SEND MF TO: Contributor/Author

Indiana State Dept. of Workforce Development
Indianapolis, IN 46204
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: W.E. Christopher
NOTE: Blanket, cite availability.
Formerly: Indiana State Commission on Vocational & Technical Education
SEND MF TO: Contributor/Author

Intercultural Development Research Institute
San Antonio, TX 78228
CONTACT: Sharon K. Wong, Education Editor
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: S.K. Wong
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

International Work Group for Indigenous Affairs
Copenhagen DK-1171 DENMARK
CH: RG START DATE: 74
LEVEL: 2 AUTHORIZER: L. Dahl
NOTE: Blanket, automatic, all documents, newsletters & yearbooks
SEND MF TO: Contributor/Author

Japanese-American Research Center
Honolulu, HI 96814
CH: UD
NOTE: Delete

Joint Council on Economic Education
New York, NY 10016
CH: SO START DATE: 87
LEVEL: 1 AUTHORIZER: R.W. Reinke
NOTE: Blanket for the "Senior Economist"
SEND MF TO: Contributor/Author

Kentucky State Dept. of Education
Office of Vocational Education
CH: CE
NOTE: See: Workforce Development Cabinet

Maine State Dept. of Education
Div. of Truancy, Dropout and Alternative Education
Augusta, ME 04333
CONTACT: Frank J. Antonucci, Jr., Consultant
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: F.J. Antonucci, Jr.
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact
Maryland State Dept. of Education
Div. of Career and Technology Education
Baltimore, MD 21201
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. M. Gilli
NOTE: Blanket, monitor & request.
Formerly: Div. of Vocational-Technical Education
SEND MF TO: Contributor/Author

Maryland University
Agricultural and Extension Education Dept.
Ch: CE
NOTE: Delete

McGill University
McLennan Library
Montreal, Quebec H3A 1Y1
CANADA
CONTACT: Mary G. Mason
EFAA: 167 START DATE: 78
LEVEL: 2 AUTHORIZER: Mary G. Mason
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Minnesota Board on Aging
St. Paul, MN 55155
CONTACT: Gerald A. Bloedow, Exec. Sec.
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: G.A. Bloedow
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Minnesota State Dept. of Education
St. Paul, MN 55101
EFAA: 305 START DATE: 86
LEVEL: 1 AUTHORIZER: C. Hanson
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor Author

Mississippi Dept. of Human Services
Div. of Aging and Adult Services
Jackson, MS 39203
CONTACT: Billie J. Marshall, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: B.J. Marshall
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Missouri University-Kansas City
National Resource Center for Rural Elderly
Kansas City, MO 64110
CONTACT: Share DeCroe Bane, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: S.D. Bane
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Money Management Institute
of Household International
Prospect Heights, IL 60070
CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: D. Stefanik
NOTE: Blanket, automatic. Formerly: Household Financial Services
SEND MF TO: Contributor/Author

National Academy of Education
Stanford University
Stanford, CA 94305
EFAA: 176 START DATE: 79
LEVEL: 2 AUTHORIZER: L. S. Shulman
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

National Assessment Governing Board
Washington, DC 20005
CH: TM START DATE: 21
LEVEL: 1 AUTHORIZER: R. Fields
NOTE: Blanket
SEND MF TO: Contributor/Author

National Association of Student Personnel Administrators, Inc. (NASPA)
Washington, DC 20009
CONTACT: Marylyn S. Shorr, Asst. Exec. Dir.
CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: M.S. Shorr
NOTE: Blanket, monitor & request, non-scope transfer
SEND MF TO: Organization Contact

National Business Education Association
Reston, VA 22091
CH: CE START DATE: 83
LEVEL: 2 AUTHORIZER: R.M. McDowell
NOTE: Blanket, automatic
SEND MF TO: Contributor Author

National Center for Children in Poverty
CH: UD
NOTE: See: Columbia University, National Center for Children in Poverty

National Center for Fair and Open Testing (FairTest)
Cambridge, MA 02139
CONTACT: Cynthia Schuman, Exec. Director
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: C. Schuman
NOTE: Blanket, cite availability
SEND MF TO: Organization Contact

National Center for Research on Educational Accountability and Teacher Evaluation
Western Michigan University
Kalamazoo, MI 49008
CH: TM START DATE: 91
LEVEL: 1 AUTHORIZER: D.L. Stuffiebeam
NOTE: Blanket, OERI Center
SEND MF TO: Contributor/Author
RC Clearinghouse

A number of entries were inadvertently omitted from the RC Clearinghouse listing when the alpha list was sorted by clearinghouse. The missing entries are listed below:

Border College Consortium
Brownsville, TX 78520
CH: RC START DATE: 84
NOTE: Individual release, monitor & request
SEND MF TO: Contributor/Author

California Center for Applied Research
Social and Economic Analysis
Sacramento, CA 95833
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: D. Gwynn
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

California State Dept. of Education
Office of Migrant Education
Sacramento, CA 95814
CH: RC START DATE: 73
NOTE: Individual release, scope
SEND MF TO: Contributor/Author

California University at Los Angeles (UCLA)
American Indian Studies Center
Los Angeles, CA 90024
CH: RC START DATE: 80
LEVEL: 1 AUTHORIZER: D. Champagne
NOTE: Blanket, automatic, scope, clearinghouse must cite: American Indian Studies Center-UCLA
SEND MF TO: Organization Contact

California University at Los Angeles (UCLA)
Chicano Studies Research Center
Los Angeles, CA 90024
CH: RC START DATE: 83
NOTE: Individual release, monitor & request
SEND MF TO: Contributor/Author

California University at Santa Barbara
University Library
Coleccion Tlauqu Nahuacue
Santa Barbara, CA 93106
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: S. Guerena
NOTE: Blanket for "Chicanos Checklist" series, cite availability
SEND MF TO: Organization Contact

Center for Rural Pennsylvania
Harrisburg, PA 17101
CH: RC START DATE: 91
LEVEL: 1 AUTHORIZER: D. Boone
NOTE: Blanket for Rural Development Series
SEND MF TO: Organization Contact

Challenging Options in Career Education (CHOICE)
New Paltz, NY 12561
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: I. Pitts
NOTE: Blanket
SEND MF TO: Organization Contact

Clemson University
Strom Thurmond Institute of Government and Public Affairs
Community and Economic Development Program
Clemson, SC 29677
CONTACT: James C. Hite
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: J. Hite
NOTE: Blanket for submitted documents, automatic
SEND MF TO: Organization Contact

Colorado Outward Bound School
Denver, CO 80203
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: M. Udall
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Colorado State Dept. of Health
Migrant Health Program
Denver, CO 80220
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: S. McMullen
NOTE: Blanket, monitor & request, scope, cite availability: Colorado Migrant Health Program
SEND MF TO: Contributor/Author

Council of Outdoor Educators of Ontario
Hamilton, Ontario L8W 2B3
CANADA
CH: RC START DATE: 79
NOTE: Individual release, scope
SEND MF TO: Contributor/Author

Edwin Gould Outdoor Education Centers, Inc.
Brewster, NY 10509
CH: RC START DATE: 80
LEVEL: 1 AUTHORIZER: S. Ross
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author
Fresno County Dept. of Education
P.A.S.S. Program
Fresno, CA 93704
CH: RC START DATE: 82
LEVEL: 1 AUTHORIZER: M. Lloyd
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Genesee Board of Cooperative Educational Services
Migrant Center
Genesee, NY 14454
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: R. Lynch
NOTE: Blanket
SEND MF TO: Contributor/Author
# Table of Contents

**Action Items**

*ERIC Processing Manual (EPM)—1992 Edition (Fully Revised)* ........................................ 1

*ERIC Acquisitions Arrangements List (EAA)* ................................................................. 1

Document Covers—Document Processing Advisory ............................................................ 1

**I. OERI**

A. OERI Early Alert Publication Catalog ................................................................. 1

B. OERI Electronic Bulletin Board System (EBBS) .................................................. 1

C. Digest of Education Statistics-on-Disk ................................................................. 2

D. OERI Project Management System (PMIS)
   —On-Line Directory of OERI-Funded Projects .................................................. 2

E. OE/NIE/ED/OERI Chronology ................................................................. 2

**II. ERIC COMPONENTS**

A. Access ERIC ................................................................................. 2

1. Conclusion Brochures (Five New Ones Issued) ............................................ 2

2. ERIC User Survey (Final Report) ......................................................... 3

B. Oryx Press ........................................................................ 3

1. CJE 1993 Subscription Information ......................................................... 3

2. Oryx Publishes *Identifier Authority List* (IAL) .................................. 3

3. CJE Schedule, 1992 .................................................................. 3

C. ERIC Clearinghouses ..................................................................... 3

1. ERIC/CG Reproduction Release Strategy .................................................. 3

2. Don Ely (ERIC/IR) Abroad ................................................................. 3

D. ERIC Facility ........................................................................ 4

1. What Kinds of Documents Are in the ERIC Database? .......................... 4

2. Digest Statistics for 1991 ................................................................ 4


4. ERIC Database File Size ................................................................ 5

5. RIE Schedule, 1992 .................................................................. 5
E. ERIC Document Reproduction Service (EDRS) ........................................... 5
   1. Microfiche Cumulative Indexes ......................................................... 5
   2. 1992 Price List .................................................................................. 6
   3. New Order Form .................................................................................. 6
   4. Gracza Leaves EDRS. Succeeded by Dagutis ....................................... 6

III. VENDORS
   A. SilverPlatter Information .................................................................. 6
      1. SilverPlatter Offers OCLC Database on Disk ..................................... 6
   B. DIALOG Information Services .............................................................. 6
      1. The Classic Files!
         (DIALOG CHRONOLOG, 92:196 June 1992) .................................... 6
      2. Deposit Accounts for ERIC (Via DIALORDER)
         (DIALOG CHRONOLOG, 91:0921 September 1991) ....................... 7
      3. Advanced Research Technologies (ART)
         —ARTIST Gateway Service (to ART via DIALOG) ........................ 7
      4. "SitePrints" Service (Printing Locally) ........................................... 8
      5. Duplicate Detection .......................................................................... 8
      6. DIALOG-on Disk-ERIC ..................................................................... 8
         a. Reconfigured Disks (July 1992) .................................................... 8
         b. Problems With Reconfigured Disks (August 1992) .................. 8

IV. INTERNET ............................................................................................ 8
   A. ERICDIR LISTSERVE ........................................................................ 8
   B. Accessing ERIC (Via Internet) ............................................................. 8
   C. "Public Libraries and the 'Net '", by Charles McClure ....................... 8

V. MISCELLANEOUS .................................................................................. 9
   A. Government Printing Office Wide Information
      Network Data Online Act (WINDO) .................................................. 9
   B. Universal Serials and Book Exchange (USBE) .................................... 9
   C. Monographs in Education (MIE) ....................................................... 9
D. Nova University Publishes: "Graduate Students as Change Agents: Nova University Contributions to the Educational Resources Information Center (ERIC), 1972-1992" ....................................... 9

E. Environmental Risk Information Center (ERIC) Changes Name to Environmental Risk Information and Imaging Services (ERIIS) ............ 10

VI. ABOUT ERIC—SOME RECENT READINGS ........................................

A. "The Three Phases of ERIC"
by Robert M. Stonehill and Ted Brandhorst ..................................... Attachment 29

B. Research and Education Reform: Roles for the Office of Educational Research and Improvement.
Edited by Richard C. Atkinson and Gregg B. Jackson,
(Recommendation B-7, Pertaining to ERIC) ........................................ Attachment 30

C. Testimony Pertaining to ERIC Before the Subcommittee on Select Education, U.S. House of Representatives, March 18, 1992, at Hearings on the Reauthorization of OERI ........................................ Attachment 31

1. Michael B. Eisenberg
2. Michael B. Webb
3. Stanley B. Zenor

D. Letter to the Editor, Urban Education, concerning article: "Current Index to Journals in Education—Feet of Clay?"
(Article by Manuel Lopez; Letter by Ted Brandhorst) .......................... Attachment 32

E. "Optical Disks" in Libraries: Use and Trends,
by Ching-chih Chen (p.31-33 providing data pertaining to ERIC database) .... Attachment 33
LIST OF ATTACHMENTS

1. *ERIC Processing Manual* (EPM)—Table of Contents and Preface
2. OERI Early Alert Publications Catalog (Front Matter)
3. OERI Electronic Bulletin Board System (EBBS) (Description and Instructions for Users)
4. Digest of Education Statistics-on-Disk (Manual)
6. Conclusion Brochures (Announcement of Five New Brochures)
8. CUE 1993 Subscription Information
9. *Identifier Authority List* (Oryx Press Flyer)
10. CUE Schedule, 1992
11. Ready Reference #16: What Kinds of Documents Are in the ERIC Database?
12. RIE Schedule, 1992
13. Microfiche Cumulative Indexes (to RIE)
14. EDRS 1992 Price List
15. New EDRS Order Form
16. SilverPlatter Offers OCLC Database (News Release)
18. Advanced Research Technologies (ART) —ARTIST Gateway Service (to ERIC via DIALOG)
19. “SitePrints” Service (Printing Locally)
20. Duplicate Detection (in DIALOG)
21. DIALOG-on Disk-ERIC (Reconfigured Disks and Associated Problems)
22. ERICDIR LISTSERVE
23. Accessing the ERIC Database Through SUINFO (Instructions)
24. "Public Libraries and the 'Net'", by Charles McClure
25. GPO WINDO Act
26. Universal Serials and Book Exchange (USBE)
27. Monographs in Education (MTE)
30. Research and Education Reform: Roles for the Office of Educational Research and Improvement. Edited by Robert C. Atkinson and Gregg B. Jackson (Recommendation B-7, pertaining to ERIC)
31. Testimony Pertaining to ERIC Before the Subcommittee on Select Education, U.S. House of Representatives, March 18, 1992, at Hearings on the Reauthorization of OERI.
   A. Michael B. Eisenberg
   B. Michael B. Webb
   C. Stanley D. Zenor
32. Letter to the Editor, Urban Education, concerning article: "Current Index to Journals in Education—Feet of Clay?" (Article by Manuel Lopez; Letter by Ted Brandhorst)
33. Optical Disks in Libraries: Use and Trends, by Ching-chih Chen (p.31-33) providing data pertaining to the ERIC database.
34. CUE "Source Journal Index" Updates (February-October 1992)
35. CUE Monthly Report (February-September 1992)
36. EDRS Packing List Letters of Transmittal to SOCs (RIEJCT91 to RIEJUL92)
ERIC Processing Manual (EPM)—
1992 Edition (Fully Revised)

The ERIC Processing Manual (EPM) has been undergoing major revisions across the last eight months. During this time the ERIC Facility integrated hundreds of requests, comments, suggestions, prior revised pages, and just plain corrections into a brand new edition (with an index for each section!). Some major rewriting was necessary, but the foundation and structure are still the basic EPM text as it has evolved and remained strong over the years.

The new edition consists of eleven chapters/sections, three appendixes, a glossary, and an index. Each ERIC Clearinghouse has been sent 6 copies of each section. Additional copies can be obtained from the Facility. The EPM is sold to the public by the Facility ($75 complete; $7.50 per individual section). It will also be entered into RIB as soon as the combined index has been prepared.

Old copies of the EPM should be discarded. Operations and processing staff should be provided with complete new EPMs that can be updated as revised pages are issued in the future. Attachment 1 consists of the Preface to the new EPM and a flyer listing each section and its price.

ERIC Acquisitions
Arrangements List (EAA)

The 1992 edition of the ERIC Acquisitions Arrangements List (EAA) list has just been completed and will be distributed shortly to all ERIC components. Each Clearinghouse will receive 3 copies. The EAA was delayed because of the need to publish all sections of the EPM by August. The 1992 EAA covers all new arrangements, changes, and deletions received by the Facility on or before May 15, 1992. Any information received after that date will appear in updates attached to future EABs. Any reactions to the EAA (or requests for additional copies) should be directed to Gail Mathews, Acquisitions Librarian, ERIC Facility.

Document Covers—
Document Processing Advisory

The Facility has received in recent months a number of documents with covers removed or defaced. Please remember that in general it is best to leave documents intact and to have them filmed exactly as originally produced. The EPM provides for the elimination of pages that are identical duplicates of other pages, but in many cases the covers being discarded are not identical to any other pages. Do not eliminate a cover or other page unless it is truly identical to another page, i.e., in both content and layout.

OERI Early Alert
Publications Catalog

The OERI Early Alert Publications Catalog is an unusual reference tool in that it attempts to list OERI, Lab, and Center publications a year before they have been published. The first edition produced by ACCESS ERIC, appeared in November 1991 and covered 1992. Attachment 2 lets the front matter of this “window into the future” product speak for itself.

OERI Electronic Bulletin
Board System (EBBS)

OERI supports an “Electronic Bulletin Board System,” referred to as EBBS. It is open to the public and requires only that the user have a computer, a modem, and telecommunications software. A wide variety of information appears in EBBS and the list is constantly growing. The best way to learn about EBBS is to give it a call:

800-222-4922 (toll-free number)
202-219-1511 (when in metro DC)
202-219-2011 (local DC number)
202-219-2012 [*]

If you have a problem, help is available via the EBBS Systems Operator, Joyce Benton; 202-219-1547. See Attachment 3 for a one-page “Description and Instructions for U:-vs.”
Digest of Education Statistics-on-Disk

"Digest-on-Disk" is a CD-ROM-based computerized search and retrieval system designed to provide an easy way to locate and display specific information contained in the many statistical tables prepared by the National Center for Education Statistics for its annual compilation, the Digest of Education Statistics.

Digest-on-Disk was designed by OERI's Keith Stubbs (Director, Educational Information Resources Division (EIRD)), and is available from him (202-219-1803).

Attachment 4 is the user’s manual that accompanies Digest-on-Disk. It provides a complete description of the system’s capabilities and mode of operation.

OERI Project Management System (PMIS)—On-Line Directory of OERI-Funded Projects

One of the largest files available on OERI's Electronic Bulletin Board System (EBBS) is a directory of over 3,300 OERI-funded projects dating from FY1988 to the present. These projects involve Labs, Centers, ERIC, N2N, LEAD, Star Schools, Library Programs, FIRST, and field-initiated projects.

The database can be searched by Descriptors, words in title and abstract, principal investigator, institution, contract/grant number, etc.

Possible reasons for searching the file are:

- identifying work in progress on a given topic;
- obtaining concise descriptions of relevant projects;
- locating organizations and individuals to contact for further information;
- spotting research gaps, duplication of effort, or related lines of inquiry.

Attachment 5 is a user manual for the system, consisting of a system description, sample session, and summary of command syntax and information elements.

OE/NIE/ED/OERI Chronology

If you write about ERIC as much as we do, you keep having to come up with the historical dates for the National Institute of Education (NIE), Department of Education, and OERI. Then you can't get your hands on the dates when next you need them and you do the research all over again. We thought it might help to put the dates in the EAB so that they can be easily retrieved and so that we are all working off the same dates. The dates below are the ones provided by the OERI historian.

National Institute of Education (NIE)
Legislation signed, June 1972
ERIC shifted to NIE, July 1972
Operations began, August 1972

Department of Education (ED)
Legislation signed, October 1979
Operations began, May 1980

Office of Educational Research and Improvement (OERI) (Replaced NIE)
Legislation signed, 1979
Operations began, 1985

Conclusion Brochures (Five New Ones Issued)

"Conclusion Brochures" continue to be a favorite of the public at conferences and meetings where ERIC is exhibiting. Five new titles have been announced and distributed by ACCESS ERIC:

- How Important is Homework?
- How Can Parents Model Good Listening Skills?
- Should Gifted Students Be Grade-Advanced?
- How Can One Help Children Learn Geography?
- How Can We Help Children Learn to be Responsible Citizens?

Attachment 6 is ACCESS ERIC's announcement of these titles, their suggested application, and their availability.
ERIC User Survey (Final Report)

ACCESS ERIC conducted a survey of ERIC users between May-September 1991. A 21-question survey received 1,184 responses for further analysis. The complete 31-page final report can be obtained from ACCESS ERIC. An “Executive Summary” of the report is provided here as Attachment 7.

CUE 1993 Subscription Information

The 1992 domestic subscription price for CUE was $225. The 1993 price will be $235, a 4% increase. A 5% discount is available for prepayment and a second 5% is available for establishing a standing order. Attachment 8 is the Oryx Press flyer pertaining to CUE prices in 1993.

Oryx Publishes
Identifier Authority List (IAL)

The Identifier Authority List (IAL) is the list of Identifiers approved for use by ERIC indexers, i.e., that have been reviewed for format. Always available as a paperbound ERICTOOL from the ERIC Facility, the IAL has now been published for the first time as a hardbound product by Oryx Press. This 1992 edition of the IAL contains 43,196 Identifiers and sells for $55. The Oryx Press News Release and advertising flyer pertaining to the IAL appear as Attachment 9.

CLJE Schedule, 1992

The CLJE Schedule for 1992 was originally distributed to all components at the beginning of the year. However, it has not yet appeared in the EAB, where its appearance is useful as a matter of record. Therefore Attachment 10 is the CLJE Schedule for 1992, as prepared by the CUE Publisher, Oryx Press.

ERIC CLEARINGHOUSES

IC/CG Reproduction Release Strategy

"For a number of years ERIC/CAPS has been unsuccessful in acquiring blanket releases at Level 2 from the major publishers in the counseling field. Using a new market driven strategy resulted in obtaining releases from all five publishers, including our major professional association. Our new approach began by my writing a letter to the commercial publishers pointing out that our major professional association did provide a blanket release for Level 2, was pleased with the outcome, and we did not want to exclude any private publishers from having the same opportunity! It made the point that any publisher who did not provide a release would miss out on the opportunity to impact on the large number of people who search the database and who are prime potential purchasers because of their interest/need for information on a particular topic. It was also suggested that, since our major professional association was very receptive, their noninvolvement could be a marketing and professional liability.

"The letter was followed up by individual calls by our acquisitions specialist, Kathy Bidelman, who explained the process in more detail stressing the need for a blanket release. When one publisher learned that another publisher had joined they were highly desirous of not being excluded and responded positively. We believe this new strategy will serve the best interest of the users, the ERIC system, and the publishers. We are especially pleased with the quality and quantity of materials we are receiving."

...Garry R. Walz, Director (ERIC/CG)

Don Ely (ERIC/IR) Abroad

"Donald P. Ely, Professor, Instructional Design, Development, and Evaluation in the School of Education and Associate Director of the ERIC Clearinghouse on Information Resources was a Research Fellow in the Faculty of Educational Science and Technology at the University of Twente in The Netherlands from April until the end of June.
1992. During that time he taught a seminar on cross-cultural aspects of media and advised doctoral students in the area of media design. Dr. Ely helped to develop the curriculum in Educational Technology at the University of Twente in 1980 and has returned five times since then to help in further development of the program. SU’s School of Education has a formal cooperative agreement with the University of Twente to exchange students, faculty, and information.

“While in Europe, Ely served in the U.S. Information Agency’s American Participant Program at the University of Malta. During a one week assignment, he gave lectures, met with the Faculty of Education and Communications to discuss a program of instructional improvement and consulted with the Minister of Education regarding new developments in educational media and technology.

“Ely gave papers on ‘Trends in Educational Technology’ at the Educational Technology International Conference held in York, England early in April and at the European Conference on Educational Research in The Netherlands at the end of June. These papers were based on his research for the ERIC Clearinghouse on Information Resources.

“Early in May, Ely was a keynote speaker at the International Conference on Instructional Technology and Educational Innovation in Taiwan. His paper, “Conditions that Facilitate the Implementation of Media and Technology Innovations” was translated into Chinese. Ely was honored with a Certificate of Appreciation from the National Audio Visual Association of China.”

... (ERIC/IR)

**ERI C FACILITY**

What Kinds of Documents Are in the ERIC Database?

The list of Publication Types indexed by ERIC gives a good idea of the kinds/types of documents in the ERIC database, but no idea of relative prevalence. Therefore, the Facility did a computer analysis of the last twelve years of ERIC input in order to determine how many records were indexed by each PUBTYPE code and what percentage that number was of the total records during that span of time. The result, Ready Reference #16 (See Attachment 11), provides an excellent idea of the types of materials that predominate in the ERIC database and just how use of PUBTYPE codes in a computer search would limit output.

**Digest Statistics for 1991**

The tables below provide statistical data for the 164 ERIC Digests that were announced in RIE during 1991. The tables make it clear that Digests tend to cluster towards the end of the year, e.g., 37% of the total Digests were processed for the last two issues of RIE. The data also show that 37% of the Digests announced during 1991 were published/dated in 1990. These data would support the conclusion that perhaps as much as 40% of the Digests produced in a given year are produced in the fourth quarter.

<table>
<thead>
<tr>
<th>Number of ERIC Digests Announced in Each Issue of the 1991 Resources in Education (RIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digests Announced in 1991 (By Publication Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>----</td>
</tr>
<tr>
<td>CE</td>
</tr>
<tr>
<td>CG</td>
</tr>
<tr>
<td>CS</td>
</tr>
<tr>
<td>EA</td>
</tr>
<tr>
<td>EC</td>
</tr>
<tr>
<td>FL</td>
</tr>
<tr>
<td>HE</td>
</tr>
<tr>
<td>IR</td>
</tr>
<tr>
<td>JC</td>
</tr>
<tr>
<td>PS</td>
</tr>
<tr>
<td>RC</td>
</tr>
<tr>
<td>SE</td>
</tr>
<tr>
<td>SO</td>
</tr>
<tr>
<td>SP</td>
</tr>
<tr>
<td>TM</td>
</tr>
<tr>
<td>UD</td>
</tr>
<tr>
<td>AE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Duplicates (in RIE) Statistics for 1991

During RIE publishing year 1991, there were 189 duplicates detected and removed from RIE input by the Facility. This is an average of 12 per Clearinghouse, though some Clearinghouses had fewer and some many more. Through the August 1992 issue of RIE, 116 duplicates have been detected and removed—an average of 15 per RIE issue and 7 per Clearinghouse so far.

The table below displays for 1991 displays the number of duplicates by year of publication of the duplicate. The older items invariably appear in the printed Title Index, and are findable as well via CD-ROM searching. The more recent items invariably are tagged on the ADR. It seems as if most of the duplicates that ERIC is currently experiencing could easily be avoided by enforcing basic Clearinghouse duplicate checking procedures.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Records (thru March 92)</th>
<th>Number of Bytes (thru March 92)</th>
<th>Average Bytes per Record</th>
<th>Tape Feet (1600 BPI)</th>
<th>Tape Feet (6250 BPI)</th>
<th>Tape Reels (2400')</th>
<th>Records Per Reel</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIE</td>
<td>331,745</td>
<td>596,431,087</td>
<td>1797.26</td>
<td>35,537</td>
<td>10,426</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>CUE</td>
<td>435,256</td>
<td>285,621,984</td>
<td>656.01</td>
<td>16,006</td>
<td>4,938</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>767,001</td>
<td>882,052,971</td>
<td>N/A</td>
<td>49,543</td>
<td>15,354</td>
<td>21</td>
<td>8</td>
</tr>
</tbody>
</table>

Out of 189 duplicates during 1991, 36% were to items processed in 1989 or earlier. Of the 11 items processed prior to 1985, 3 were from 1980, and 1 from 1977.

ERIC Database File Size

Purchasers of the ERIC database on magnetic tape receive a copy of the ERIC Tape Documentation that describes the format of the tape records and the content of fields and records. This essential documentation was revised in 1992 to encompass all new fields and fields made obsolete in the last few years. Among other features was a complete “sizing” of the ERIC database as of March 1992, i.e., how many records, bytes, tapes, etc. This new table (see below) has proved very useful recently because more and more universities are mounting the ERIC database on local mainframes and need to know the amount of storage required.

RIE Schedule, 1992

The RIE Schedule for 1992 was originally distributed to all ERIC at the beginning of the year. However, it has not yet appeared in the EAB, where its appearance is useful as a matter of record. Therefore, Attachment 12 is the RIE Schedule for 1992, as prepared by the ERIC Facility.

Microfiche Cumulative Indexes

The cumulative microfiche indexes to RIE that EDRS produces annually are still the most economical total index access to the ERIC database. The price for the indexes through 1991 is $75 (see Attachment 13 for EDRS flyer). These indexes may in 1993 be made a mandatory accompaniment to a Standing Order subscription to ERIC microfiche.
EDRS 1992 Price List

Usually the only EDRS prices we remember are the per title price for on-demand microfiche ($1.16) or the price of reproduced paper copy blowback ($3.20 each 25 pages). Sometimes the price per fiche of microfiche obtained via regular subscription must be looked up (.109 per fiche). However, EDRS has many other prices (e.g., back collections, Clearinghouse collections, silver fiche, etc.) and they are all displayed in their "EDRS Price List" (see Attachment 14).

New EDRS Order Form

The EDRS Order Form specifies the prices for fiche and paper copy. Whenever a price increase is granted, this form must be revised and reprinted. This generally happens in January. The current EDRS Order Form (see Attachment 15) was reprinted January 1, 1992.

All ERIC components should ensure that old copies of the EDRS Order Form are replaced by the new version. Copies of the EDRS Order Form are available on request from EDRS.

John Gracza Leaves EDRS—Succeeded by Peter Dagutis

In June 1992, John Gracza, Director of EDRS, resigned from CBIS Federal to accept another position. John had been with CBIS throughout the 1991 period during which CBIS took over operation of EDRS from Computer Microfilm Corporation (CMC) and established a new production line. John's E-Mail goodbye message to ERIC staff appears below. He is succeeded in the EDRS Directorship by Peter Dagutis, former EDRS Production Manager.

"From: John Gracza, EDRS
To: All ERIC
Re: Resignation

"On Monday, June 8, I tendered my resignation with CBIS Federal. I was offered an opportunity that was too good to pass up. I have enjoyed my year in the ERIC family and feel that the EDRS contract is heading in the right direction. My successor will be Pete Dagutis and I feel comfortable that Pete will continue to move the EDRS contract in the same direction. CBIS will be demonstrating a CD-ROM product at the ALA convention that will include full text documents from the 800 and 801's that the Clearinghouses have selected. I hope that this is just the start of full text ERIC documents. Again, I would like to thank each of you for the support you provided CBIS during our transition because without it, we would not have been able to complete the shortest transition from one contractor to another in EDRS history. Good Luck on your recompetes and who knows maybe our paths will cross again."

SilverPlatter Offers OCLC Database on Disk

SilverPlatter recently took over OCLC's ERIC-on-CD-ROM business. As a follow-up to that takeover, ERIC SilverPlatter has announced (see Attachment 16) that it is offering as a new CD-ROM product the OCLC Computer Library database, a subset of 270,000 records extracted from the OCLC Online Union Catalog of 24 million records. The OCLC Computer Library database is an international bibliography of materials relating to computer and communications topics. SilverPlatter also says that it will be exploring possible links between its current CD-ROM products and OCLC's online EPIC service. Since ERIC is part of the EPIC online service, such a tie-in would be of interest to ERIC searchers.

The Classic Files!
(DIALOG CHRONOLOG, 92:196 June 1992)

DIALOG actually started as a software system back in the 1960's, but as a commercial publicly-available online service it dates its beginning as 1972. Therefore, in 1992 it is celebrating its 20th birthday. Since ERIC has the unique distinction of being "File 1" in the DIALOG roster, ERIC is getting considerable play as one of the "Classic" files during DIALOG's anniversary year (see Attachment 17, from DIALOG Chronolog for June 1992).
Deposit Accounts for ERIC
(Via DIALOG)
CHRONOLOG, 91:0921 September 1991

Organizations ordering ERIC documents from EDRS via DIALOG's online DIALOGORDER service must first establish a $300 deposit account with EDRS. The DIALOG Chronolog (September 1991) announcement that specifies this arrangement is reproduced below:

"Deposit Accounts for ERIC"

The DIALOGORDER(R) supplier ERIC requires a deposit of $300 from non-U.S. users prior to filling document orders. Non-U.S. users wishing to order from ERIC should establish this deposit account by corresponding with:

EDRS/CBIS Federal
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852

EDRS adds $1 per document to charges for users in Canada and does not require a deposit from them.

You may wish to annotate your copy of the revised ERIC Yellowsheet, distributed with the May 1991 CHRONOLOG, to show the deposit requirement."

Advanced Research Technologies (ART)—ARTIST Gateway Service
(to ERIC via DIALOG)

An organization named Advanced Research Technologies, Inc. has developed a specialized friendly interface to a subset of databases available via DIALOG. The ERIC database is included in a group known collectively as the “Reference Center”. The menu-driven interface technology is referred to as the “ARTIST Gateway”; it is designed to lessen any perceived barriers to online searching. DIALOG announced it in July (see Attachment 18).
“SitePrints” Service (Printing Locally)

DIALOG’s “SitePrints” service allows users to send search results to a local printer. Such a capability has long been requested by high-volume customers. A nominal delivery charge of $0.25 per page was established during the beta test period. General release of the capability is scheduled for September 15, 1992 (see Attachment 19).

Duplicate Detection

The availability of the “OneSearch” option, in which one search is used to search across several databases, has forced DIALOG to consider the problem of duplicate detection and removal. As a result, they have developed a “Duplicate Detection” system feature and three related DIALOG commands that let you remove (RD) and/or identify (ID, IDO) duplicate citations from OneSearch search results. This feature is fully described in a booklet entitled “Duplicate Detection” (see Attachment 20). Note that the example for the Identify Duplicates Only (IDO) command utilizes ERIC and Psycinfo (p.7).

DIALOG-on Disk-ERIC

Reconfigured Disks

(July 1992) Problems

With Reconfigured Disks

(August 1992)

The DIALOG-on-Disk-ERIC product was reconfigured in July 1992 to fit on 2 disks (1966-1982; 1983—). In the reconfiguration process, some 27,712 accessions (those that had been updated on the online files with a Target Audience = Practitioners during the 1983 Practice File project) were inadvertently left off the disks by DIALOG. In addition, a software bug appeared for the first time that led to all searches on terms beginning with the word “Teachers” leading to zero hits. DIALOG was informed of the problem by the Facility and in early August came out with a letter stating that both problems would be fixed at the next quarterly update. See Attachment 21 for the DIALOG letters pertaining to the reconfiguration and the problems discovered afterward.

INTERNET

ERICDIR LISTSERVE

The ERIC/IR Clearinghouse has established on the Internet a computer discussion group, conference, forum, or “listserve” for ERIC staff. The listserve is operated on the Syracuse University mainframe. As of August 1992, there are 76 individual participants. The ERICDIR listserve replaced ERIC’s Multi-Link E-Mail system in September 1992.

We have gathered together some of the basic messages that describe ERICDIR and how to use it. (See Attachment 22).

Accessing ERIC (Via Internet)

The ERIC/IR Clearinghouse has mounted the latest five years of the ERIC bibliographic database on the Syracuse University mainframe. Attachment 25A provides the instructions for accessing ERIC through the SUNINFO system, using the SPIRES/PRISM interface.

The ERIC Digests C line (EDO) file of the full text of some 850 ERIC Digests has been mounted on the University of North Carolina’s Extended Bulletin Board System. Attachment 25B provides the instructions for accessing this Digest file.

“Public Libraries and the ’Net”, by Charles McClure

The 1992 ASIS Mid-Year meeting featured a presentation by Charles McClure of Syracuse University’s School of Information Studies on public libraries and the Internet. Public Library Watch, a periodical reporting on research and policy issues of interest to public libraries, followed up with an interview which was published in their June 1992 issue. The three-page article (see Attachment 24) is of interest to ERIC because an analogy can be made between public libraries and ERIC Clearinghouses. McClure argues that it is absolutely critical for libraries to get on Internet/NREN if they want to maintain their information role in American society.
Government Printing Office
Wide Information Network
Data Online Act (WINDO)

The WINDO Act (HR 2772) introduced by Representative Charles Rose (D-NC) on June 26, 1991, would establish online access to public Government information through the GPO. Its purpose is to make it convenient for the public to obtain low-cost access to Government information. The WINDO Act is supported by ALA, SLA, EDUCOM, and a wide variety of other professional associations. WINDO is opposed by the Information Industry Association and other groups that argue the private sector is already doing an adequate job of providing needed access to Government data. Obviously the WINDO Act would have an impact on existing arrangements for providing access to ERIC via DIALOG, BRS, OCLC, SilverPlatter, GTE, etc. A copy of the ALA Fact Sheet on WINDO and a copy of the Act itself are provided as Attachment 25.

Universal Serials and Book Exchange (USBE)

The old "United States Book Exchange" has been re-named "Universal Serials and Book Exchange". Formerly located in Washington, DC, it has been for some years now located in Cleveland, Ohio. We recently had occasion to contact the USBE and found to our surprise that they have scattered issues of Resources in Education (RIE) going all the way back to 1966. The Facility's stock of RIE goes back only to 1974, so anyone having a need for early RIE issues (1966-1973) can profitably be referred to the USBE. A copy of the USBE letter attesting to this resource appears as Attachment 26.

Monographs in Education (MIE)

International Archives Institute Inc. (InterArc) is planning a new product to be called Monographs in Education (MIE). MIE is using ALA's reference tool Books for College Libraries (BCL) to select approximately 100 of the very best pre-1988 monographs. It then merges the back-of-the-book indexes from these 100 books to create a very detailed and comprehensive index to the total contents of the 100 books. The full text of the 100 monographs is stored (as images) on a separate CD-ROM set. The same process would be used for monographs from 1988 to date. Attachment 27 provides a full description of the projected product. While ERIC admittedly does not cover thoroughly the book literature of education, the MIE prospectus describes a product that is apparently so extremely selective that it is doubtful it could realistically be described as filling the "book gap" that now exists.

Nova University Publishes:
"Graduate Students as Change Agents: Nova University Contributions to the Educational Resources Information Center (ERIC), 1972-1992"

During the two decades 1972-1992, a total of 923 practicum reports and "Major Applied Research Projects" (MARPs) completed by NOVA University graduate students were accepted into the ERIC system. This book contains the ERIC abstracts of these practicums. It is interesting to note that the Nova University Information Retrieval Service sells microfiche for any item in this volume. See Attachment 28 for descriptive material pertaining to this bibliography.
Environmental Risk Information Center (ERIC) Changes Name to Environmental Risk Information and Imaging Services (ERIIS)

When the Facility received a flyer and letter from an ERIC that wasn’t the ERIC we know and love, we immediately made contact with that organization in order to tell them that the name ERIC had been preempted (25 years ago!). Bob Stonehill also wrote a tactful letter that nudged them toward greener pastures. Lo and behold, without any written response, they took the hint and moved on to “ERIIS”. This is the second time we have persuaded an organization to change its name from ERIC to something else. Apparently the price of a good acronym is constant vigilance.

Dear Customer:

We’ve changed our name from ERIC to ERIIS! Environmental Risk Information And Imaging Services

...and there’s BIGGER news to come!

— so watch your mailbox...

Environmental Risk Information And Imaging Services

To Order: 1-800-989-0402
FAX (703) 836-0468

Pre-Phase I Environmental Prior-Use Maps And Data Reports

1421 Prince Street Suite 330 Alexandria, VA 22314

For ready reference, cut out and file this handy ROLODEX® card ▶
**ERIC PROCESSING MANUAL (EPM)**

**Table of Contents**

<table>
<thead>
<tr>
<th>SECTION</th>
<th>CHAPTER NAME</th>
<th>PUBLICATION DATE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
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<td>Section 1</td>
<td>Introduction</td>
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<td>Section 2</td>
<td>Acquisitions</td>
<td>June 1992</td>
<td>$7.50</td>
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<td>Section 3</td>
<td>Selection</td>
<td>August 1991</td>
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<td>Handling and Shipping</td>
<td>June 1992</td>
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<td>Section 5</td>
<td>Cataloging</td>
<td>June 1992</td>
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<tr>
<td>Section 6</td>
<td>Abstracting/Annotating</td>
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<td>Section 7</td>
<td>Indexing</td>
<td>June 1992</td>
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<tr>
<td>Section 8</td>
<td>Vocabulary Development and Maintenance</td>
<td>June 1992</td>
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<tr>
<td></td>
<td>Part 1: Descriptors</td>
<td>June 1992</td>
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<tr>
<td></td>
<td>Part 2: Identifiers</td>
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<tr>
<td>Section 9</td>
<td>Data Entry</td>
<td>June 1992</td>
<td>$7.50</td>
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<tr>
<td>Section 10</td>
<td>Database Changes (Post Publication)</td>
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<tr>
<td>Appendix A</td>
<td>ERIC Clearinghouse Scope of Interest Guide</td>
<td>April 1991</td>
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<tr>
<td>Appendix B</td>
<td>Document Preparation (For Filming)</td>
<td>June 1992</td>
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</tr>
<tr>
<td>Glossary</td>
<td>Glossary of Terms (With Acronym List)</td>
<td>June 1992</td>
<td>$7.50</td>
</tr>
<tr>
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<td>Index</td>
<td>September 1992</td>
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</table>

* The price for the entire EPM is $75. The EPM has been announced in RIE. The entire document is ED-xxx xxx (Level 1). Selected major sections have been separately analyzed (ED-xxx xxx through ED xxx xxx).

August 1992
PREFACE

ERIC SYSTEM OF MANUALS

The following manuals govern ERIC's policies and procedures:

I. Policy and Administrative Procedures Manuals
   A. ERIC Policy Manual
   B. Administrative Procedures and Guidelines for ERIC Clearinghouse Management

II. Operations Manuals
   A. ERIC Processing Manual (EPM)
   B. User Services and Reference Manual
   C. Publication/Product Preparation Manual (Projected)

The ERIC Processing Manual is the operations manual concerned with bibliographic database building.

ORGANIZATION OF EPM

The ERIC Processing Manual (EPM) is organized into ten (10) major Sections, each dealing with a major functional work area in the development of the ERIC bibliographic database. Each is designed as an independent module that contains all that is necessary to perform the function involved. Each has its own subject index.

There are three supporting appendices: one providing subject scope statements for each ERIC Clearinghouse (to be used in assigning documents to Clearinghouses and transferring documents between Clearinghouses); one providing guidance for the physical preparation of documents for microfilming; and one detailing each Clearinghouse's special indexing practices. In addition, there is an extensive glossary (and acronym list) providing definitions for various technical terms used throughout the ERIC manuals. A comprehensive subject index provides easy access to the content of all Sections.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TITLE [Content]</th>
<th>NUMBER OF PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction [An Overview of ERIC]</td>
<td>27</td>
</tr>
<tr>
<td>II</td>
<td>Acquisitions [Acquiring Documents/Articles for ERIC]</td>
<td>56</td>
</tr>
<tr>
<td>III</td>
<td>Selection [Selecting Documents/Journals to be Processed]</td>
<td>40</td>
</tr>
<tr>
<td>IV</td>
<td>Handling and Shipping [Marking, Logging, Mailing Input]</td>
<td>42</td>
</tr>
<tr>
<td>V</td>
<td>Cataloging [Creating Descriptive Citations]</td>
<td>212</td>
</tr>
<tr>
<td>VI</td>
<td>Abstracting/Annotating [Writing Brief Narratives of Content]</td>
<td>38</td>
</tr>
<tr>
<td>VII</td>
<td>Indexing [Assigning Subject Index Terms]</td>
<td>60</td>
</tr>
<tr>
<td>VIII</td>
<td>Vocabulary Development and Maintenance</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Part 1 - Descriptors [Thesaurus Upkeep]</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Part 2 - Identifiers [IL Upkeep]</td>
<td>56</td>
</tr>
<tr>
<td>IX</td>
<td>Data Entry [Keying and Transmitting Bibliographic Data]</td>
<td>16</td>
</tr>
<tr>
<td>X</td>
<td>Database Changes (Post-Publication) [Backfile Modifications]</td>
<td>787</td>
</tr>
</tbody>
</table>

Appendix A: ERIC Clearinghouse Scope of Interest Guide
Appendix B: Document Preparation (For Filming)
Appendix C: ERIC Indexing Handbook (Clearinghouse Indexing Practices)

Glossary of Terms (and Acronym List) | Index
----|----

|             | NUMBER OF PAGES |
|             | Subtotal | 787 |
|             | 144 |
|             | 20 |
|             | 137 |
|             | 301 |

Total | 1,123
AUDIENCE FOR EPM

The ERIC Processing Manual (EPM) is intended primarily for the use of the ERIC Clearinghouses and adjunct ERIC Clearinghouses engaged in acquiring, selecting, and processing (cataloging, indexing, abstracting) bibliographic material for the ERIC database. Since the ERIC Clearinghouses are geographically separated, it is necessary to have a single set of printed guidelines to achieve standardized inputs from all Clearinghouses and to ensure an internally consistent database.

The EPM is not intended as a guide to the internal centralized functions of the ERIC Processing and Reference Facility, although it deals with those functions essential for Clearinghouses to know, e.g., pagination procedures, vocabulary maintenance procedures, etc. Similarly, the EPM is not intended to cover the functions having to do with dissemination and use of the ERIC database, e.g., reference, user services, publication/product preparation, outreach, etc.

The EPM will also be of interest to some users in that it deals in detail with the construction of the database that those users search. The kinds of documents that are selected for ERIC, the definitions of the individual data elements cataloged, the rules for indexing and abstracting are all matters that affect retrieval and, when known, can improve retrieval results.

AVAILABILITY OF EPM

The ERIC Processing Manual (EPM) is a working document in daily use to provide the rules and conventions by which the ERIC database is constructed. It is routinely modified to meet new problems, to provide additional needed elaboration, and to be responsive to changes in priorities. All suggestions for change should be directed to the Editor, ERIC Processing Manual, at the ERIC Facility.

Revised pages are prepared and distributed to the Clearinghouses on an "as needed" basis. Each revised page is dated in the following way in order to distinguish it from the earlier dated page it replaces, e.g., "Revised December 1992." In addition, parallel lines are placed in the right hand margin in order to identify the specific text changed in the revision.

Shelf copies of the individual EPM sections all receive the revised pages at the time the revisions are printed. However, because of the wide distribution of the EPM, both domestically and abroad, it is not possible for ERIC to automatically provide revised pages to all previous recipients of the EPM.

Periodically, the number of revision pages added to a given Section becomes such that a general revision of the entire Section is done in order to smooth rough edges and integrate new material. Similarly, eventually it becomes necessary for the same reasons to prepare a totally new edition. The previous two full editions of the EPM were dated 1974 (ED-092164) and 1980-83 (ED-219 082), respectively. The present edition is being issued in 1992 andersedes all previous editions.

ACKNOWLEDGEMENTS

The ERIC Processing Manual (1992) has been prepared by the staff of the ERIC Processing and Reference Facility, under the general editorship of its Director, Ted Brandhorst. The Sections on "Acquisitions" and "Selection" were prepared by Gail Mathews, Acquisitions Librarian. The Sections on "Vocabulary Development and Maintenance—Descriptors" and "Indexing" were prepared by Jim Houston, Lexicographer. The Sections on "Cataloging", "Identifiers", and "Data Entry" were prepared by Carolyn Weller, Assistant Director, Operations. The Sections on "Introduction", "Handling and Shipping", "Abstracting/Annotating", "Database Changes (Post-Publication)", and "Document Preparation (For Filming)" were prepared by Ted Brandhorst. All Sections were reviewed by Central ERIC staff (particularly Kevin Arundel and Bob Thomas) and ERIC Steering Committee members (particularly Jane Henson (SO), Anita Colby (JC), and Sandra Kerka (CE)). Needless to say, the revisers built on sections prepared by previous generations of ERIC staff at the Clearinghouses, Central ERIC, and the Facility. Today's EPM contains the distilled expertise of literally hundreds of ERIC workers, 1966-1992.
MEMORANDUM

DATE : November 25, 1991

TO : Directors and Early Alert Coordinators for—
OERI Programs
Regional Educational Laboratories
Research and Development Centers
ERIC Clearinghouses

FROM : Robert M. Stonehill
Director, ERIC Program

SUBJECT : OERI's Early Alert Publications Catalog

Enclosed are two copies of a first prototype issue of OERI's Early Alert Publications Catalog, which provides up-to-date information about the numerous publications evolving from OERI-sponsored programs.

This first prototype edition of the Catalog is arranged by organization; however, future editions will be organized by educational topic area, including the National Education Goals. ACCESS ERIC has already begun to collect information for the second issue of the Catalog, which we anticipate completing in March.

Thank you for contributing to this project; this is an example of pragmatic collaboration which should mutually inform and benefit OERI and the Department, as well as our grantees and contractors. If you or your staff have any suggestions for improving this product, please contact Pat Coulter, at 219-2286.

Attachments
OERI Early Alert
Publications Catalog

Office of Educational Research and Improvement
Office of Research
Educational Resources Information Center (ERIC)

New and forthcoming publications from:

Regional Educational Laboratories
National Research and Development Centers
Educational Resources Information Center (ERIC)
Library Programs
National Center for Education Statistics
Office of Research
Programs for the Improvement of Practice

January 1992
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
<tr>
<td>Goal 1: All children will start school ready to learn</td>
<td>1</td>
</tr>
<tr>
<td>Goal 2: The high school graduation rate will increase to at least 90 percent</td>
<td>5</td>
</tr>
<tr>
<td>Goal 3: Students will demonstrate proficiency in five core subject areas so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy</td>
<td>7</td>
</tr>
<tr>
<td>Goal 4: U.S. students will be first in the world in science and mathematics achievement</td>
<td>27</td>
</tr>
<tr>
<td>Goal 5: Every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship</td>
<td>39</td>
</tr>
<tr>
<td>Goal 6: Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning</td>
<td>48</td>
</tr>
<tr>
<td>Administration and accountability</td>
<td>51</td>
</tr>
<tr>
<td>Bilingual education</td>
<td>55</td>
</tr>
<tr>
<td>Compensatory education and high risk youth</td>
<td>58</td>
</tr>
<tr>
<td>Demographics</td>
<td>62</td>
</tr>
<tr>
<td>Educational technology</td>
<td>64</td>
</tr>
<tr>
<td>Elementary education</td>
<td>69</td>
</tr>
<tr>
<td>Gifted and talented</td>
<td>74</td>
</tr>
<tr>
<td>Higher education</td>
<td>75</td>
</tr>
<tr>
<td>Libraries and information technology</td>
<td>80</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>82</td>
</tr>
<tr>
<td>School-business partnerships</td>
<td>85</td>
</tr>
<tr>
<td>School choice</td>
<td>86</td>
</tr>
<tr>
<td>School reform</td>
<td>87</td>
</tr>
<tr>
<td>School restructuring</td>
<td>101</td>
</tr>
<tr>
<td>Secondary education</td>
<td>106</td>
</tr>
<tr>
<td>Special education</td>
<td>112</td>
</tr>
<tr>
<td>Special issues</td>
<td>117</td>
</tr>
<tr>
<td>Statistical and reference materials</td>
<td>122</td>
</tr>
<tr>
<td>Student assessment</td>
<td>129</td>
</tr>
<tr>
<td>Student financial assistance and educational costs</td>
<td>132</td>
</tr>
<tr>
<td>Teachers</td>
<td>134</td>
</tr>
<tr>
<td>Subject Index</td>
<td>143</td>
</tr>
<tr>
<td>Organizations</td>
<td>179</td>
</tr>
</tbody>
</table>
INTRODUCTION

The purpose of the OERI Early Alert Publications Catalog is to provide OERI and its institutional projects up-to-date information about the numerous publications evolving from OERI-sponsored programs. Together with its companion product, Recent Publications of the Department of Education, it further provides Department of Education staff, as well as ED grantees and contractors, with a quick and accurate resource for answering the often-asked question, "What publications have been issued recently or are about to be issued on a specific topic?" While Recent Publications exclusively announces materials already cited and available in ERIC, the Early Alert Publications Catalog lists materials not yet in the ERIC database as well as materials in the final stages of development.

There are 543 new and forthcoming OERI-sponsored publications included in this edition of the Catalog. New publications are defined as those produced in the last 6 months but not yet available through ERIC. Forthcoming publications are those to be published in the next 6 months, such as publications at the printer or in the final editing stage. This edition includes documents with publication dates ranging from July 1, 1991 to June 30, 1992. Document records were added to the database as submitted by each organization and edited only for length, grammar, and style.

This Catalog is published quarterly. Organizations will have the opportunity to modify publication titles and annotations as they get closer to the anticipated publication date. Once materials are placed in ERIC, they are no longer carried in this publication.

The Catalog is organized by educational topic area, including the national education goals. The topic "Special issues (e.g., counseling and guidance, rural education, teaching methods)," is used to categorize publications that do not fall under any other topic. Within each topic area, titles are listed alphabetically. Also included in each entry is the name of the grantee, contractor, and/or OERI division which developed the publication. There is a subject index at the end of the Catalog which guides users back to the text.

The Catalog is continuously maintained in a database. On an ad hoc basis, contributors and OERI and Department of Education staff may ask for specific runs of the database, for example, all products in the database by a particular grantee or contractor or research in a specific subject area. Files are available from ACCESS ERIC in hard copy or on floppy disk in ASCII format.

To request a printout or further information about the OERI Early Alert Publications Catalog project, call ACCESS ERIC at 1-800-USE-ERIC (873-3742).
OERI TOLL-FREE ELECTRONIC BULLETIN BOARD SYSTEM

Description and Instructions for Users

WHAT IS IT?

The OERI Toll-Free Electronic Bulletin Board System (EBBS) is designed to provide individuals and organizations interested in education with access to research and statistical findings of the U.S. Department of Education's Office of Educational Research and Improvement. Using a computer, a modem, and a telecommunications software, users of the EBBS can obtain research reports, statistical tables, and other information of interest to educational researchers, policymakers, and practitioners. In addition, EBBS users can share information with other users through an electronic messaging system, and distribute their own research papers, announcements, and software to other educators.

HOW DO I ACCESS THE EBBS?

Virtually any computer with telecommunications software can be used to access the OERI Electronic Bulletin Board System. Since the system operates on a toll-free number, there is no cost for the telephone call.

Regardless of the computer you are using, the following parameters should be set in your communications software before dialing the bulletin board:

--Speed 300/1200/2400 baud
--8 data bits
--1 stop bit
--No parity
--Full duplex

MENUS

The EBBS is menu-driven for ease of use. Once you have logged on the EBBS for the first time and have answered a few informational questions, you will be shown the main menu with a listing of available commands. Commands are selected (in most cases) by typing the first letter of the command. If in doubt about a particular command, typing an H followed by the letter of the command will provide you with help.

Transferring files to your computer can be accomplished with or without error-checking; the EBBS supports several commonly-used error-checking protocols, such as Xmodem. Check your telecommunications software manual for the error-checking protocol used by your system. Error-checking must be used if you are transferring a software program, a compressed file or a Lotus spreadsheet file.

WHAT IS AVAILABLE ON THE EBBS

The focus of the EBBS is education. We try to put as much information as we can on the EBBS in a format conducive to telecommunications transfer. Announcements about many of OERI's publications, statistical reports, and research reports are available from the bulletin board. Public domain educational software is often uploaded by users and is available for EBBS users to download to their own systems. Currently, most of the files on the EBBS are either ASCII files, software programs for users to download or Lotus spreadsheets converted to Lotus print files which are readable on Lotus or other spreadsheet programs.

IF YOU NEED MORE INFORMATION

The best way to learn about the Electronic Bulletin Board System is to give it a call! However, if you find you are having problems accessing the system, please feel free to call the EBBS Systems Operator, Joyce Benton at (202) 219-1547. The telephone numbers for the EBBS are:

800-222-4922
(202) 219-1511 (in metropolitan Washington, DC)
(202) 219-2011 and 219-2012 (Local Washington, DC numbers)

U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208
Digest-on-Disk is a computerized search and retrieval system designed to provide an easy way to locate and display specific information contained in the wealth of statistical tables produced by the National Center for Education Statistics (NCES). The initial version of the program includes the 380 tables published in the 1990 Digest of Education Statistics, with chapter introductions and supporting materials. Future versions may include additional tables from other NCES publications, such as the Condition of Education, Projections, early estimates, and E.D. Tabs.

The tables and text files are stored in a compressed form which occupies only one-third the disk space they would normally require. The program's convenient menus and search screens offer several powerful ways to retrieve and display information of interest:

- by DESCRIPTOR TERM (KEYWORD) INDEX, which you can use as you would use the index to a book, to locate tables/files on a particular topic such as "Achievement Tests" or "Racial Ethnic Groups." Descriptor terms can be combined to refine a search. They can also be browsed alphabetically, scanned for text strings, examined in a hierarchical tree display, or "expanded" to show related terms and definitions, where applicable.

- by TABLE OF CONTENTS. The chapter and section headings of the Digest of Education Statistics provide quick access to sets of tables on such topics as Educational Outcomes, Postsecondary Enrollment, and International Comparisons of Education.

- by FREE TEXT SEARCH of table/file titles and contents. You can retrieve tables and files which contain in their titles or contents specific character strings, such as "Chicago" or "IPEDS," which are not addressed by the other search methods.

- by SAVED SEARCH. You can save any set of tables/files, with a name of your choice, for reference and use in future searches.

Once a set of records has been defined and retrieved, the individual tables and files can be displayed, printed, or saved to disk as ASCII files which can be accessed and manipulated by most word processors, spreadsheet, and database programs. Printer control strings may be entered to control the appearance of printed output.

Press the <F1> key at any time to display a help screen listing the keystrokes available to you.
Overview of search steps

1. First, define the information you need. Identify key terms and alternate or synonymous terms for the same concept. Also consider more general or specific terms (when searching for "Income," also consider searching for "Salaries," "Personal Income," and "Revenues," as appropriate).

2. To begin your search, highlight BEGIN A NEW SEARCH on the main menu and press <Enter>.

3. Select one of the search methods listed by highlighting it and pressing <Enter>. Most searches can be satisfied through the Table of Contents or Keyword Index. Free text searching of file titles or contents is slower and should be used only for terms or concepts not addressed by the predefined indexes, such as "Brigham Young" or "IPEDS."

4. Select one or more terms that identify your first key concept. For indexes, highlight each term and press <Enter>; a check mark (✓) will appear next to the term. For free text searches, type in each character string press <Enter>, and wait for the program to scan the files for matches. Free text searches of file contents are much slower than the other methods, especially on slower PCs.

The Keyword Index of Descriptor Terms offers three alternative views of the index to assist your searches. The basic alphabetical listing can be scrolled with the cursor control keys or by typing partial terms. It can also be searched for character strings such as "PUPIL" which may be contained in several keywords scattered through the alphabetical list. The alphabetical list shows how many files are associated with the term. In addition, a "Tree" display is available showing the highlighted term in context with broader and narrower terms. An "Expanded" display is also available showing the highlighted term's broader terms, narrower terms, related terms, and definition/scope note. Some terms are not associated with any files, but serve as cross-references to preferred terms (for example, "Pupils (See Enrollment)").

When you return to the main menu, the number of tables/files selected will appear at the bottom of the screen.

5. If you wish to further refine your search, select MODIFY CURRENT SEARCH and then pick one of the following options:

a. LIMIT WITH ADDITIONAL CONCEPTS OR TERMS to restrict the search to those files meeting several criteria (using AND logic)

b. INCLUDE ALTERNATE TERMS to add more files to the original set (using OR logic)

c. EXCLUDE UNWANTED TERMS to eliminate files (using NOT logic)

d. DELETE SEARCH STEPS to back up to an earlier step
The first three options ask you to select a search method as in #3 above. The differences between the three are described in the instructions for "Modifying (Refining) a Search."

6. To display a list of selected files, select DISPLAY, PRINT, OR STORE RECORDS FOUND. You may view, print, or store to a disk file the contents of any of the files on the list. You can also search the list for a character string in the title.

While displaying individual files, you can search for text strings within the file, freeze the row and/or column borders, shift to the previous or next file, or print or store the file to disk.

7. You can repeatedly refine and display a search up to a maximum of twenty (20) modifications. When you elect to DELETE SEARCH STEPS, steps after the one you highlight are discarded. When you elect to BEGIN A NEW SEARCH, the previous search is discarded in its entirety. If you do not display or save a search before beginning a new one, you will have to retrace your steps to rebuild it.

8. At any time, you can select SAVE CURRENT SEARCH from the main menu and give your search a name, which you can subsequently use as a kind of personal index. You can save up to ten (10) searches and use them in combination with other searches.

Beginning a new search

Caution: When you begin a new search, your previous search is discarded.

After you select BEGIN A NEW SEARCH from the main menu, you must choose one of the following search methods:

Keyword

Three keyword indexes are available:

- Index of Descriptor Terms
- Table of Contents
- Saved Search

The screen displays an alphabetical list of entries: index terms, chapter and section titles, or the names you have given your saved searches. The upper right corner displays a running count of the number of terms you have selected and the number of files they identify. Immediately below the counts is a box of information on the currently highlighted term: the beginning of its definition/scope note if there is one, and the number of broader, narrower, and related terms.

To select a term, highlight it and press <ENTER>. A check mark (✓) will appear next to it. To de-select it, highlight it and press <ENTER> again. The check mark will disappear. The number of terms selected and files/records found will change each time.
You can highlight a term by moving the highlight bar with the up or down arrow, <PgDn>, <PgUp>, <Home>, or <End> keys. Alternatively, you can type the term you want in the field at the upper left of the screen. The highlight bar moves as you type so you probably will highlight the term you want without having to finish typing it. Type slowly so that the program can keep the proper term highlighted. If you type rapidly, characters may be lost. You may also type <F2> or <Alt-S> (i.e., press the Alt key like a shift key and then press the letter 'S') to search for terms containing a particular character string. For example, you could search for "INCOME" to find "PERSONAL INCOME" and "DISPOSABLE PERSONAL INCOME."

To view an "Expanded" or "Tree" display of the highlighted term, press <Alt-T> or <Alt-E>, respectively. You can select or deselect terms highlighted on these screens just as you would on the alphabetical list. The "Tree" display shows the highlighted term in a hierarchical display of its "broader" and "narrower" terms. For example, "PERSONAL INCOME" has "INCOME" as a broader term and "DISPOSABLE PERSONAL INCOME" as a narrower term. The hierarchical tree is displayed from top to bottom.

The "Expanded" display, on the other hand, only displays the immediate "broader" and "narrower" terms, not the entire hierarchy. However, it also displays the term's definition or "scope note," if there is one, as well as any terms which are "related" but not in a direct hierarchical line (as TEACHERS are to FACULTY).

Free Text

Two free text search methods are available:

- FILE TITLE searches for character string matches in just the titles of the files and is relatively fast.

- FILE CONTENTS searches the full contents of every file and may take up to twenty minutes to complete a search on a slow machine. A running tally is displayed as the search progresses so you won't think the machine has forgotten you.

Free text searches differ from keyword searches in several ways. You must type in the text you wish to find, the search takes longer, and there is no guarantee you will find anything. For example, if you search for "SALARY," the program may find no matches if all references in the files are to "SALARIES." With some practice, you will know to search for "SALAR," even though it is not a word. The program searches for character strings, not words. This allows you to search for "SAN JOSE," but also causes a search for "MEN" to also retrieve "woMEN" and "governMENt."

You may search for up to 21 character strings in a search step. A box on the left side of the screen displays the strings you have entered and a count of terms and files/records retrieved is kept current.

The keyword indexes should suffice in most cases. They have been built to find concepts even when they are stated or spelled in various ways within the files, or split over several lines of column heading.
Free text searches are much slower and hit-or-miss than index searches. They should be used to find concepts not covered in the table of contents or descriptor index, such as "HARVARD" or "IPEDS." Any free text content search which might conceivably be needed again should be saved in one of the ten available Saved Searches.

Note that switching a search from one method to another, even to search for the same word or concept, requires you to return to the main menu and select Modify Current Search.

Modifying (refining) a search

There are four ways to modify your current search.

- LIMIT WITH ADDITIONAL CONCEPTS OR TERMS to restrict the search to those files meeting several criteria (using AND logic)
- INCLUDE ALTERNATE TERMS to add more files to the original set (using OR logic)
- EXCLUDE UNWANTED TERMS to eliminate files (using NOT logic)
- DELETE SEARCH STEPS to back up to an earlier step

When you modify a search using any of the first three options, you may use the same search method or index as the one with which you began the search, or you may switch to a different one.

Limit with Additional Concepts or Terms (AND)

Select this option to further restrict the scope of the current search. For example, to retrieve tables breaking down Earned degrees by Sex, first begin a new search and select index="DEGREES, EARNED." Then modify the search, limiting it with the additional criterion index="SEX."

Diagram of AND logic:
(only files with BOTH terms are selected.)

Include alternate terms (OR)

Select this option to expand the scope of the current search by adding alternate or synonymous terms. For example, to retrieve tables which appear in the Table of Contents under "Higher Education: Income" and then make sure no files which are indexed under "Revenue" or "Income" have been overlooked, first begin a new search and select table of...
3.8 Higher Education: Income. Then modify the search, including the additional
criterion index="INCOME" or "REVENUE."

Diagram of OR logic:
(files with EITHER
or BOTH terms are
selected.)

Exclude unwanted terms (NOT)
Select this option to further restrict the scope of the current search by excluding files based
on additional terms. For example, to retrieve tables pertaining to Achievement Tests other
than SAT's, first begin a new search and select index="ACHIEVEMENT TESTS." Then
modify the search, excluding files with the additional criterion index="SCHOLASTIC
APTITUDE TEST."

Diagram of NOT logic:
(only files WITH
the first term but
WITHOUT the second
term are selected.)

Delete search steps
Select this option to back up to an earlier step if a subsequent step does not produce the
results you wanted. The program displays all steps since the current search began. To
delete steps, highlight the last step you wish to keep and press <Enter>. You can use the up
and down arrows, <PgUp>, <PgDn>, <Home>, and <End> keys to move the highlight bar.
Subsequent steps will be discarded. To exit without deleting any steps, press <Esc>.

Displaying search results
When you elect to display the results of a search, the program displays a list of the
files/tables found by your search. The upper right corner of the screen indicates how many
files the list contains and which ones are currently listed on the screen. You can move the
highlight bar and scroll other portions of the list onto the screen by using the up and down
arrows, <PgUp>, <PgDn>, <Home>, and <End> keys. You can also use the <F2> or <Alt-S>
key to search through the file titles for a character string.

The highlighted file can be displayed, printed, or saved to disk.
Press <Enter> to DISPLAY the highlighted file. The top line of the screen displays the file name, its dimensions (height in lines and width in columns), and the section currently displayed. The remainder of the screen displays the top 23 lines and leftmost 80 columns of the file. You can move the display window to different portions of the file by using the up, down, left, and right arrows and the <Home>, <End>, <PgUp>, <PgDn>, <Ctrl-left>, and <Ctrl-right> keys.

If the file is a table with rows and columns, the program freezes the row and column borders so that they remain on the screen no matter what portion of the file is displayed, making it easier to see what each number represents. You can unfreeze the row borders, column borders, or both at any time by pressing <Alt-B> and selecting "Top", "Side", or "Clear". The program retains the setting you select until you change it again.

You can search for character strings in the file by pressing <F2> or <Alt-S> and typing the string to search for. If found, the string is highlighted. You can search for the same string again from that point on in the file or search for a different string from the top of the file. Pressing <Esc> once erases the search string; pressing <Esc> again exits from the search without searching.

You can print the file by pressing <F7> or <Alt-P>. You can save a copy to a disk file by pressing <F5> or <Alt-F>. Printing and saving to disk are discussed under a separate section of the instructions.

You can display the next file on the list of selected files without returning to the list screen by pressing the plus (+) key. To display the previous file, press the minus (-) key.

When you are done with the file display, press <Esc> to return to the list of files. Highlight another file to display or press <Esc> again to return to the main menu.

Printing Search Results

To print a file, press <F7> or <Alt-P> while displaying the file or while it is highlighted on the list of selected files.

The program first asks whether you wish to review or modify printer settings. It remembers the settings you choose, so you need not review them unless your printer has changed, you wish to use a different print or paper size, or need to change the margins. You can also choose to review or modify printer settings from the main menu.

If you elect to review or modify printer settings, the program will present a screen with the following fields:

- INITIALIZATION STRING is sent to the printer before the file prints. Consult your printer manual to find the specific codes your printer understands. For your convenience, the program contains preset strings for several common printers and pitches. Press <F6> to choose one. If you enter your own string, follow the instructions on the screen, which are those used in Lotus 1-2-3.
- **RESET STRING** is sent to the printer after the file prints.

- **COLUMN WIDTH** is the number of columns, including the left margin, that will fit on the paper. The appropriate number depends on the paper size and the print pitch you use. If the file will not fit within the width of the page, the program will print as many complete columns as it can on the first page and then print the remainder on subsequent pages.

- **LEFT MARGIN** is the number of columns to leave blank at the left edge of the paper when printing the file.

- **LINES PER PAGE** is the number of lines to print before ejecting to a new page. The appropriate number depends on the page length and vertical print spacing. Enter zero (0) to print continuously without page breaks.

- **EJECT BEFORE/AFTER PRINTING** (Yes/No) indicate whether to eject to the top of a new page before and/or after printing the file.

After you review printer settings or decline the opportunity, the program asks whether the printer is ready. Make sure the paper is loaded and the printer select light is on before responding. When you tell the program the printer is ready, the program sends the file to the printer and assumes the printer can handle it.

### Printing Search Results to Disk

To **SAVE** a copy of the file to disk, press `<F5>` or `<Alt-F>` while displaying the file or while it is highlighted on the list of selected files.

The program will prompt you for a file name and optional drive/path specification. If you want the file to be saved on a different disk or in a directory other than the one in which the program resides, specify the drive and/or directory path with the file name.

If the file name you specify already exists, the program will ask you whether you want to overwrite the existing file or cancel the save request.

### Saving search results

In addition to its predefined indexes and free text search options, the program allows you to name and save up to ten sets of search results for future retrieval or use in other search strategies.

To save the current search, select **SAVE CURRENT SEARCH** on the main menu.

The program displays a list of the ten saved searches, their current names, and the number of records currently saved under each one. Use the arrow keys to highlight the one you wish to use and press `<Enter>`.

The program asks you to enter a name for the search you are saving. Type the name you
wish to assign; it should be meaningful enough for you to remember months later what it represents. Pressing <Esc> erases the name in the field. Pressing <Esc> with a blank name cancels the save request.

To use the saved search, select SAVED SEARCH as your search method after selecting either BEGIN A NEW SEARCH or MODIFY CURRENT SEARCH from the main menu. Highlight the saved search you wish to retrieve and press <Enter>.

Saved searches are particularly useful to avoid having to repeat lengthy free text searches of file contents or complex index searches involving many steps and terms.
OERI Project Management Information System (PMIS)

On-Line Directory of OERI-Funded Projects

Contents:
- System Description
- Sample Session
- Command Syntax and Information Elements

November 12, 1991
On-line access to a directory of OERI-funded projects is available through a prototype searchable database on OERI's Toll-Free Bulletin Board. During the next six months, OERI plans to refine the prototype in preparation for a more robust implementation as part of Phase II of the Institutional Communications Network (INet). Interested parties are invited to participate in the prototype test, suggest improvements, and help us develop methods for electronic submission of project updates.

The database contains information on over 3,300 Center, Lab, ERIC, NDN, LEAD, Star Schools, Library Programs, FIRST, and Field-Initiated projects funded by OERI from FY 1988 through the present. The system is designed to assist OERI management, project staff, funded institutions, researchers, and policymakers in:

- identifying work in progress on a given topic;
- obtaining concise descriptions of the objectives, methods, products, and outcomes of relevant projects;
- locating organizations and individuals to contact for further information (both the principal investigator and the OERI project monitor/liaison); and
- spotting research gaps, potential duplication of effort, or related lines of inquiry.

The database can be searched using a variety of:

1. Keyword terms, including ERIC Descriptors, National Education Goals, and levels of education served;
2. Words occurring in project abstracts and titles;
3. Principal investigator names, organizations, and addresses;
4. Contract/grant number, procurement type, and recipient type.

Results can be displayed in brief or detailed formats and may be printed or captured to disk by your telecommunications software.

OERI's Toll-Free Bulletin Board can be reached at 1-800-222-4922 or (202) 219-2011 using any terminal or PC with a 1200 or 2400 baud modem and standard telecommunications software configured for 8 data bits, 1 stop bit, no parity, full duplex, echo off. First-time users are asked to register by entering their first and last names and a password of their own selection. To obtain access to the Directory of OERI-Funded Projects, select [C] on the main menu to send a [C]omment to the SYSOP (System Operator) describing one's professional role in education and requesting "Access Level 7 to use the PMIS Door."


Attachments are a sample session log and a copy of the on-line help information on the system's command syntax and information elements.
WELCOME TO OERI BULLETIN BOARD - NODE 1

NEWS OF THE DAY

Please discuss EDUCATION topics only when entering messages and please upload EDUCATION DATA ONLY. All uploads and messages not related to education will be deleted.

OTHER LINES AVAILABLE: 202-219-2011 or 2012 [FTS#: 299-2011 or 2012]
202-219-1511
202-219-2288 (NDN MEMBERS ONLY)

UPLOADS UPDATED: September 12, 1991

OERI UPDATES:
- ERIC Digests (2.dir) - September 17, 1991
- Education Statistics (4.dir) - October 29, 1991
- Data Tape Announcements (5.dir) - October 11, 1991

AMERICA 2000 online - See File Directory #1

Press Any Key to continue <cr>

What is your FIRST name? KEITH<cr>
What is your LAST name? STUBBS<cr>
KEITH, welcome back!

Checking Users...
Enter Password (dots echo)? ......<cr>

Granted access level 7
Logging KEITH STUBBS

RBBS-PC CPC17.3 Node 1

Caller # 113268 # active msgs: 875 Next msg # 8705 Last msg read: 3125

238 min left

-----*------> RBBS-PC MAIN MENU <----------*--------

MAIL -------- SYSTEM --------- UTILITIES --------------- ELSEWHERE -----------

[E]nter Messages [*]Answer Questions [R]e的帮助下 or [Q]uestions [D]oors
[T]opic of Msgs * = unavailable [*]Library

Current time: 2:19 PM Minutes remaining: 238 Security: 7


* Ctrl-K(\x) / ^X aborts. ^S suspends ^Q resumes *

Open which door, L)ist ([ENTER] quits)? PMIS<cr>
PMIS door opened at 14:19:24 on 11-10-1991

Type 'D' to select the [D]oor option on the main menu. If it doesn't work, check whether the main menu shows [*]oor, in which case you must contact the SYSOP to raise your access level to 7.

Next type 'PMIS' to open the door. There will be a slight delay while the door opens.
Welcome to the Project Management Information System, an on-line database of projects funded by the Office of Educational Research and Improvement (OERI).

* Type HELP or ? at any prompt for context sensitive help.

You may also type:

* HELP GENERAL for a list of topics on which help is available.
* HELP THIS EDITION for information on the scope of the database.
* HELP COMMANDS for a brief description of the commands available.
* HELP INFORMATION ELEMENTS for descriptions of data fields.
* HELP CONTACTS for contact names and telephone numbers.

Request HELP or press <ENTER> to continue. <cr>

Please enter one of the two-letter codes listed below to select the field you wish to search by.

<table>
<thead>
<tr>
<th>DE</th>
<th>Subject Area Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI</td>
<td>Principal Investigator Org.</td>
</tr>
<tr>
<td>PN</td>
<td>Prin. Inv. Name (last, first)</td>
</tr>
<tr>
<td>ST</td>
<td>Prin. Inv. State</td>
</tr>
<tr>
<td>PO</td>
<td>Project Officer (last, first)</td>
</tr>
<tr>
<td>CN</td>
<td>Contract/Grant Number</td>
</tr>
<tr>
<td>BC</td>
<td>Budget Code/Acronym</td>
</tr>
<tr>
<td>LE</td>
<td>Level of Education</td>
</tr>
<tr>
<td>PY</td>
<td>Priority/Education Goal</td>
</tr>
<tr>
<td>PR</td>
<td>Products</td>
</tr>
<tr>
<td>AC</td>
<td>Accomplishments</td>
</tr>
<tr>
<td>PT</td>
<td>Procurement Type</td>
</tr>
<tr>
<td>RT</td>
<td>Recipient Type</td>
</tr>
<tr>
<td>FY</td>
<td>Funding (Fiscal) Year</td>
</tr>
<tr>
<td>TA</td>
<td>Type of Activity</td>
</tr>
<tr>
<td>FG</td>
<td>Program Office</td>
</tr>
<tr>
<td>Help</td>
<td>Help</td>
</tr>
</tbody>
</table>

Pick a field [DE]: <cr>

Field to search by: Subject Area Descriptor

Type the two character code for the field you wish to search, or just press Enter to accept the default shown in corner brackets [DE].
Choose a command: E DROP<cr>

Ref Items Index-term

E18165  11 Doctoral Programs
E18166  3 Drama
E18167  2 Dramatics
E18168  3 Drills (Practice)
E18169  1 Dropout Characteristics
E18170  40 Dropout Prevention
E18171  3 Dropout Programs
E18172  3 Dropout Rate
E18173  1 Dropout Research

Choose a command: F DROP*<cr>

1 DE=Dropout Characteristics
40 DE=Dropout Prevention
3 DE=Dropout Programs
3 DE=Dropout Rate
1 DE=Dropout Research
10 DE=Dropouts

Set Items Description

S1  51 DE=DROP*

Choose a command: P<cr>

Please enter one of the two-letter codes listed below to select the field you wish to search by.

<table>
<thead>
<tr>
<th>Code</th>
<th>Field Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>Subject Area Descriptor</td>
</tr>
<tr>
<td>PI</td>
<td>Principal Investigator Org.</td>
</tr>
<tr>
<td>PN</td>
<td>Principal Inv. Name (last, first)</td>
</tr>
<tr>
<td>ST</td>
<td>Prin. Inv. State</td>
</tr>
<tr>
<td>PO</td>
<td>Project Officer (last, first)</td>
</tr>
<tr>
<td>CN</td>
<td>Contract/Grant Number</td>
</tr>
<tr>
<td>BC</td>
<td>Budget Code/Acronym</td>
</tr>
<tr>
<td>LE</td>
<td>Level of Education</td>
</tr>
<tr>
<td>PY</td>
<td>Priority/Education Goal</td>
</tr>
<tr>
<td>?</td>
<td>Help</td>
</tr>
</tbody>
</table>

Pick a field [DE]: RT<cr>

Field to search by: Recipient Type

Choose a command: E LAB<cr>

<table>
<thead>
<tr>
<th>Ref</th>
<th>Items</th>
<th>Index-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>E28981</td>
<td>31</td>
<td>Hawaiian Natives</td>
</tr>
<tr>
<td>E28982</td>
<td>539</td>
<td>IHE</td>
</tr>
<tr>
<td>E28983</td>
<td>392</td>
<td>Indian Tribes</td>
</tr>
<tr>
<td>E28984</td>
<td>29</td>
<td>Individual</td>
</tr>
<tr>
<td>E28985</td>
<td>189</td>
<td>Lab</td>
</tr>
<tr>
<td>E28986</td>
<td>390</td>
<td>LEA</td>
</tr>
<tr>
<td>E28987</td>
<td>2</td>
<td>Local Government</td>
</tr>
<tr>
<td>E28988</td>
<td>123</td>
<td>Non-Profit Institution</td>
</tr>
<tr>
<td>E28989</td>
<td>45</td>
<td>Profit Institution</td>
</tr>
</tbody>
</table>

On this page, we have picked another field to search by, Recipient Type, in order to check the number of Lab projects in the database (189). Budget Code or Principal Investigator's Organization could be used to retrieve individual institutions, but Recipient Type is the quickest way to select all Labs or Centers.

Choose a command: F S1 AND LAB<cr>
189 RT=Lab

Set Items Description
S1 51 DE=DROP*
S2 8 RT=S1 AND LAB

Choose a command: D S2 R1<cr>

Set S2 - RT=S1 AND LAB (8 projects)

ID Project Title
4690 AEL: Lab/Center Collaboration
5693 Business Education Partnerships
5696 National Collaboration
5619 Dropout Prevention
6362 Regional Resource Center for Students at Risk
7057 Instructional Programs for At-Risk Students
7058 School-Based Intervention for At-Risk Youth
7060 Laboratory Collaboration - Task 5

End of Display. Press <ENTER> to continue. <cr>

1683

[F]ind (continues existing search)  [C]lear current search
[P]ick field to search by      [D]isplay records found
[E]xpand values for field     [S]ort records found
[H]elp (or ?)                 [M]odify settings
[Q]uit (return to RBBS)

Choose a command: D S2 R2<cr>

Same projects, different format.

The display pauses after filling the
screen. Press ENTER to continue the
display. If you are capturing the report
to disk or printing directly from the
screen, add the word PRINT to the end of
your DISPLAY command to suppress the
pauses.

Set S2 - RT-S1 AND LAB (8 projects)

4690 - AEL: Lab/Center Collaboration
Prin. Investigator: Sanders, John (304) 347-0400
Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
Cong. District: 03
Project Officer: Lallmang, Richard (202) 219-2274
PIP/END

5693 - Business Education Partnerships
Prin. Investigator: Crandall, David (508) 470-0098
The Regional Laboratory for Educational Improvement of
the Northeast and Islands
290 South Main Street
Andover, MA 01810
Cong. District: 05
Project Officer: Egermeier, John (202) 219-2119
PIP/END

5696 - National Collaboration
Prin. Investigator: Crandall, David (508) 470-0098
The Regional Laboratory for Educational Improvement of
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
the Northeast and Islands
290 South Main Street
Andover, MA 01810
Cong. District: 05
Project Officer: Egermeier, John (202) 219-2119
PIP/END

5819 - Dropout Prevention
Prin. Investigator: Smith, Frederick (919) 549-8216
Southeastern Educational Improvement Laboratory
P.O. Box 12748
200 Park, Suite 200
Research Triangle Pk, NC 27709
Cong. District: 04
Project Officer: Coulson, John (202) 219-2133
PIP/END

1684

6362 - Regional Resource Center for Students at Risk
Prin. Investigator: Guthrie, Larry (415) 565-3000
         Guthrie, Grace (415) 565-3000
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
Cong. District: 18
Project Officer: Garnette, Cheryl (202) 219-2267

Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
PIP/END

7057 - Instructional Programs for At-Risk Students
Prin. Investigator: Guthrie, Larry (415) 565-3000
         Baker, Ralph (415) 565-3000
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
Cong. District: 18
Project Officer: Garnette, Cheryl (202) 219-2267

PIP/END

7058 - School-Based Intervention for At-Risk Youth
Prin. Investigator: Lally, Ron (415) 565-3000
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
Cong. District: 18
Project Officer: Garnette, Cheryl (202) 219-2267

PIP/END

7060 - Laboratory Collaboration - Task 5
Prin. Investigator: Chow, Stanley (415) 565-3000
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
         Nafziger, Dean (415) 565-3000
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
Cong. District: 18
Project Officer: Garnette, Cheryl (202) 219-2267

PIP/END

End of Display. Press <ENTER> to continue. <cr>
Projects: 7060

Project ID: 7060  Contract/grant No.: 0400860009
Project Title: Laboratory Collaboration - Task 5
Prin. Investigator: Chow, Stanley (415) 565-3000
    Nafziger, Dean (415) 565-3000
Far West Laboratory for Educational Research and
    Development
1855 Folsom Street
San Francisco, CA 94103
Project Officer: Garnette, Cheryl (202) 219-2267
Cong. District: 18
Procurement Type: Lab/Center
Recipient Type: Lab
Budget Code: FWL
Duration: 12/01/87 through 11/30/90 (Planned)
Funding:
    To Date = $318,930 FY91 = $0
    FY90 = $0 FY89 = $118,644

Abstract: FWL'S TASK 5 (LABORATORY AND CENTER COLLABORATION) ACTIVITIES
INVOKE SEVERAL EFFORTS: (1) PARTICIPATING IN COLLABORATIVELY SHARING
RESULTS OF WORK THROUGH CSAP; (2) PARTICIPATION IN AN ELECTRONIC
TELECOMMUNICATION NETWORK TO SHARE INFORMATION; (3) WORKING WITH THE
UNIVERSITY OF WISCONSIN TO STUDY AN INTERVENTION PROGRAM FOR AT-RISK HIGH
SCHOOL STUDENTS IN OAKLAND; (4) DEVELOPING A KNOWLEDGE BASE ON EDUCATION
RESTRUCTURING WITH TWO OTHER LABORATORIES; AND (5) PARTICIPATION IN SEVEN
THEME ACTIVITIES: STUDENTS AT-RISK, TEACHER EVALUATION, STATE ASSESSMENT
DATABASE, EDUCATION AND BUSINESS, TECHNOLOGY, EARLY CHILDHOOD EDUCATION, AND
HIGHER ORDER THINKING SKILLS.

Products: TWO REPORTS ON THE OAKLAND HEALTH ACADEMY AND THE MEDIA ACADEMY ARE
FORTHCOMING.

Accomplishments: FWL IS THE LEAD LABORATORY FOR THE TOPICS OF STUDENTS AT
RISK AND RESTRUCTURING. A NATIONAL CONFERENCE ON DROPOUTS WAS HELD IN APRIL
1989, WHICH FWL CO-SPONSORED. THEY ALSO SERVED AS CO-LEADERS AT A WORKSHOP
ON STUDENTS AT RISK HELD MAY 10 AT THE OERI HEADQUARTERS.

Subject Area Descriptors: Design Build Approach, Dropout Prevention,
To get help on a specific topic, command, or information element, type HELP followed by one of the following:

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>COMMANDS</th>
<th>INFORMATION ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMIS SYSTEM</td>
<td>FIND</td>
<td>PROJECT TITLE</td>
</tr>
<tr>
<td>THIS EDITION</td>
<td>PICK</td>
<td>PROJECT ID</td>
</tr>
<tr>
<td>CONTACTS</td>
<td>DISPLAY</td>
<td>CONTRACT/GRANT NO</td>
</tr>
<tr>
<td></td>
<td>EXPAND</td>
<td>PROCUREMENT TYPE</td>
</tr>
<tr>
<td></td>
<td>CLEAR</td>
<td>RECIPIENT TYPE</td>
</tr>
<tr>
<td></td>
<td>MODIFY</td>
<td>DURATION</td>
</tr>
<tr>
<td></td>
<td>SORT</td>
<td>FUNDING</td>
</tr>
<tr>
<td></td>
<td>QUIT</td>
<td>FUNDING (FISCAL) YR</td>
</tr>
</tbody>
</table>

Type HELP followed by COMMANDS or INFORMATION ELEMENTS for a brief explanation of the items listed above under those categories.

The Project Management Information System (PMIS) is a computerized repository of information on projects funded by OERI and its predecessor agency, the National Institute of Education (NIE), from Fiscal Year 1980 to the present. The database contains financial and administrative data as well as abstracts and descriptive characteristics on several thousand projects. The database is intended as a resource to help OERI project officers, funded institutions, and others concerned with education research, statistics, and improvement.

1. Identify current work on a given topic;
2. Obtain concise descriptions of the project's objectives, methods, products, and outcomes; and
3. Locate individuals to contact for further information (both the principal investigator and the OERI project officer).

Each edition of the database contains information drawn from a central OERI computerized database. These records are maintained by the Education Information Resources Division using information provided quarterly by OERI project officers.

This edition of the database includes records of projects conducted during Fiscal Years 1988 through 1991 at:

- National Research and Development Centers,
- Regional Education Laboratories,
- Education Resources Information Center (ERIC),
- National Diffusion Network (NDN),
- Leadership in Education Administration Development (LEAD),
- Star Schools Program,
- Teacher Education Program,
- Fund for the Improvement and Reform of Schools and Teaching (FIRST), and
- Library Programs.

It does not include projects conducted by the National Center for Education Statistics (NCES).

In the absence of clear definition or precedent, identification of individual "projects" has been left to the best judgment of each institution's project officer as to what level of detail most logically represents the work of the institution. Most institutions are represented by from five to twenty projects, although several have only one project and one Center has over one hundred. Where funding figures are not available at the individual project level, the institution total is listed with the "Institutional Activities" project and zero funding is shown for the other projects.

Inquiries

For further information about the Project Management Information System, contact Ms. Ella Jones, Education Information Resources Division (EIRD), (202) 219-1525. Address inquiries about special reports or technical characteristics of the system to Keith Stubbs, EIRD, (202) 219-1547. Correspondence may be addressed to:

Ella Jones  
U.S. Department of Education/OERI  
555 New Jersey Avenue, N.W., Room 208  
Washington, D.C. 20208-5725

Final Reports

Readers interested in obtaining copies of a final report or other product listed for a project should consult "Resources in Education" (RIE) several months after the product is listed or the project is completed. RIE is a monthly publication of the ERIC program and is available by subscription from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
PMIS Directory of OERI-Funded Projects -- On-line Access via Toll-Free Bulletin Board

COMMANDS

To use one of the following commands, type the command (or its first character) followed by any additional information required. For example, PICK must be followed by the two-character abbreviation for the information element you wish to search by.

For more detailed description and examples, type HELP followed by the command (i.e., HELP FIND).

FIND - retrieves projects which match conditions you specify; creates a 'found set' which you can DISPLAY.

PICK - select which information element to search next with the FIND command.

DISPLAY - display information on the projects in a found set in one of several formats, or display a list of found sets.

EXPAND - show an alphabetical list of database contents for the current search field, with a count of the number of projects for which each value occurs.

CLEAR - discard all found sets and start again with a clean slate.

MODIFY - modify settings (lines per screen, expert mode, graphics characters, etc.).

SORT - feature is not yet available.

QUIT - exit from project database and return to Bulletin Board.

Use the FIND command to retrieve projects which meet conditions you specify. Follow FIND with one or more descriptors, words, or names. When searching for several terms, separate each term from the next with one of the connectors AND, OR, AND NOT. FIND searches the field most recently chosen using the PICK command. FIND all terms which begin with a string of characters by following the string with an asterisk (e.g., PARENT*). Terms which contain spaces must be enclosed in quotes.

Examples:

F ERIC

retrieves projects with 'ERIC' in the current search field. Note that you may abbreviate 'FIND' and type 'F'.

FIND ERIC AND READING

retrieves projects for which both terms, 'ERIC' and 'READING', are found in the field most recently PICKed. If Project Title is the current search field, both words must be found in the Title.

FIND 'COULTER, PAT' OR 'ARUNDDEL, KEVIN'

retrieves projects for which either or both terms are found in the field most recently PICKed, presumably the Project Officer field in this case.

FIND ERIC AND NOT READING

retrieves projects with 'ERIC' in the current search field, but excluding those projects which also have 'READING' in the search field.

FIND S4 AND NOT EBB4

You can use previously found sets as search terms by typing the set identifier ('S' followed by a number). Type D SETS to display found sets. 'EBB4' is an example of a reference to an EXPANDed term. After expanding a term, you may find it more convenient to use the 'E' number rather than typing in the term itself. The example above retrieves projects in Set #4 for which the term referenced on an EXPAND list as 'EBB4' is not found in the current search field.
PMIS Directory of OERI-Funded Projects -- On-line Access via Toll-Free Bulletin Board

**PICK**

Use the PICK command to choose a field to search with the FIND command. Type the two-character prefix to choose one of the following:

<table>
<thead>
<tr>
<th>abbr</th>
<th>field</th>
<th>search by</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Abstract</td>
<td>word</td>
</tr>
<tr>
<td>DE</td>
<td>Subject Area Descri...</td>
<td>ERIC Descriptor</td>
</tr>
<tr>
<td>LE</td>
<td>Level of Education</td>
<td>keyword</td>
</tr>
<tr>
<td>TA</td>
<td>Type of Activity</td>
<td>keyword</td>
</tr>
<tr>
<td>PY</td>
<td>Priority/Ed Goals</td>
<td>keyword</td>
</tr>
<tr>
<td>PR</td>
<td>Products</td>
<td>word</td>
</tr>
<tr>
<td>AC</td>
<td>Accomplishments</td>
<td>last comma first</td>
</tr>
<tr>
<td>TI</td>
<td>Project Title</td>
<td>acronym</td>
</tr>
<tr>
<td>PO</td>
<td>Project Officer Name</td>
<td>last comma first</td>
</tr>
<tr>
<td>PG</td>
<td>Program Office</td>
<td>full name</td>
</tr>
<tr>
<td>PI</td>
<td>Principal Investigator's Name</td>
<td>2-char Postal. abbrev.</td>
</tr>
<tr>
<td>PN</td>
<td>Principal Investigator's Organization</td>
<td>acronym</td>
</tr>
<tr>
<td>ST</td>
<td>Principal Investigator's State Code</td>
<td>keyword</td>
</tr>
<tr>
<td>BC</td>
<td>Budget Code/Acronym</td>
<td>keyword</td>
</tr>
<tr>
<td>PT</td>
<td>Procurement Type</td>
<td>keyword</td>
</tr>
<tr>
<td>RT</td>
<td>Recipient Type</td>
<td>code/number</td>
</tr>
<tr>
<td>CN</td>
<td>Contract/Grant Number</td>
<td>year (e.g., 1988)</td>
</tr>
<tr>
<td>FY</td>
<td>Funding (Fiscal) Year</td>
<td></td>
</tr>
</tbody>
</table>

Example:

PICK AB

Choose Abstract as the field to search next.

P DE

Choose Subject Area Descriptor as the field to search next.

**DISPLAY**

Use DISPLAY to list:

1. a summary of all your found sets
2. the projects in an individual found set (the result of a FIND)
3. one or more Project ID Numbers

To display a list of all of your found sets, type 'DISPLAY SETS'.

To display the projects in one of the sets, type 'DISPLAY' or the abbreviation 'D' followed by the set number (e.g., S1) and one of the available report format numbers:

R1 - Project ID and Title only
R2 - Principal Investigator and Project Officer information
R3 - Abstract
R4 - All Information

To display specific projects, type 'DISPLAY' or the abbreviation 'D' followed by one or more Project ID Numbers separated by commas, with no spaces between. Use this option when you have found a large number of projects, listed their IDs and titles (format R1), and wish to display complete detail (format R4) on a select few.

You may also specify 'PRINT' or the abbreviation 'P' to assist in capturing the display to your printer or a file. 'PRINT' removes ANSI color codes and end-of-screen prompts from the report and prompts you to turn your computer's printer or file capture on before starting the report, and off after the report finishes.

You may specify 'NONSTOP' or the abbreviation 'N' to display the report without end-of-screen prompts.

Examples:

DISPLAY S3 R4

Display all information for each project in Set #3.

D S5 R3 PRINT

Display the Project ID, Title, and Abstract (report format R3) for each project in Set #5. Display without ANSI color codes or end-of-screen pause messages and prompt user to turn printer or file capture on before displaying the report and off after it is completed.

D 7501,7512,8200 R4

Display all information for the 3 projects specified. Note: Be careful not to put spaces between the numbers.
PMIS Directory of OERI-Funded Projects -- On-line Access via Toll-Free Bulletin Board

EXPAND
Use the EXPAND command to display a section of the alphabetical index for the current search field (i.e., the field most recently selected using the PICK command). Type EXPAND followed by a word or partial word indicating what point in the alphabet the list should begin. Alternatively, you may use a plus (+) or minus (-) sign instead of a word to move the display forward or backward in the alphabet from the previous EXPAND display.

Examples:

EXPAND M
Display the first value of the current search field which begins with 'M', along with the four values immediately preceding it and the four immediately following it in alphabetical order.

E +
Display the next nine values for the current search field following the last display in alphabetical order.

EXPAND -
Display the previous nine values for the current search field preceding the last display in alphabetical order.

MODIFY
Use the MODIFY command to change the following settings:

- GRAPHICS
  - YES - to use the IBM extended character set in prompts
  - NO - to use only ASCII characters in prompts

- COLOR
  - YES - to use ANSI colors in prompts and menus (DEVICE=ANSI.SYS must be in your CONFIG.SYS)
  - NO - to omit ANSI color control from display

- LINES
  - 0 - to display projects and help information without pausing after each screenful
  - 1-24 - to pause after each 1-24 lines when displaying projects and help info.

- EXPERT
  - YES - to bypass menus of commands and choices
  - NO - to display menus of commands and choices

CLEAR
Use CLEAR to discard your found sets and begin a fresh list when your list grows inconveniently long.

SORT
The SORT feature is not yet available.

QUIT
Use the QUIT command when you have finished searching the database and wish to exit and return to the bulletin board system. You may abbreviate 'QUIT' and type 'Q'.
### INFORMATION ELEMENTS

For a more detailed description of any of the INFORMATION ELEMENTS listed below, type HELP followed by the exact name of the information element.

<table>
<thead>
<tr>
<th>INFORMATION ELEMENT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT ID</td>
<td>unique identification number for each project</td>
</tr>
<tr>
<td>PROJECT TITLE</td>
<td>title of the project</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>concise description of project’s subject, significance, purpose, methods, etc.</td>
</tr>
<tr>
<td>PRODUCTS</td>
<td>list of important publications and presentations with availability info.</td>
</tr>
<tr>
<td>ACCOMPLISHMENTS</td>
<td>project’s findings and known uses</td>
</tr>
<tr>
<td>PROJECT OFFICER</td>
<td>name and telephone no. of OERI monitor and contact for project</td>
</tr>
<tr>
<td>PROGRAM OFFICE</td>
<td>acronym for responsible OERI component</td>
</tr>
<tr>
<td>PRINCIPAL INVESTIGTR</td>
<td>responsible organization and individual(s); full name, address, and telephone no.</td>
</tr>
<tr>
<td>CONTRACT/GRANT NO</td>
<td>official ED-assigned contract or grant no.</td>
</tr>
<tr>
<td>PROCUREMENT TYPE</td>
<td>method through which project was originally procured (e.g., RFP, Grant Competition, etc.)</td>
</tr>
<tr>
<td>RECIPIENT TYPE</td>
<td>type of organization receiving the award</td>
</tr>
<tr>
<td>SUBJECT AREA</td>
<td>from 1 to 10 controlled subject index terms (i.e., ERIC Descriptors)</td>
</tr>
<tr>
<td>LEVEL OF EDUCATION</td>
<td>one or more terms, representing either subject matter or target population.</td>
</tr>
<tr>
<td>TYPE OF ACTIVITY</td>
<td>one or more terms (e.g., Policy Studies, Basic Research, Dissemination, etc.)</td>
</tr>
<tr>
<td>PRIORITY/ED GOALS</td>
<td>one or more terms associating a project with one of the six National Education Goals or other OERI priority</td>
</tr>
<tr>
<td>DURATION</td>
<td>starting and planned or actual end date</td>
</tr>
<tr>
<td>FUNDING</td>
<td>amount of OERI funds awarded to project; total to date and most recent 3 years</td>
</tr>
<tr>
<td>FUNDING (FISCAL) YR</td>
<td>fiscal year during which project received OERI funding</td>
</tr>
</tbody>
</table>

### PROJECT ID

**PROJECT ID** is a four or five digit identification number sequentially assigned to projects as they are processed.

**PROJECT ID** serves as a unique identifier for each individual project and has no other significance.

Individual projects can be DISPLAYed by specifying the Project ID.

### PROJECT TITLE

**PROJECT TITLE** is the title of the project as established in the original contract or grant document or as determined by the OERI project officer.

**ABSTRACT**

**ABSTRACT** is a concise narrative description of the project’s subject, significance, purpose, procedures, methods, and expected outcomes, as appropriate.

### PRODUCTS

**PRODUCTS** lists all important publications, conference presentations, etc., that are associated with the project, with full bibliographic information and available source.

### ACCOMPLISHMENTS

**ACCOMPLISHMENTS** is a narrative description of the project’s findings, known uses of these findings, and what evidence there is that the project helped improve education.

Information may not be available for projects which have not yet been completed.

### PROJECT OFFICER

**PROJECT OFFICER** contains the full name and telephone number of the OERI monitor and contact for the project.
**PMIS Directory of OERI-Funded Projects -- On-line Access via Toll-Free Bulletin Board**

<table>
<thead>
<tr>
<th>PROGRAM OFFICE</th>
<th>PROCUREMENT TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM OFFICE is an acronym for the OERI office responsible for conducting the program under which the project is funded.</td>
<td>PROCUREMENT TYPE is the method through which the project was originally procured. One of the following:</td>
</tr>
<tr>
<td>One of the following:</td>
<td>One of the following:</td>
</tr>
<tr>
<td>FIRST - Fund for the Improvement and Reform of Schools and Teaching</td>
<td>LAB/CENTER (Set-Aside)</td>
</tr>
<tr>
<td>LP - Library Programs</td>
<td>RFP (Request for Proposal) (other than Lab/CENTER)</td>
</tr>
<tr>
<td>NCES - National Center for Education Statistics</td>
<td>GRANT COMPETITION (other than Lab/CENTER)</td>
</tr>
<tr>
<td>OR - Office of Research</td>
<td>FORMULA GRANT</td>
</tr>
<tr>
<td>PIP - Programs for the Improvement of Practice</td>
<td>COOPERATIVE AGREEMENT</td>
</tr>
<tr>
<td></td>
<td>UNFUNDED PROPOSAL</td>
</tr>
<tr>
<td></td>
<td>SOLE SOURCE</td>
</tr>
<tr>
<td></td>
<td>8(A)</td>
</tr>
<tr>
<td></td>
<td>SBIR</td>
</tr>
<tr>
<td></td>
<td>FIELD READER</td>
</tr>
<tr>
<td></td>
<td>COMMISSIONED PAPER</td>
</tr>
<tr>
<td></td>
<td>CONFERENCE CONTRACT</td>
</tr>
<tr>
<td></td>
<td>INTER INTRA</td>
</tr>
<tr>
<td></td>
<td>INDIVIDUAL</td>
</tr>
<tr>
<td></td>
<td>PURCHASE ORDER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGTR</th>
<th>RECIPIENT TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL INVESTIGTR identifies the following information:</td>
<td>RECIPIENT TYPE is the type of organization receiving the award. One of the following:</td>
</tr>
<tr>
<td>Organization - The organizational recipient of the OERI contract or grant to perform the work of the project.</td>
<td>LAB CENTER (Regional Educational Laboratory)</td>
</tr>
<tr>
<td>Individual(s) - The full names and telephone numbers of one or two individuals responsible for conducting the project.</td>
<td>INSTITUTION OF HIGHER EDUCATION (National Research &amp; Development Center)</td>
</tr>
<tr>
<td>Note that &quot;Principal Investigator&quot; is used in a general sense to mean the individual(s) responsible for the project. The actual title may be Project Officer, Project Director, or some other official term.</td>
<td>LOCAL EDUCATION AGENCY (LEA)</td>
</tr>
<tr>
<td></td>
<td>STATE EDUCATION AGENCY (SEA)</td>
</tr>
<tr>
<td></td>
<td>LOCAL GOVERNMENT (other than LEA)</td>
</tr>
<tr>
<td></td>
<td>STATE GOVERNMENT (other than SEA)</td>
</tr>
<tr>
<td></td>
<td>FOREIGN GOVERNMENT (International or Foreign Organization or Agency)</td>
</tr>
<tr>
<td></td>
<td>FEDERAL GOVERNMENT</td>
</tr>
<tr>
<td></td>
<td>REGIONAL AGENCY</td>
</tr>
<tr>
<td></td>
<td>NON-PROFIT INSTITUTION</td>
</tr>
<tr>
<td></td>
<td>PROFIT INSTITUTION</td>
</tr>
<tr>
<td></td>
<td>INDIVIDUAL</td>
</tr>
<tr>
<td></td>
<td>INDIAN TRIBES</td>
</tr>
<tr>
<td></td>
<td>HAWAIIAN NATIVES</td>
</tr>
<tr>
<td></td>
<td>STATE LIBRARY ADMINISTRATIVE AGENCIES</td>
</tr>
<tr>
<td>Address - Where the individual(s) conducting the project may be reached. Includes street address or P.O. Box, city, state, zip code, and Congressional District.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTRACT/GRANT NO</th>
<th>SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRACT/GRANT NO is the official contract or grant number assigned to the project. The number will be identical for all projects under a single Lab or Center.</td>
<td>SUBJECT AREA contains from one to ten controlled subject index terms selected from the &quot;Thesaurus of ERIC Descriptors&quot; to describe the subject matter of the project.</td>
</tr>
</tbody>
</table>
LEVEL OF EDUCATION

LEVEL OF EDUCATION contains one or more terms defining the level(s) of education which
(a) are addressed by the subject matter, or
(b) form the target population of the project
whichever is more relevant. One or more of the following categories:
- EARLY CHILDHOOD
- ELEMENTARY
- SECONDARY
- POSTSECONDARY
- ADULT

Percentages indicate an estimate of the distribution of total funds awarded.

TYPE OF ACTIVITY

TYPE OF ACTIVITY contains one or more of the categories below to define the type(s) of activity involved in the project.
- POLICY STUDIES
- BASIC RESEARCH
- APPLIED RESEARCH
- DEVELOPMENT
- DISSEMINATION
- STATISTICS
- EVALUATION

Percentages indicate an estimate of the distribution of total funds awarded.

PRIORITY/ED GOALS

PRIORITY/ED GOALS contains keywords associating the project with one or more of the six National Education Goals established by the President and the Nation's Governors, or with other major OERI priorities.

DURATION

DURATION defines the starting date and the planned or actual ending or completion date for the project.

"(PL.)" following the end date indicates a planned, rather than an actual, end date.
Memorandum

TO: ERIC Clearinghouse liaisons

FROM: ACCESS ERIC staff

DATE: July 14, 1992

RE: Conclusion Brochures

Enclosed are the 5 latest Conclusion Brochure titles and a publication announcement for the set. We welcome your assistance in disseminating them to parents and teachers.

If you will be participating in a conference or workshop or doing a targeted mailing to an audience with an interest in homework, listening skills, acceleration of gifted students, geography education, or citizenship, please call 1-800-USE-ERIC (873-3742) to get multiple copies of the relevant titles.

If you announce the availability of the brochures in your newsletters, please note that we need to limit quantities to 5 of each title per individual caller. Also, the ACCESS ERIC phone number is due to change to 1-800-LET-ERIC (538-3742) imminently. Before you go to press, please check which phone number is in operation.

Thank you.
Free Brochures for Parents and Teachers Available From the ERIC System

How important is homework?
How can parents model good listening skills?
Should gifted students be grade-advanced?
How can we help children learn geography?
How can we help children learn to be responsible citizens?

These questions are addressed in a series of free brochures available from ACCESS ERIC, the promotional and outreach arm of the ERIC (Educational Resources Information Center) System, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement. Each brochure includes timely references and sources to contact for additional information. The brochures are available free while supplies last; in addition, they may be freely reproduced and distributed.

- **How Important Is Homework?**—Includes tips on how parents can help with homework, guidelines for amounts of homework, and a discussion of school homework policies.

- **How Can Parents Model Good Listening Skills?**—Presents practical suggestions for modeling good listening skills and improving communication with children.

- **Should Gifted Students Be Grade-Advanced?**—Discusses academic and social aspects of accelerating students in a single subject or a grade.

- **How Can We Help Children Learn Geography?**—Covers 5 fundamental themes of geography education and offers ideas for enhancing children's knowledge of geography in school and at home.

- **How Can We Help Children Learn To Be Responsible Citizens?**—Suggests ways that parents and teachers can help students become more informed about, and active in, performing the duties of citizenship.

To order, call 1-800-USE-ERIC (873-3742).
REPORT: ERIC USER SURVEY

Office of Educational Research and Improvement
Office of Research
Educational Resources Information Center (ERIC)

Submitted to:
Pat Coulter, COTR

Submitted by:
ACCESS ERIC
Aspen Systems Corporation
Rockville, Maryland
Contract Number RI890120

December 1991
# TABLE OF CONTENTS

**EXECUTIVE SUMMARY**

1. **INTRODUCTION**

2. **SURVEY FINDINGS**
   2.1 **Respondents' Familiarity with ERIC**
   2.2 **Evaluation of ERIC Services and Products**
      2.2.1 Search Services
      2.2.2 Opinion of ERIC Authors
      2.2.3 Search Tools
      2.2.4 Usefulness of ERIC Information
      2.2.5 Document Retrieval/EDRS
      2.2.6 ERIC Clearinghouses
      2.2.7 ACCESS ERIC
   2.3 **User Recommendations for System Improvement**
      2.3.1 Technology Expansion
      2.3.2 Database Improvements
      2.3.3 Product Development
      2.3.4 Greater Accessibility and Training
   2.4 **Information Needs of ERIC Users and Nonusers**

3. **IMPLICATIONS OF SURVEY DATA**
   3.1 **Database Improvements**
   3.2 **Product Development**
   3.3 **Marketing/Outreach**
   3.4 **Training**

4. **CONCLUSION**

**APPENDIX A**
ERIC User Questionnaire Survey Instrument

**APPENDIX B**
Methodology
Executive Summary

This report, authorized by the U.S. Department of Education's Office of Educational Research and Improvement, presents findings from a survey on the Educational Resources Information Center (ERIC) conducted between May and September 1991. A total of 1,184 respondents, including college and university professors, librarians, school administrators, classroom teachers, policymakers, education researchers, graduate students, and others, completed a 21-question survey developed by the ERIC Assessment Task Force and approved by the Office of Management and Budget. Figure 1 provides a breakdown of survey respondents by user groups. Survey administration and data coding, compilation, and analysis were conducted by ACCESS ERIC under the direction of Dr. Beverly Swanson.

The survey was designed to assess the education information needs of respondents, as well as the extent of their use of ERIC, their evaluation of ERIC services and products, and their suggestions for system improvement and expansion. As such, it is one tool for system evaluation, improvement, and planning.

FIGURE 1
SURVEY RESPONDENTS BY USER GROUPS

<table>
<thead>
<tr>
<th>User Group</th>
<th>Percentage</th>
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<tr>
<td>Librarians</td>
<td>25%</td>
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<td>College/University Professors</td>
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<tr>
<td>Other * 3%</td>
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<td>School Administrators</td>
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<td>Graduate Students</td>
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<td>Researchers</td>
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<td>Policymakers</td>
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<td>Classroom Teachers</td>
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<td>Includes parents, counselors, journalists, undergraduates, and respondents with unspecified occupations.</td>
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Survey Findings

Familiarity With ERIC

Survey respondents showed a high degree of familiarity with ERIC: 72 percent of the 1,184 respondents had used ERIC, 12 percent had heard of ERIC but not used it, and 16 percent had neither used nor heard of ERIC (see Figure 2).
Other key survey findings related to system recognition and use are as follows:

- Librarians were the user group with the highest degree of ERIC recognition—98 percent of them had heard about the system—and teachers, at 48 percent, were the lowest.

- The two most common ways to learn about ERIC were through courses or inservice training (identified by 52 percent of the respondents) and through the library (identified by 26 percent).

- Among all respondents, Current Index to Journals in Education (CIJE) was a slightly more familiar resource than Resources in Education (RIE): 71 percent had used CIJE and 65 percent had used RIE.

- As Figure 3 shows, 58 percent of the respondents had used ERIC Clearinghouses, including 72 percent of the school administrators, 71 percent of the university professors and education researchers, 41 percent of the teachers, and 38 percent of the librarians.

- Approximately 36 percent of the respondents had written documents that were abstracted in the database, including 59 percent of the university faculty and education researchers surveyed.

- A large number of respondents were unfamiliar with or knew about but did not use the ERIC Document Reproduction Service (EDRS). Of the respondents who answered a question about EDRS, 38 percent had never used it, 40 percent found it "Very Helpful," 20 percent found it "Somewhat Helpful," and 2 percent said it was "Not Helpful."
**Evaluation of ERIC Services and Products**

The survey respondents who had used ERIC in some capacity were asked to evaluate the full range of ERIC services and products, including the database, search services, reference materials, and ERIC Clearinghouses and Support Components. They answered objective questions, marked rating scales, and responded to open-ended questions. Respondents were most familiar with the ERIC database and much less familiar with the ERIC Document Reproduction Service, the ERIC Clearinghouses, and ACCESS ERIC.

ERIC users may search online, on Compact Disc-Read Only Memory (CD-ROM), or manually through print and microfiche indexes. Survey respondents who had done ERIC searches were highly satisfied with their experiences: well over half of the respondents rated each type of search service "Very Helpful." Figure 4 presents respondents' ratings of search services. Of particular interest is the fact that 33 percent of the survey respondents had never used CD-ROM, as compared with 15 percent who had never used CIJE, 12 percent who had never conducted or requested online searching, and 10 percent who had not used RIE.
Survey respondents familiar with RIE and CIJE were asked to rate such aspects of the indexes as coverage, selectivity, processing time, descriptors, and abstracts (see Figure 5). The coverage found in both indexes received particularly high ratings: 99 percent of the respondents rated each index's coverage either "Excellent" or "Good." The greatest area of respondent concern was processing time: 8 percent indicated that RIE's processing speed was "Poor," as did 7 percent of CIJE raters.

Survey respondents were also asked to indicate what types of information they obtained from ERIC and for what purposes. More than half the respondents indicated that they used ERIC to retrieve journal articles; their other choices, listed in descending order of frequency, were as follows: unpublished documents, conference papers, literature reviews, and curriculum materials. Research was by far the most common purpose for database use among respondents: 73 percent of respondents used ERIC for research, followed by 9 percent using it primarily for administrative decisionmaking, 7 percent using it for curriculum development, and 4 percent using ERIC to identify instructional techniques. Among user groups, school administrators were most diverse in their use of ERIC, with 53 percent identifying research as their primary reason for searching, 26 percent identifying decisionmaking, 16 percent selecting curriculum development, and 4 percent selecting instruction.

**User Recommendations for System Improvements**

Survey respondents who used ERIC generally rated it very highly: 96 percent of them indicated that ERIC met their basic education information needs, and 90 percent felt ERIC was accessible when they needed education information. Respondents also suggested improvements in the following areas:

- Coverage
- Selectivity
- Processing Time
- Descriptors
- Abstracts

**FIGURE 5**

**RESPONDENTS' RATINGS OF PRINTED INDEXES**

(RIE & CIJE)
Technology expansion (including faster searching and alternatives to microfiche).

Database improvements (including more frequent updates, more comprehensive coverage, full-text retrieval, and greater quality control).

Product development (including more annotated bibliographies on "hot" topics in education for librarians, professors, and school administrators; ready database searches for professors, researchers, and school administrators; and materials for parents requested by school administrators and teachers).

Accessibility and training (including financial support for installing equipment, more toll-free phone service, and more and better training materials).

Figure 6 shows the most commonly recommended system improvements.

Because the ERIC System has been exploring the issue of greater outreach to teachers and parents, several anecdotal comments from respondents regarding the usefulness of ERIC to this audience and ways to reach teachers and parents are included in the report.

Information Needs of ERIC Users and Nonusers

There was a significant divergence in the stated information needs of ERIC users and ERIC nonusers who responded to the survey: current users indicated that synopses of education research and research projects/papers were their most important information needs, while nonusers, who were mostly teachers, requested practical ideas for teaching and considered research papers their least significant education need (see Figure 7). This divergence will likely require further exploration as ERIC seeks to broaden its user base.
base. It suggests not only a need for better marketing of existing products and services but a potential shift in system resources in order to disseminate practitioner-oriented information to a new target audience.

FIGURE 7
INFORMATION NEEDS OF NONUSERS

Implications of Survey Data

In the second section of the report, the implications of the survey findings are explored. Findings are linked with recommendations for improvement in four areas.

- Recommendations for database improvements encompass such technical improvements as more frequent updates to the database, faster searching, and full-text availability, as well as the scope of coverage. Tradeoffs between desired improvements and user expectations regarding ease of use and affordability are introduced.

- Recommendations in the area of product development suggest further movement toward "packaging" database-derived information (e.g., bibliographies) with other text (e.g., ERIC Digests) as well as publicizing existing products that do this (e.g., the Teaching Resources in the ERIC Database or TRIED series) and creating new products and training materials for teachers, librarians, and professors.

- Training products are also a component of the marketing/outreach
recommendations. Specifically, librarians need more information about the Clearinghouses and EDRS, teachers need more information about curriculum and instruction materials available from ERIC as well as on how to enter their own materials into the database, and parents, particularly low-income, minority, and limited-English-speaking parents, need to be further consulted regarding their education information needs.

Finally, recommendations for training suggest that librarians and education professors receive special "training for the trainers," and experienced teachers be invited to learn about ERIC through inservice workshops or continuing education.

Conclusion

The findings from this survey offer a snapshot of ERIC's current strengths and weaknesses from the perspective of a wide range of users. The findings and resultant recommendations may be used as a resource for improving the ERIC System in two ways: through the enhancement of existing services and products and the development of new ones to meet the education information needs of today's and tomorrow's ERIC users.
"Recommended for any library serving teachers and educators..."  
—American Reference Books Annual

Current Index to Journals in Education 1993

CIJE

"The most complete coverage of the periodical literature of education."  
—School Library Journal

"The most comprehensive source for current bibliographic information on education."  
—RQ

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CIJE Volume 25, 1993 Subscription Rates

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Don't forget!
Expand your collection and add perspective by ordering back issues of CIJE Monthly and volumes of the Semiannual Cumulations. Many back cumulations are also available on microfiche. Write or call toll-free for details.

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Outside the U.S. call: 602-265-2651 or FAX: 602-265-6250
SAVE TIME AND MONEY IN ONLINE SEARCHING
WITH THE FIRST PRINT VERSION OF THE
ERIC IDENTIFIER AUTHORITY LIST - (IAL) 1992

Librarians, educational researchers and
administrators, and graduate/undergraduate students in
education and library science who use the ERIC
(Educational Resources Information Center) Database can
now save online fees and conduct precise, productive
searches with the ERIC Identifier Authority List -
(IAL) 1992, edited by Carolyn Weller and James E.
Houston. The List is now available for the first time
in a permanent hard-cover edition.

Adding depth to indexing, identifiers are semi-
controlled retrieval terms that usually identify
specific entities, such as the name of a particular
project, piece of legislation, person, organization, or
new concept. With 43,196 identifiers, the Eric
Identifier Authority List - (IAL) 1992 includes 2,500
new terms---and 470 purged---since the last update of the
vocabulary in June 1987. The identifiers in the List
are those used in the indexing and searching of the
Current Index to Journals in Education and the
cumulative Resources in Education, both print products
published by Oryx.

-more-

News Release
Each entry for a valid identifier in the List includes two "postings" numbers, which indicate the number of times the term has been used in CIJE and RIE. Entries may also include a Scope Note (SN), which defines a term that may be construed in several different ways; Used For (UF), a cross-reference used to indicate nonpreferred synonyms; or Use (USE), indicating variant forms of preferred identifiers.

Indexed both alphabetically, and by category within 20 broad categories, the List can also be employed as a research tool in free-text searching.

Editor Carolyn Weller is assistant director, operations for the ERIC Processing and Reference Facility, ARC Professional Services Group. Co-editor James E. Houston is lexicographer, ERIC Processing and Reference Facility.

The ERIC Identifier Authority List — (IAL) 1992, ISBN 0-89774-738-0, has 512 pages and is available in a 8 1/2" x 11" clothbound format priced at $55.00 in North America. To order, contact The Oryx Press at 4041 N. Central, Phoenix, Arizona 85012-3397. Call toll-free 1-800-279-6799 or 602-265-2651. FAX toll-free 800-279-4663 or 602-265-6250. Postage and handling are free on prepaid orders.

-30-
Identifiers are semicontrolled retrieval terms that add a depth to indexing impossible with descriptors alone. There are more than 44,000 identifiers currently used to assist in the indexing of CIJE and RIE, including 2,500 entirely new terms added—and 470 purged—since the last ERIC update.

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This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.
## WHAT KINDS OF DOCUMENTS ARE IN THE ERIC DATABASE (RIE)?

(January 1980 - September 1991)

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**TOTAL USAGES:** 261,998

**NOTE:** Number of RIE Accessions in this Period of Time = 157,204

1.7 PUBTYPES per Accession
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SilverPlatter Announces the Release of the
OCLC Computer Library Database

Second database from the OCLC Library Series

Norwood, MA — SilverPlatter Information announced today that it has released the OCLC Computer Library database on CD-ROM. This database is the second of the four databases in the OCLC Library Series available from SilverPlatter, and is part of the strategic alliance formed by SilverPlatter and OCLC. In this alliance, SilverPlatter will produce, market, and distribute SilverPlatter compact disc database products as replacements for most of OCLC’s Search CD450 compact disc database products.

A subset of the OCLC On-line Union Catalog, a database of over 24 million records contributed by over 5,000 OCLC member libraries throughout the world, the OCLC Computer Library is an international bibliography of computer and communications materials. Coverage spans the 20th century and includes more than 270,000 records. The CCLC Computer Library database contains all types of materials including books, journals, theses, data files, slides, newspapers, recordings, filmstrips, microforms, and manuscripts. Published on one disc, the OCLC Computer Library database is updated annually.

(more)
In the future, OCLC and SilverPlatter will explore the development of an online link between the EPIC service and SilverPlatter's CD-ROM database products that have counterparts on the EPIC service. Also being explored is the development of connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service to our customers. With over 70 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

###
Imagine a time when DIALOG offered only two databases, instead of more than 400. This was long before personal computers, and you did your searching on a dial-up terminal running at 300 baud. DIALOG search commands consisted of symbols like "@" and "#," and the term "end user" was yet to be coined.

DIALOG has come a long way since those pioneering days 20 years ago when online was new. As we celebrate our twentieth anniversary this year, we want to take this opportunity to highlight the databases that have been with us from the start. These early pioneers are among our biggest and best-known databases, and they've played an important role in our longevity and success. Chances are you use one of these every time you log on to do a search. Because of their importance, their enduring quality, and their tried-and-true value, we consider them DIALOG "classic" files.

**The Classic Files and How They Were Born**

The educational materials collected by the Educational Resources Information Center of the U.S. Department of Education, ERIC is the primary research resource for professional educators. Since its debut on the DIALOG system in 1972, ERIC has grown to include just under a million records.

Also available in DIALOG's first year was another U.S. government database, NTIS (File 7). Produced by the U.S. Department of Commerce's National Technical Information Service to report the results of government-funded research and development, NTIS remains today one of the core databases in the DIALOG collection, with more than 1.6 million items contained by more than 200 U.S. federal agencies.

In the following year, 1973, DIALOG added several more files that have ultimately become classics. The American Psychological Association provided the PSYCHOLOGICAL ABSTRACTS database (later renamed PsycINFO, File 11), which offers comprehensive coverage of the international literature of psychology and related social sciences. PsycINFO now contains more than 800,000 records. Also in 1973, we added another government-produced database, CAIN (later renamed AGRICOLA, File 10), from the National Agricultural Library. Initially containing just 200,000 records, CAIN/AGRICOLA has grown to include almost three million records indexing the worldwide literature of agriculture and related subjects.

More science coverage was added in the fall of 1973 when we loaded Science Abstracts, or INSPEC, from the Institution of Electrical Engineers (IEE). Today INSPEC (originally Files 12 and 13, now Files 2, 3, and 4) contains more than four million records, providing exhaustive coverage in the areas of physics, electronics, and computing.

Also at that same time, we added the first DIALOG business database, Abstracted Business Information, or ABI (File 15, now called ABI/INFORM®). From 12,000 abstracts taken from business and financial journals, ABI/INFORM has grown to include almost 600,000 records covering all phases of business management and administration. The file now also includes the full text of hundreds of articles.

The following year, we announced the availability of our first database from Predicasts, a file called Chemical Market Abstracts (CMA) (File 16). CMA contained 30,000 abstracts from the worldwide literature of chemical products marketing. A second database, Electronic Market Abstracts (EMA), was soon added to File 16. CMA-EMA was the early incarnation of today's PTS PROMPT®, which now contains nearly three million records providing international coverage of companies, products, markets, and applied technologies for all industries. Like ABI/INFORM, this classic file now offers full text for a number of leading sources.

Also early in 1974, we again expanded our science coverage with the addition of COMPENDEX*, a file called Chemical Market Abstracts (CMA) (File 16). CMA contained 30,000 abstracts from the worldwide literature of chemical products marketing. A second database, Electronic Market Abstracts (EMA), was soon added to File 16. CMA-EMA was the early incarnation of today's PTS PROMPT®, which now contains nearly three million records providing international coverage of companies, products, markets, and applied technologies for all industries. Like ABI/INFORM, this classic file now offers full text for a number of leading sources.

Two databases from the Institute for Scientific Information (ISI®) are also classic files from this early era. Our social science coverage was greatly expanded in the summer of 1974 with the addition of the Social Science Citation Index (later renamed SOCIAL SCISEARCH, File 7). The following year, we also loaded its science counterpart, SCIENCECITY® (now Files 34 and 35). Both offer ISI's unique and important capability of cited reference searching. Their extremely broad, multidisciplinary coverage is reflected in their size: SOCIAL SCISEARCH currently contains almost three million records, while SCIENCECITY will have more than 11 million items by the end of 1992.

The life sciences area was the next to be targeted with the mid-1975 addition of BIOSIS PREVIEWS® (File 3). Produced by the BioSciences Information Service, BIOSIS was described in our original announcement as embracing the entire field of the life sciences, "from aerospace biology through zoology." From its initial size of about 50,000 records, BIOSIS has grown to just about eight million, and is widely recognized as the most comprehensive database covering the worldwide biological research literature.

Also added in 1975 was the first in our important collection of patent databases. From IFI/Plenum, the file was called CLAIMS® (for "Class Code, Assignee, Index Method Search"). This original CLAIMS file covered 350,000 U.S. chemical patents. Later that same year, 55,000 general, electrical, and mechanical patents were added. Today's version of the file, CLAIMS®/U.S. PATENT ABSTRACTS (Files 23, 24, 25, 125, 340), contains over two million records.

Science, social science, business, engineering — these areas represent the foundation built in Dialog's early years, and one that remains solid today. As DIALOG continues to grow in new directions, you can be assured that we will continue to strengthen these essential areas upon which DIALOG was built.
July 24, 1992

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

Dear Mr. Brandhorst:

We are pleased to announce that a gateway service developed by Advanced Research Technologies, Inc. (ART) is now available to a wide variety of end-users. ART will be working with Dialog to build system interfaces to focus Dialog's penetration into the end-user markets.

ART's mission is to offer information interfaces primarily for professionals in large and small corporate environments who need access to factual data and news in formats geared to the requirements of their specific industries. ART's secondary market consists of small business, consumer, and educational markets who have a broad array of information needs, but limited access to large collections of data.

For interface solutions, ART provides these markets the ARTIST Gateway technology, designed to lessen any perceived barriers to on-line searching, including the need to know and remain familiar with Dialog's command language and databases. Collectively, these markets represent a very large number of customers and searches. ART's focus is on providing access to a broad array of relevant databases to their area of interest in a menu-driven environment.

We are excited about the new growth and revenue possibilities, and we are sure you feel the same. If you have any questions about ART or about their service, please contact me or Lydia Dehn, Manager, Third-Party Marketing, at (415) 858-3789. The list of Dialog databases available through ART is attached.

Sincerely,

Eireann Carroll
Account Manager

ENCL: ART/Dialog database list
REMARKETERS FOR
ADVANCED RESEARCH TECHNOLOGY (ART)

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PRODUCT CONTENTS

**NewsStand**
- Atlanta Journal
- Boston Globe
- Chicago Tribune
- Houston Post
- Los Angeles Times
- Magazines (file #647)
- Miami Herald
- New York Newsday
- Newsletters (file #636)
- Philadelphia Inquirer
- Rocky Mountain News
- San Francisco Chronicle
- Seattle Times
- UPI Newswire
- Washington Post

**Reference Center**
- Agriculture
- Art
- Biology
- Business Directory
- Business Management
- Computers
- Education
- Encyclopedia
- Engineering
- History: American
- CAB Abstracts
- ART Modern
- BIOSIS
- EYP
- EnvironLine
- Management Contents
- Computer Database
- ERIC
- Everman's Encyclopedia
- Sociology
- Sociology Abstracts
- History: World
- American History & Life
- Industry News
- PTS PROMT
- Mathematics
- Medline
- Medicine
- Los Angeles Times
- Philosophy
- PTS Newsletters
- Physicists Index
- SPIN
- Popular Magazines
- Magazine ASAP
- Psychology
- Psycinfo
- Sociology
- Sociology Abstracts

**Business Research Library**

**NewsStand**
- See above

**United States Government Center**
- See above

**Federal Register**
- Federal Research in Progress
- Government-Sponsored Research
- Trade Newsletters
- Washington Post

**Business Center**
- Boston Globe
- Chicago Tribune
- Corporate Ownership/Affiliations
- Corporate Affiliations
- D&B Business Directory
- D&B Business Directory
- Employee Benefits News
- Employee Benefits IntoSource
- Financial Times
- Financial Time Fulltext
- Industry News
- PTS PROMT
- Industry Newsletters
- PTS Newsletters
- Los Angeles Times
- Los Angeles Times
- Management Studies
- Management Contents
- Marketing/Advertising News
- PTS MARS
- Moody's Corporate News
- Moody's Corporate News
- S&P Daily News
- S&P Daily News
- S&P Daily News

---

*Erich*
June 15, 1992

Mr. Ted Brandhorst  
ERIC Processing and Reference Facility  
1301 Piccard Drive  
Suite 300  
Rockville, MD 20850-4305

Dear Ted:

I am pleased to be able to announce to you that there has been further development in our new "SitePrints(sm)" technology, first announced to you last summer in our "Prolog". As you may recall, SitePrints(sm) is a new delivery technology which allows users to send search results to a local printer. This allows users to search Dialog more efficiently because they can continue to enter new searches at one PC or terminal, while records are being output elsewhere.

SitePrints(sm) has been heavily requested by our users for some time. It went into production on July 1, 1991, initially for a few high-volume customers with a DialNet direct connection. Since that time, analysis of usage characteristics suggests that average output per session increases with SitePrints(sm). After beta testing of the initial DialNet-based version of SitePrints(sm), a nominal delivery charge of $.25 per page was established. This charge, which is akin to MCI Mail, postage and other value-added delivery charges, is retained by Dialog to cover our costs.

Based on the success of the DialNet based version of SitePrints(sm), Dialog is announcing the forthcoming availability of an expanded version of SitePrints(sm), called "Modem Outdial SitePrints(sm)" at the SLA conference in San Francisco in early June. This new version will make SitePrints(sm) delivery technology available to any Dialog user with a dedicated modem and a dedicated Hewlett-Packard HP III or model III si laser printer.
Modem Outdial SitePrints(sm) is scheduled for general release on September 15, 1992. In the meantime, Dialog will continue to demonstrate the new technology selectively at trade shows, conferences and exhibits, and to collect customer comments and feedback.

Please give me a call if you have any questions on this exciting new delivery technology.

Sincerely,

[Signed]

Account Manager
Information Provider Relations
Duplicate Detection

The Duplicate Detection feature consists of three DIALOG commands that let you remove (RD) and/or identify (ID, IDO) duplicate citations from your OneSearch search results.

Applications for use of the Duplicate Detection feature include:

- Remove duplicate records using the RD command; in a single file the record most recently added to the database is retained.
- Locate duplicate records between files or within the same file using the ID command.
- Use the ID command to group together duplicate records for later post-processing into a composite citation. This allows you to take advantage of the best of all databases searched.
- Use the ID command to group records together into approximate alphabetical order.
- Use the IDO command to isolate and group other duplicates to check the results of the duplicate detection process.

The duplicate detection feature is most commonly used in bibliographic and full-text databases. Over two-thirds of the databases on DIALOG offer duplicate detection. Files that do not offer the feature include most directory files, statistical files, chemical substance files, and patent files. Enter HELP DUP online for a list of files that DO NOT offer the duplicate detection feature. Duplicate detection will be added to all new DIALOG files in which its use is appropriate. Duplicate detection commands are valid while searching two or more files using OneSearch and for detecting duplicates while searching within an individual file.

The three simple commands are:

```
RD    Remove Duplicates
ID    Identify Duplicates
IDO   Identify Duplicates Only
```

Each of these duplicate detection commands is discussed in the following sections; tips and techniques for using this feature are also provided.
**Duplicate Detection**

**REMOVE DUPLICATES command**

<table>
<thead>
<tr>
<th>Abbreviation:</th>
<th>RD command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format:</td>
<td>RD Sn</td>
</tr>
<tr>
<td></td>
<td>RD Sn FROM &lt;file no.&gt;,&lt;file no.&gt;,etc.</td>
</tr>
</tbody>
</table>

The most frequently used duplicate detection command is the REMOVE DUPLICATES (RD) command. The format of the command is:

RD Sn (where Sn is the set from which duplicates are to be removed)

An example of the RD command is shown on the next page.

The RD command creates a set of unique records in which only one copy from each set of duplicate citations is retained. Once duplicate records are identified, records are then chosen for retention based on the order in which files were entered in the BEGIN command. Duplicates can be removed from a single file as well as from multiple files. For example, if the following BEGIN command is entered:

BEGIN 154,72

records from File 154, MEDLINE, are given priority for retention over records from File 72, EMBASE. You can change the order of priority with the SET FILES command, see page 9 for more details.

Records in the RD set are arranged in accession number order. If the records are from a OneSearch session, the records from the first file in the BEGIN are displayed first.

**Sort Records**

Although the sort command does not currently work with OneSearch results, you can use the ID command to sort the results by title (initial articles are ignored). Simply apply the ID command to the results from the unique items set, as shown on the next page.

**FROM Option**

The RD command can be used with the FROM option to remove duplicates FROM specific files, e.g., RD S4 FROM 154,5.

When you apply the RD command to a search that includes one or more files that do not offer duplicate detection, a system warning message will notify you of these files. The system then proceeds to process the remaining files that do offer duplicate detection. All records from the unsupported files are retained and included in the RD set. To display a list of files online that do not support duplicate detection, enter HELP DUP.
Duplicate Detection

? begin 154,72

SYSTEM:OS - DIALOG OneSearch

File 154: MEDLINE _ 85-91/AUG (9108W4)
File 72: EMBASE (EXCERPTA MEDICA) _ 82-91/ISS26

(COPR. ESP BV/EM 1990)

Set Items Description
----- ----- ---------------------
? select aspirin and headache?
11748 ASPIRIN
14064 HEADACHE?
S1 190 ASPIRIN AND HEADACHE?

? display sets from each

Set File Items Description
154 50
72 140
S1 190 ASPIRIN AND HEADACHE?

? set files 72

New file order: 72, 154

? rd s1
...examined 50 records (50)
...examined 50 records (100)
...examined 50 records (150)
...completed examining records
S2 172 RD S1 (unique items)

? id
...examined 50 records (50)
...examined 50 records (100)
...examined 50 records (150)
...completed examining records
S3 172 ID (sorted in duplicate order)

? type s3/6/1-10 noheader

Use noheader to easily scan titles

7247257 EMBASE No: 88247129
Additional molsidomine in refractory unstable angina pectoris
6428954 EMBASE No: 87165661
Adverse and beneficial effects of immediate treatment of Group A beta-hemolytic streptococcal pharyngitis with penicillin
5000189 EMBASE No: 85145699
Amphotericin - how safe and effective?
6313563 EMBASE No: 87050216
Amaurosis fugax under the age of 40 years
06917218 89219218
Analgesic use and chronic renal disease [see comments]
06131600 87105600
Analgesic activity of propyphenazone in patients with pain following oral surgery.
6275848 EMBASE No: 87012473
The analgesic efficacy of suprofen in periodontal and oral surgical pain
6275840 EMBASE No: 87012465
Analgesic effect of naproxen sodium, codeine, a naproxen-codeine combination and aspirin on the postoperative pain of oral surgery
06082140 87056140
Analgesic nephropathy: an underestimated cause of end-stage renal disease
7643337 EMBASE No: 90073762
Analgesic and antiinflammatory effects of glucomethacin (a nonsteroidal antiinflammatory analgesic) after the removal of impacted third molars

(September 1991)
Duplicate Detection

IDENTIFY DUPLICATES ONLY command

Abbreviation: IDO
Format: IDO Sn
IDO Sn FROM <file no.>, <file no.>, etc.

The IDENTIFY DUPLICATES ONLY (IDO) command creates a set that contains only the records that are identified as duplicates and sorts the records in such a way that all of the duplicate records are grouped together.

The format of the IDO command is:

IDO Sn (where Sn is the set number from which duplicates are to be grouped together)

The example on the next page shows the use of the IDO command to review records that have been identified as duplicates.

Check Detection Process
You can use the IDO command to check the results of the duplicate detection process. If you are ever concerned that the REMOVE DUPLICATES command may inadvertently remove unique records, use the IDO command to scan the records that are identified as duplicates. In a few instances, you may find that newspaper columns or series of articles consistently published under the same title are identified as duplicates even though the articles are not exactly the same.

FROM Option
You can also use the IDO command with the FROM option to identify duplicates FROM a particular file(s), e.g., IDO S2 FROM 6,8.

When you apply the IDO command to a search that includes one or more files that do not offer duplicate detection, a system message will notify you that the feature is not available. The system then proceeds to process the remaining files. Records from unsupported files will not be retained in the IDO set. To display a list of files online that do not support duplicate detection, enter HELP DUP.
Duplicate Detection

**IDENTIFY DUPLICATES command**

Abbreviation: ID

Format: ID Sn

ID Sn FROM <file no.> x <file no.>, etc.

The IDENTIFY DUPLICATES (ID) command creates a sorted set of records in which duplicate records are grouped together in approximate alphabetical order. The format of the command is:

ID Sn (where Sn is the set to be sorted)

The ID command allows you to easily identify duplicate citations, while still retaining all of the records retrieved by your search. The command creates a set of records that has been approximately sorted by title (some variations to strict alphabetical order occur because duplicate detection takes into consideration alternate spellings, minor variations in titles, and leading articles such as "the" and "an").

**Scan Titles for Duplicates**

The ID command does not remove records from your search results; it is used to create a set of alphabetically arranged records (by title), with the duplicate records grouped together. The example on the next page shows the use of the ID command; the records are TYPEd online in Format 6 to provide an easy-to-scan list of titles that have been rearranged alphabetically by the ID command. By displaying the ID set, you can decide which records to retain. The REMOVE DUPLICATE command (see page 2) automatically eliminates duplicate records based on the file specified in the BEGIN command.

**SET FILES Command**

The order in which records are sorted when the ID command is invoked is dependent on the file order in the last BEGIN command. Use the SET FILES command to change the order in which records are sorted in the ID set (refer to page 9) before using the ID command.

**Sorting Records**

Although the sort command does not currently work with OneSearch results, you can use the ID command to sort the results by title (initial articles are ignored) in approximate alphabetical order. Simply apply the ID command to the results from the unique items set, as shown on the next page.

**Post-Processing Application**

Users who typically post-process search results (e.g., formatting them into customized bibliographies with word-processing software) can use the ID command to gather together the duplicate records combining them later into a single record that includes the best feature(s) from each record, such as various editions of a book.

**FROM Option**

You can also use the ID command with the FROM option to group together duplicates from a particular file(s), e.g., ID S3 FROM 47 or ID S3 FROM 47, 148.

When you apply the ID command to a search that includes one or more files that does not offer duplicate detection, a system warning message will notify you that the feature is not available for those files. The system then proceeds to process the remaining files that do offer duplicate detection. Records from unsupported files will be retained in the ID set, but will be sorted to the bottom of the set. To display a list of files online that do not support duplicate detection, enter HELP DUP.

(September 1991)
? begin 1,11

SYSTEM:OS - DIALOG OneSearch
File 1:ERIC _ 66-91/JUN.
File 11:PSYCINFO _ 67-91/AUG
(COPR. AM. PSYCH. ASSOC.)

Set Items Description
--- ------ ------------
? select separation(w)anxiety and therapy
2549 SEPARATION
34266 ANXIETY
817 SEPARATION(w)ANXIETY
71494 THERAPY
S1 103 SEPARATION(w)ANXIETY AND THERAPY

? ido s1
...examined 50 records (50)
...examined 50 records (100)
...completed examining records
S2 8 IDO S2 (duplicates only)

? type s2/6/all

2/6/1 (Item 1 from file: 11)
00640465 75-24156
Bowling out fears: Test victory for double description.

2/6/2 (Item 2 from file: 11)
00597936 74-28675
Bowling out fears: Test victory for double description.

2/6/3 (Item 3 from file: 11)
00399558 68-06204
Effects of three play conditions on separation anxiety in young children.

2/6/4 (Item 4 from file: 1)
EJ269613 CG523261
Effects of Three Play Conditions on Separation Anxiety in Young Children.

2/6/5 (Item 5 from file: 11)
00437191 70-06172
Intergenerational separation anxiety in family therapy.

2/6/6 (Item 6 from file: 11)
00307626 63-03724
Intergenerational separation anxiety in family therapy.

2/6/7 (Item 7 from file: 11)
00507381 72-15209
The termination phase in group therapy: Implications for geriatric groups.

2/6/8 (Item 8 from file: 1)
EJ311157 CG527615
The Termination Phase in Group Therapy: Implications for Geriatric Groups.

(September 1991)
Duplicate Detection

Command featured: SET FILES <file no.>,<file no.>, etc.

The REMOVE DUPLICATES (RD) command keeps unique records that are in order based on the last BEGIN command. The SET FILES command provides you with the option of changing that order without losing your existing sets. The format of the SET FILES command is shown above.

Changing Order
The SET FILES command is used to change the file order from which duplicates are removed. For example, if you initially entered BEGIN 47,148,149, duplicate records from File 47 (MAGAZINE INDEX™) would be retained and those from File 148 (TRADE & INDUSTRY INDEX™), and File 149 (HEALTH PERIODICALS DATABASE™) would be removed. If you would prefer to retain File 149 records in the case of duplicates, enter the command SET FILES 149 to make File 149 the preferred file for record retention.

The example on the next page shows the use of the SET FILES command before the RD command is entered to change the file order. A TYPE command is then entered to display the unique records.

Using the SHOW FILES Command
The SHOW FILES command is used to review the file order that is currently in effect. An example of the SHOW FILES command is given on the next page.

Refer to Chapter 8 of Searching DIALOG: The Complete Guide for more details on the SHOW FILES command.
Attachments

Duplicate Detection

? show files
(COPR. 1991 IAC)
File 148: TRADE AND INDUSTRY INDEX 81-91/AUG
(COPR. 1991 IAC)
File 149: HEALTH PERIODICALS DATABASE 1976-91/WEEK 33
(COPR. IAC 1991)

? display sets from each

<table>
<thead>
<tr>
<th>Set</th>
<th>File</th>
<th>Items</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td></td>
<td>148</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>149</td>
<td>1433</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td></td>
<td>1613</td>
<td>PREGNANCY AND (LABOR OR EMPLOYMENT OR JOB - OR WORK()PLACE)</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>148</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>149</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td></td>
<td>233</td>
<td>S1 AND PY=1991</td>
</tr>
</tbody>
</table>

? set files 149

New file order: 149, 47, 148

? rd s2
...examined 50 records (50)
...examined 50 records (100)
...examined 50 records (150)
...examined 50 records (200)
...completed examining records
S3 217 RD S2 (unique items)

? type s3/6/1.3 from each
displays records from each file to check for relevant retrieval

3/6/1 (Item 1 from file: 47)
10989713 DIALOG File 47: MAGAZINE INDEX
Pregnancy discrimination: it's illegal - and widespread.

3/6/2 (Item 2 from file: 47)
10807517 DIALOG File 47: MAGAZINE INDEX *Use Format 9 for FULL TEXT*
Emotional aid delivers labor-saving results. (emotional support reduces rates of pregnancy complications)

3/6/3 (Item 1 from file: 148)
11072596 DIALOG File 148: TRADE & INDUSTRY INDEX
What you should know about pregnancy and the law.

3/6/4 (Item 2 from file: 148)
11046343 Dialog File 148: TRADE & INDUSTRY INDEX
Settlement in pregnancy bias suit ends 20-year case. (Mildred Leisure and Western Electric Co.)

(September 1991)

BEST COPY AVAILABLE

Attachment 209

1741
Duplicate Detection

Tips and Techniques

How the Feature Works
The duplicate detection feature has been extensively tested and has shown a success rate exceeding 90 percent. Occasionally, duplicates are not correctly identified due to the differences in the way database producers treat record titles, or because an author has published two documents under the same title. Although this situation occurs infrequently, you have the option of using the IDO command to scan only the duplicate records if you are concerned that a record may have been incorrectly identified.

The duplicate detection feature is precise enough to recognize that the parts of a two-part document are not duplicates, despite the fact that their titles differ primarily by a part number. Likewise, the duplicate detection feature takes into account minor variations in spelling, punctuation, and leading articles, and identifies these records as duplicates if appropriate (see the next page for an example). If the command does err, it errs on the side of retaining a duplicate rather than removing it.

Duplicate detection works best in databases that contain complete bibliographic citations. However, duplicate detection is also available in a number of databases that offer only partial bibliographic information (a complete citation typically includes title, author name, and source information). When multiple databases are searched and one or more of the databases do not offer complete citations, the RD command will fail to identify the incomplete records as duplicates. In this case, use the ID command to arrange your final set in approximate alphabetical order by title.

Other Uses of the Duplicate Detection Feature
Although duplicate detection commands are commonly used to identify and eliminate duplicates among two or more files, the feature can also be used to locate duplicates within the same file. For example, a scientific paper may be published both as a conference paper and then later as a journal article. If you use the RD command to remove duplicates, the record most recently added to the database will be retained. In most cases this will be the journal article rather than the conference paper (an advantage since it is typically easier to locate the complete text of a journal article). If you are concerned about which entry is the most current, you can use the IDO command to isolate the duplicates, and then check the publication dates before using the RD command (see the next page for an example.)

Pricing
Since the duplicate detection process uses and generates normal DIALOG sets, only connect-time charges are incurred. The processing time required for duplicate detection is divided among all the databases involved in the search in the same way that OneSearch connect time charges are currently distributed. Records TYPed, DISPLAYed, or PRINTed are charged at the usual rate for the database.

(September 1991)
• Using the IDO command to check that records are truly duplicates.

? show files
File 16:PTS PROMT-_ 72-91/July 23
(Cop. 1991 Predicasts)
File 148:TRADE AND INDUSTRY INDEX_81-91/JUL
(COPR. 1991 IAC)

? select product? and marketing
  1560608 PRODUCT?
  442859 MARKETING
  S1  168020 PRODUCT? AND MARKETING

? s biotechnology? and marketing(3n)development
  19410 BIOTECHNOLOG?
  442859 MARKETING
  750223 DEVELOPMENT
  S321 MARKETING(3N)DEVELOPMENT
  S2 136 BIOTECHNOLOG? AND MARKETING(3N)DEVELOPMENT

? ido s2
...examined 50 records (50)
...examined 50 records (100)
...completed examining records
  S3  4 IDO S5 (duplicates only)

? type s3/3/all
  3/3/1 (Item 1 from file: 16)
02231386
  California Biotechnology - Product Design & Development
Annual Repcrt 1988 p. 0

  3/3/2 (Item 2 from file: 16)
01654123
  California Biotechnology - Product Design & Development.
ANNUAL REPORT 1986 p. 01

  3/3/3 (Item 3 from file: 148)
10420766 DIALOG File 148: TRADE & INDUSTRY INDEX
*Use Format 9 for FULL TEXT*
  CALGENE, NOVAMONT ENTER JOINT PRODUCT DEVELOPMENT, MARKETING
  AGREEMENT
PR Newswire 0306P7977 March 6, 1991
SOURCE FILE: NW File 649
AVAILABILITY: FULL TEXT Online LINE COUNT: 00032

  3/3/4 (Item 4 from file: 148)
10419694 DIALOG File 148: TRADE & INDUSTRY INDEX
*Use Format 9 for FULL TEXT*
  CALGENE INC., NOVAMONT ENTER JOINT PRODUCT DEVELOPMENT, MARKETING
  AGREEMENT
PR Newswire 0306P7977 March 6, 1991
SOURCE FILE: NW File 649
AVAILABILITY: FULL TEXT Online LINE COUNT: 00032

(September 1991)
• Use the ID command to arrange duplicates alphabetically by title.

? begin 154,72

SYSTEM:OS - DIALOG OneSearch
File 154: MEDLINE _ 85-91/SEP (9109W2)
File 72: EMBASE (EXCERPTA MEDICA) _ 85-91/ISS29
(COPR. ESP BV/EM 1990)

Set Items Description
-- ------ --------
? select acne and treatment
          2951 ACNE
          574620 TREATMENT
          S1  1241 ACNE AND TREATMENT
? s s1 and py=1991
          1241 S1
          202688 PY=1991
          S2  40 S1 AND PY=1991
? id
... completed examining records
          S3  40 ID (sorted in duplicate order)
? type s3/6/all

3/6/1 (Item 1 from file: 154)
07666040 91185040

3/6/2 (Item 2 from file: 72)
8062047 EMBASE No: 91091961
Acne inversa. Diagnosis and treatment

3/6/3 (Item 3 from file: 72)
8130549 EMBASE No: 91159276
Acne: Overview of the different treatment modalities and the modes of action
ACNE: BELEID BIJ DE BEHANDELING: EEN OVERZICHT VAN DE MOGELIJKHEDEN

3/6/4 (Item 4 from file: 72)
8150127 EMBASE No: 91175072
Azelaic acid. A review of its pharmacological properties and therapeutic efficacy in acne and hyperpigmentary skin disorders

3/6/36 (Item 36 from file: 154)
07665465 91184465
Treatment of hirsutism by an association of oral cyproterone acetate and transdermal 17 beta-estradiol.

3/6/37 (Item 37 from file: 72)
8108214 EMBASE No: 91134657
Treatment of hirsutism by an association of oral cyproterone acetate and transdermal 17beta-estradiol

3/6/38 (Item 38 from file: 72)
8096535 EMBASE No: 91136904
Treatment of endometriosis with nafarelin

3/6/39 (Item 39 from file: 72)
8060822 EMBASE No: 91085105
Treatment of teenage acne

3/6/40 (Item 40 from file: 72)
8143973 EMBASE No: 91173375
An unusual form of acne conglobata (acne triad) and its surgical treatment
EINE IN UNGEWÖHNLICHER FORM ERScheinende ACNE CONGLOBATA BZW.
AKNE-TRIAD UND IHRE CHIRURGISCHE BEHANDLUNG

(September 1991)
The ID command cannot distinguish entries that have the same title, such as a newspaper column that is always written under the same name.

? begin 640

(c) 1991 Chronicle Publ Co

<table>
<thead>
<tr>
<th>Set</th>
<th>Items</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

? select au=greenberg and stocks
892  AU=GREENBERG
5397 STOCKS
S1   805  AU=GREENBERG AND STOCKS

? s s1 and pd=9107?
805  S1
3114 PD=9107?
S2   14   S1 AND PD=9107?

? id s2
...completed examining records
S3   14   ID S2 (sorted in duplicate order)

? type s3/3/all

3/3/1
06202138
BUSINESS INSIDER
San Francisco Chronicle (SF) - SATURDAY July 20, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: B1
Word Count: 615

3/3/2
06201021
BUSINESS INSIDER
San Francisco Chronicle (SF) - FRIDAY July 19, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: C1
Word Count: 606

3/3/3
06200064
BUSINESS INSIDER
San Francisco Chronicle (SF) - THURSDAY July 18, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: C1
Word Count: 606

(September 1991)
Attachments

Duplicate Detection

Use the NOHEADER option to scan titles; duplicates are listed in alphabetical order by title.

\begin{itemize}
\item begin 1,11
\end{itemize}

\begin{verbatim}
SYSTEM:OS - DIALOG OneSearch
File 1:ERIC  _  66-91/JUN.
File 11:PSYCINFO _ 67-91/AUG
(COPR. AM. PSYCH. ASSOC.)

Set Items Description
----- ------ ---------------
\? select (dance or music or play) and therapy
2146 DANCE
12574 MUSIC
22398 PLAY
71494 THERAPY
S1  2858 (DANCE OR MUSIC OR PLAY) AND THERAPY
\? s s1 and (autism or autistic)
2858 S1
3666 AUTISM
3957 AUTISTIC
S2  116 S1 AND (AUTISM OR AUTISTIC)
\? id s2
...examined 50 records (50)
...examined 50 records (100)
...comple 1d examining records
S3  116 ID S2 (sorted in duplicate order)
\? type s3\&all noheader
\end{verbatim}

14 (September 1991)
July, 1992

Dear DIALOG OnDisc® Subscriber:

GOOD NEWS! We have reconfigured DIALOG OnDisc ERIC. The Complete version is now on 2 discs and still contains information from 1966 to the present. The Current version is on 1 disc and contains information from 1983 to the present. We apologize for any problems we have caused you with the disc configuration on the January through March 1992 update.

In order to reconfigure the product, we found it necessary to eliminate three years from the Current version. At the same time, we decided to lower the price. Effective on your next renewal, the price will be $645.

If you are a subscriber to the Complete (1966-present) version of DIALOG OnDisc ERIC, the following discs are enclosed:

- 1966-1982
- 1983-June 1992

If you are a subscriber to the Current (1983-present) version of DIALOG OnDisc ERIC, the following disc is enclosed:

- 1983-June 1992
- Please return the 1980-1991 disc in the enclosed mailer

Please destroy the DIALOG OnDisc ERIC January through March 1992 disc by cutting it in half.

Because of the new disc configuration, "Latest OnDisc Records" menu option will only retrieve June 1992 data. However, it will be corrected for the September 1992 update, which will retrieve the most recent three months data.

If you need assistance or have questions about the DIALOG OnDisc ERIC, please call Customer Service at 800-334-2564. For questions, about this shipment, please call Customer Administration at 415-858-4091.

Once again, we apologize for any inconveniences we may have caused you.

Sincerely,

Bonnie Zelter
Marketing Manager, CDROM

DIALOG Information Services, Inc.
3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 1-800-3-DIALOG (1-800-334-2564) or 415-858-3785
August, 1992

Dear DIALOG OnDisc® Subscriber:

This letter is to inform you that two specific problems have been brought to our attention regarding the DIALOG OnDisc ERIC June update. These problems occurred when we redefined the product to provide you with as much information as possible on the current disc. The problems are currently being worked on and will be corrected on the September update. We apologize for any inconvenience this may cause you.

The problems and solutions for searching are:

- Missing records - The discs are missing a number of records associated with the update code, UD=PRAC. You may obtain these older records online in DIALOG File 1 by selecting UD=PRAC.

- Retrieval problem involving the term "TEACHER" - This problem affects the 1983-June 1992 disc only.

DIALOG Command Search - If you select any descriptor phrase beginning with the term "TEACHER," (e.g. "S TEACHER ATTITUDES"), you will get 0 hits. You can still select "TEACHER" terms by expanding (e.g. "E TEACHER ATTITUDES:" ) and selecting your term from the expand list or by using proximity (e.g. "S TEACHER(ATTITUDES/DE").

Easy Menu Search - If you type in the term "TEACHER AIDE" from the Word/Phrase Index, it doesn't take you to the correct term. To select the term you typed in, scroll down and select the term desired.

If you need assistance or have questions about DIALOG OnDisc ERIC, please call Customer Service at 800-334-2564.

Sincerely,

Bonnie Zelter
Marketing Manager, CDROM
Hi. There have been a number of requests for the up-to-date list of ERIC userids and subscribers to ERICDIR. Nancy sent directions on how to request a listing. I thought I would contribute to redundancy by sending you all the list as of today. Please note that users are entered in NODE order. Enjoy....Mike

AS OF TODAY - 8/13/92

* Communications and Discussions Internal to the ERIC System
* Review= Private Subscription= By_owner Send= Private
* Notify= Yes Reply-to= Sender, Respect Files= Yes
* Validate= All commands
* Confidential= Yes Errors-To= Owner
* X-tag= Yes Ack= No
* Default-Options= ShortBSMTP
* Owner= ERIC@SUVM

(ERIC userid, owner Mike Eisenberg, 3640, 4549)

rothenbe@ALEXIA.LIS.UIUC.EDU  Dianne Rothenberg
ARHUB@ASUVM.INRE.ASU.EDU  ORYX PRESS
KSTUBBS@BITNCTC  Keith Stubbs
FC2@CU.NIH.GOV  Pat Coulter
ORL@CU.NIH.GOV  Bob Thomas
04M@CU.NIH.GOV  Dorothy Myers
QWN@CU.NIH.GOV  Steve Balkcom
V5A@CU.NIH.GOV  Central ERIC
nu_erictm@CUA  Tests CH
LRY2@CUNIXF.CC.COLUMBIA.EDU  Larry Yates
CSE_BONNER@EMUNIX.EMICH.EDU  Patricia Bonner
ACCERIC@GWUVM  Access ERIC
ASILVER@GWUVM  Andrew Silver
BJTAHERI@GWUVM  Belinda Taheri
BSWANSON@GWUVM  Beverly Swanson
DAGUTIS@GWUVM  Pete Dagutis
EDRS@GWUVM  ERIC Document Reproduction Service
ERICEC@GWUVM  Handicapped & Gifted Children
ERICFAC@GWUVM  ERIC Facility
ERICHE@GWUVM  ERIC Clearinghouse on Higher Education
ERICPS@GWUVM  Teacher Education
JFIFE@GWUVM  Jon Fife
JUDIERIC@GWUVM  Judi Conrad
KDKAPLAN@GWUVM  Kristy Kaplan

X -tags- Yes Errors-To Owner

Attachments
Attachment 22-1

1749
Carol Laseki  
Lisa Douds  
Andrea Bean  
Nola Alex  
Lauren Gottlieb  
Carolyn McGowen  
ERIC Clearinghouse on Social Studies  
Theresa Hardy  
Jane Henson  
Gail Londergan  
Ellie Macfarlane  
John Patrick  
Frederick Risinger  
Shirley Bartley  
Carl Smith  
Vickie Schlene  
D. Haury  
D. Puglisi  
Jan Ray  
Judy Wagner  
Steve Chambers  
Susan Imel  
Sandra Kerka  
Adult Career Voc. Ed. CH  
ERIC Clearinghouse for Junior Colleges  
Diane Hirshberg  
Greg Dennis  
Kevin Arundel  
Robert Stonehill  
Phil Piele  
Don Ely  
ERIC Clearinghouse on Information Resources  
June Smith  
Jane Janis  
Joan Laskowski  
Michael Eisenberg  
Nancy Preston  
Kara Cornwell  
Yasemin Oguzertem  
Roger Sensebaugh  
Chris Eldred  
Garry Walz  
Jeanne Bleuer  
Charis Bacheller  
Early Childhood CH  
Lilian G. Katz  
Brad Goins  
Jane Harbour  
Jim Ennis  
Norma Howard  
Pat Cahape  
Gary Huang  
Velma Mitchell  
Phyllis Stowers
<table>
<thead>
<tr>
<th>Email</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:u56e2@WVNVM.WVNET.EDU">u56e2@WVNVM.WVNET.EDU</a></td>
<td>Todd Strohmenger</td>
</tr>
<tr>
<td><a href="mailto:u56e3@WVNVM.WVNET.EDU">u56e3@WVNVM.WVNET.EDU</a></td>
<td>Craig Howley</td>
</tr>
<tr>
<td><a href="mailto:u56e1@WVNVM.WVNET.EDU">u56e1@WVNVM.WVNET.EDU</a></td>
<td>Berma Lanham</td>
</tr>
</tbody>
</table>

* Total number of users subscribed to the list: 81
* Total number of local node users on the list: 7
Dear networker,

As of Friday, August the 7th of 1992, you have been added to the LISTSERV distribution list ERICDIR (Communications and Discussions Internal to the ERIC System) by "Donald P. Ely" <ERIC@SUVM>.

Note: your distribution options have been defaulted as per the "SET ERICDIR SHORTBSMTP" command.

You may leave the list at any time by sending a "SIGNOFF ERICDIR" command to LISTSERV@SUVM. Please note that this command must NOT be sent to the list address (ERICDIR@SUVM) but to the LISTSERV address (LISTSERV@SUVM).

The amount of acknowledgment you wish to receive from this list upon completion of a mailing operation can be changed by means of a "SET ERICDIR option" command, where "option" may be either "ACK" (mail acknowledgment), "MSGACK" (interactive messages only), or "NOACK".

IMPORTANT: This list is confidential. You should not publicly mention its existence or forward copies of information you have obtained from it to third parties.

Please note that it is presently possible for other people to determine that you are signed up to the list through the use of the "REVIEW" command, which returns the network addresses and names of all the subscribers. If you do not wish your name to be available to others in this fashion, just issue a "SET ERICDIR CONCEAL" command.

More information on LISTSERV commands can be found in the "General Introduction Guide", which you can retrieve by sending an "INFO GENINTRO" command to LISTSERV@SUVM.
WELCOME TO ERICDIR!

Overview:

ERICDIR is a computer discussion group (a.k.a. listserv or list) for members of the ERIC system. ERICDIR serves as a forum for sharing news and discussing issues of interest to the group. This list is operated through LISTSERV software at a mainframe at Syracuse University, and is managed by the staff of ERIC/IR.

As of August, 1992, there are 76 subscribers to ERICDIR. All clearinghouses, adjunct clearinghouses, and support components are represented. In some cases, there is one user id for an entire component, while in other cases, several staff members from a single site are subscribed. (See instructions, below, for obtaining a list of all subscribers.)

Members of ERICDIR are encouraged to use the list to discuss any matters of general interest, to raise issues, to invite comment on new ideas, etc. Common "netiquette," however, holds that messages intended for particular individuals should be addressed directly to those individuals, not to the list.

Instructions:

To be added to or deleted from the list, send a request to:

ERIC@suvm (BITNET)
ERIC@SUVM.ACS.SYR.EDU (Internet)

To send a message to all members of ERICDIR, send it as email to:

ERICDIR@SUVM (BITNET)
ERICDIR@SUVM.ACS.SYR.EDU (Internet)

To obtain a list of all ERICDIR subscribers:

1. Send email to:

   LISTSERV@SUVM (BITNET)
   LISTSERV@SUVM.ACS.SYR.EDU (Internet)

2. In the body of the message, type _only_: 

   REVIEW ERICDIR F=MAIL

Questions and comments about ERICDIR should be addressed to Nancy Preston at ERIC@SUVM (ERIC@SUVM.ACS.SYR.EDU).
ACCESSING THE ERIC DATABASE THROUGH SUINFO

Internet users can access the latest five years of the ERIC Database through SUINFO, a campus information system at Syracuse University that uses the SPIRES/PRISM interface. Instructions follow:

1. Telnet acsnet.syr.edu
   or
   Telnet 128.230.1.21
2. At the > prompt, type SUINFO.
3. At the ENTER TERMINAL TYPE prompt, type VT100.
4. Bypass the USERID prompt (with the tab key).
5. Bypass the PASSWORD prompt (with the tab key).
6. At the COMMAND prompt, type SUINFO.
7. After a pause, you will see a Welcome to SUINFO screen. Read the messages and type Y to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)
8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose "General Interest" from the main menu by typing 1.
9. You will see a File Selection menu. Choose ERIC by typing the numeral 13 (as of this writing).
10. Follow screen instructions to search the database.
11. To end the SUINFO session, type LOGOFF.
ACCESSING ERIC DIGESTS THROUGH THE UNC BULLETIN BOARD

A full-text file of over 850 ERIC Digests is available to Internet users through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Instructions follow.

ERIC Digests are short reports on topics of current interest in education. The 16 ERIC clearinghouses produce about 150 new digests every year. For more information, contact ACCESS ERIC: 1-800-LET-ERIC.

1. Telnet bbs.oit.unc.edu
2. At the login prompt, type BBS.
3. Enter first and last name, as directed. (Note: Remember how you enter your name for future sessions.)
4. Enter a password of your choice, as directed. (Remember it!)
5. At the main menu, choose Simple WAIS (4 as of this writing).
6. Move through the list to ERIC Digests (102 as of this writing).
7. Hit the return key to select the file.
8. Type a keyword.
9. Results will be displayed by title in a ranked order. (Ranking is based on occurrences of the keyword.)
10. Highlight a title and hit the return key to see the full text.

TIPS:
- Use CTRL-V to move ahead by screen when viewing the title list.
- Use the arrow keys to move ahead by line.
- Use the space bar to move ahead by screen when viewing the full-text document or when "-more-" appears at the bottom of the screen.

11. Follow screen instructions for choosing other digests, starting a new search, etc. (Note: If you want to download the digest, use the screen or session capture capabilities of your communications software.)
12. To quit Simple WAIS, type LOGOFF.
13. To leave the Bulletin Board System, choose 8 from the main menu (Goodbye).
Public Libraries and the 'Net

Editor's note: The recent ASIS Mid-Year meeting featured a presentation by Charles McClure of Syracuse University's School of Information Studies on public libraries and the Internet (cmcclure@svwm.acs.syr.edu). PLW followed up with an interview with Chuck, who may be best known to public librarians as author of Planning and Role Setting for Public Libraries (Chicago: ALA, 1987).

Dekalb County Library System, Decatur, Georgia, a large 27-branch suburban library system outside Atlanta, recently completed a strategic plan with a strong visionary component that includes the role the library plans to play in the national networked environment. The most striking aspect of the plan may be that Director Donna Mancini and the library staff, with assistance from Chuck McClure, developed this vision of a networked future for themselves. "This is how it's got to happen," says McClure. "Public libraries have to reinvent themselves in light of the opportunities and the imperatives of the networked information environment. It's hard because there aren't many models or examples yet, but without creating a new vision for themselves, they may not be able to flourish in the future."

The Future of the Non-Networked Library

McClure sees at least three scenarios for public libraries in the future. The first two present a picture of non-networked libraries which have opted out of the mainstream of information services in this country. The non-networked library will be ill-equipped to meet the information needs of those in the community who can afford access to the Internet. In this scenario, states McClure: "The library will end up taking care of the tired, hungry, unwashed, and otherwise disenfranchised. The rest of the people who can afford access to the Internet or NREN may send their kids to story hour, but they won't use the library. Public libraries will end up with a clientele less able to provide adequate support for library services." Those who contribute
most heavily to the tax base of the community will no longer see the public library as a key information provider or central to the community. The non-networked library will be perennially short of funds and in competition with other, more essential, municipal services for the local tax dollar.

This non-networked library scenario portrays the library as a very traditional place. The librarians and administration in the non-networked library of the year 2000 decided sometime—probably in the early 1990s—that life was fine the way it was, and they decided to leave the provision of electronic information to someone else. They may not have made a conscious decision not to participate in the networked information environment, but they simply did not get around to planning for full participation in the NREN or Internet, pleading scarce resources and staff without the knowledge to help them get connected or trained.

In the second scenario, the non-networked library continues to provide story hour and best-sellers, and perhaps access to some local information resources, but little else that is relevant to community needs because, increasingly, urgently needed state, federal and commercially produced information is available only electronically, and mostly through the NREN. In this scenario the library increasingly becomes an archive or museum, involved with local history, genealogy, and other archival functions. In both scenarios, the most active and potentially supportive community members no longer see the public library as relevant to day-to-day life.

The Networked Library

The third scenario—and clearly the one McClure hopes will become typical—is the nationally networked electronic library. By the year 2000, the networked public library has become a hub or a switching station, an intelligent interface to the Internet or NREN for people in the community. It helps individuals and businesses get where they want to go on the "Net.

Librarians at the networked library, for example, are able to help patrons access government information that is increasingly accessible only through the Internet. Librarians see themselves as instructors, translators and navigators through the vast sea of electronic information for their patrons, who may come in to the library for help or use the Internet to communicate with the library from home. In this scenario, public librarians are perceived as key players in the information society and as essential to information flow in the community.

"I think the most important point I want to make to public librarians is the urgency of the situation," said McClure. "It would be easy for public libraries to make the decision not to participate in the Internet ... because they didn't understand the stakes."

How to Find the Money? Reallocate Resources

McClure believes the real problems that public libraries have as they face an increasingly networked world are awareness and attitude. "The issue is not lack of money—there will never be enough money—but reallocating money from existing services because networking is so important. But before library boards and
administrators can be expected to reallocate money, the librarians will have to reconceptualize themselves as part of the networked environment. They have to rethink what a library is. Government officials, vendors, state libraries, library schools, professional associations and others can help them do that. But at the same time, it is hard to generalize, and libraries will have to pull themselves up by their bootstraps and plan for Internet and NREN participation locally. When they are committed to doing that, they will find a way to get the job done. I'm just concerned that while many libraries may make the transition, we will lose a lot of other public libraries along the way."

McClure believes that state and regional library systems and networks will need to provide much of the leadership and support to get local libraries on the Internet. The federal government, particularly the Department of Education and OERI's Library Programs Division, clearly cannot do the job by itself. Public libraries will need coordination and cooperation from a number of agencies and organizations to exploit the coming NREN.

Continued McClure: "I'm reminded of the introduction of microfiche into libraries. There's a rough analogy here to the Internet, although the 'Net is a much more significant development. Many librarians were highly resistant to using microfiche or having it in their libraries because it was an inconvenient medium for storage or retrieval. They continued to resist it long after it was firmly entrenched in the rest of the information world. Today, the Internet is perceived by some in much the same way microfiche was. It's too late to complain. The network is here and it has already changed things—permanently—for libraries."

The final report of McClure's latest study, The Role of Public Libraries in the Use of Internet NREN Information Services, funded by OCLC, Inc., will be available by the end of July from the Syracuse School of Information Studies, Syracuse NY 13244; or call 315-443-2911 ($15.00 prepaid).

Learning about the 'Net: Where to Start?

Ann Bishop has written an ERIC Digest titled The National Research and Education Network (NREN): Update 1991. The Digest is free from ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244, or call 1 315-443-3640.

Michael Buckland's Redesigning Library Services: A Manifesto is an interesting discussion of several related issues. To order, contact ALA publications at 1-800-545-2433.

A classic (in Internet circles) is Zen and the Art of the Internet: A Beginner's Guide, by Brendan P. Kehoe. The second edition will be available from Prentice Hall, Inc., by the end of July. For ordering information, contact Prentice Hall directly at 1-800-223-1360.
Government Printing Office Wide Information Network Data Online Act

The federal government currently produces thousands of databases and documents that are stored electronically. Unfortunately, for most Americans, it is a daunting task to locate this information, establish accounts with different agencies to purchase the information and process the information into a readily usable form. Many agencies only sell electronic information on magnetic tape, which is difficult or impossible for most citizens to use.

The GPO Wide Information Network Data Online (GPO WINDO) Act (HR 2772), introduced by Rep. Charlie Rose (D-NC) on June 26, 1991, would establish online access to public government information through the Government Printing Office (GPO). This GPO WINDO would be a single account, one-stop-shopping way to access and query federal databases, complementing rather than supplanting other agency efforts to disseminate information. It would not be an exclusive method of dissemination. Its purpose is to make it more convenient for the public to obtain low-cost access to government information.

The databases and documents offered through the GPO WINDO would initially consist of a group of core databases, which will be expanded as the system matures. While the initial offering would be determined after a period of planning and public comment, core data would likely include such high-interest services as the Federal Register, Congressional Record, Economic Bulletin Board, National Trade Data Bank, the Department of State Dispatch, agency and White House press releases, CENDATA, DOE Energy, AGRICOLA, FEC Campaign Contributions, NTIS Research Abstracts, U.S. Supreme Court opinions, and many others.

These choices would be based on a combination of technical feasibility, costs, and user interest. They would include online services already offered by GPO to selected depository libraries and those that are currently available through commercial vendors only. The GPO would start with the least costly and the technologically simplest services, making incremental expansions as the program matures. The long-term goal is to provide online access to as many federal databases as possible, limited only by technological and costs constraints.

The information available through the GPO WINDO would be priced for most subscribers at approximately the incremental cost of dissemination, and provided without charge through the depository library program.

GPO would work with agencies to determine the best means to disseminate information online through:

- a gateway service, connecting callers to agency online services with GPO handling the billing to the caller through the single account; and
- online access to federal databases directly through GPO.

GPO would rely upon an agency's data storage and retrieval software unless agencies cannot do so or if GPO can provide better service or lower
prices. Access to the information will be provided through all available telecommunications modes, including dial-in telephone modem access and computer networks.

GPO would have the authority to develop a friendly user interface, with menus, indexes, online help, and other aids to make it easier for users to locate databases of interest. GPO would also work with other agencies toward the development of standards that will make it easier to use different databases. It is contemplated that GPO will regularly solicit comments on the service from users and the public in an annual report detailing the steps it has taken to implement the congressional objectives and to address user concerns.

The following organizations are supporting the concept of the GPO WINDO:

American Association of Law Libraries
American Association of University Professors
American Council on Education
American Historical Association
American Library Association
Association of Research Libraries

For more information on the GPO WINDO, contact:
American Library Association, 202-547-4440
Taxpayer Assets Project, 609-683-0534.

[Signature]
January 13, 1892
H. R. 2772

To establish in the Government Printing Office a single point of online public access to a wide range of Federal databases containing public information stored electronically.

IN THE HOUSE OF REPRESENTATIVES

JUNE 26, 1991

Mr. ROSE introduced the following bill; which was referred to the Committee on House Administration

A BILL

To establish in the Government Printing Office a single point of online public access to a wide range of Federal databases containing public information stored electronically.

1 Be it enacted by the Senate and House of Representa-
2 tives of the United States of America in Congress assembled,
3
SHORT TITLE
4 SECTION 1. This act may be cited as the “GPO Wide
5 Information Network for Data Online Act of 1991”.
6 SEC. 2. FINDINGS.—The Congress finds that—
(a) Federal agencies increasingly receive, generate, and handle public information in electronic form;

(b) agency possession of public information in electronic form has stimulated interest in public accessibility of that information through electronic networks;

(c) for substantial numbers of federal electronic databases, public access is limited by difficulties in locating and accessing the data or by high prices imposed by private vendors;

(d) public access to public electronic information will be greatly enhanced by a single point of online public access;

(e) the Government Printing Office is the appropriate federal office to establish, coordinate, and maintain a federal program to provide online access to electronic public information for the Federal Government; and

(f) information available through the Government Printing Office's online access program should be provided without charge to depository libraries, as designated under chapter 19 of title 44, United States Code, and priced at the incremental cost of dissemination for other subscribers.
SEC. 3. Title 44, United States Code, is amended by adding a new chapter 40 as follows:

"Chapter 40—Government Printing Office: Online Access to Government Electronic Information"

"Sec. 4001. The Superintendent of Documents, under the direction of the Public Printer, shall establish a program for providing to the public access to public electronic information. Such program (hereafter referred to as the "GPO Windo") shall provide the public single-point access to a wide range of government electronic databases in accordance with section 4002 of this chapter and shall be established and maintained after consultation with and consideration of comments from potential users and others likely to be affected by the program.

"Sec. 4002. In establishing and maintaining the GPO Windo, the Superintendent of Documents, under the direction of the Public Printer, shall—

(a) include such databases as are reasonably appropriate, based upon input from database users, libraries, and federal agencies;

(b) rely upon agency data storage and retrieval software for accessing agency databases to the maximum extent feasible;

(c) provide for access to GPO Windo databases through a wide range of electronic net-
works, to allow broad, reasonable access to the data; and

"(d) permit depository libraries to connect to, access, and query GPO Windo databases without charge.

"SEC. 4003. The Public Printer may, except as provided in section 4002(e) of this chapter, charge reasonable fees for providing access to databases through the GPO Windo. Such fees shall be limited as follows:

"(a) for databases maintained by the Government Printing Office, the fee should approximate the Government Printing Office's incremental cost of dissemination of the data, without regard to section 1708 of title 44, United States Code; and

"(b) for databases maintained by agencies and accessed through the GPO Windo, the fee should approximate the incremental cost of dissemination of the data.

"SEC. 4004. The Public Printer shall each year publish a notice in the Federal Register requesting public comment on the services, prices, and policies relating to the GPO Windo and on such other issues as the Public Printer shall determine. On or before March 1 of each calendar year the Public Printer shall publish an annual report on GPO Windo describing the program, summarizing
public comment thereon, and stating the steps it has taken to address the comments received. Such report shall be submitted to the Committee on House Administration, the Senate Committee on Rules and Administration, and the Joint Committee on Printing."
August 17, 1992

Mr. Ted Brandhorst
ERIC Facility
1301 Piccard Drive
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for calling me this morning. Here are copies of the USBE SHELF LIST and WISH LIST. I hope you will find them useful.

I have checked our stock on Resources in Education; we have an array of issues going back to 1966 or 1967. We also have quite a few complete volumes. All are available to members at the service charge of $7 per issue. If you receive inquiries for publications you cannot supply, I will be grateful were you to refer them to us.

Thank you very much.

Yours truly,

John T. Zubal
Dear Librarian,

InterArc is launching a frontal assault on the problem of ineffective subject access to non-fiction books and has chosen the field of Education for the first of its 'IDIOM' Editions (In-Depth Indexing Of Monographs).

ERIC's massive and comprehensive in-depth indexing of the periodical and report literature has caused students and researchers increasingly to ignore the many significant but virtually unindexed monographs in the field.

Each IDIOM Edition merges the complete back-of-book indexes from 100 or more selected Education monographs. As a result, every volume is indexed under hundreds of searchable terms and proper names rather than the handful contained in a MARC record.

Therefore, in order to do for Education books what ERIC and its contractors have been doing for Education periodicals and reports, InterArc announces

MONOGRAPHS IN EDUCATION (MIE).

The first MIE IDIOM Editions are described in the enclosed brochure. As they were designed to complement ERIC's Resources in Education (RIE) and Current Index to Journals in Education (CIJE), as well as Wilson’s Education Index, they are being offered in the same formats as these popular databases - namely, print, CD-ROM and magnetic tape.

Soon, full-text copies of the indexed MIE monographs themselves will also be offered in these formats (plus microfiche). They will be published in the same order that InterArc acquires reprint rights from the original publishers.

Please look over the enclosed brochure and call us at 1-800-833-3627 if you have any questions. Otherwise, be sure to use the coupon to order MIE in your choice of formats while the pre-publication prices are still in effect.

Sincerely,

William W. Buchanan
President

P.S. Please visit our exhibits at ALA Midwinter in San Antonio (Booth 1118) and at ACRL in Salt Lake City (Booth 512).
InterArc has filled the last major gap in indexing the Education Literature.

MONOGRAPHS IN EDUCATION

Merged back-of-book indexes offer unprecedented depth of subject access.
In-Depth Indexing Of Monographs

The "information revolution" has been by-passing the book.

No matter how automated a library, or how large its searchable database, all computer catalogs that are based on MARC records offer inadequate subject access to monographs—especially when compared to the massive and comprehensive databases which index the periodical literature.

IDIOM Editions merge the back-of-book indexes of core collections of selected works on specific subjects. These "integrated indexes" are available in a choice of formats from print to CD-ROM, with optional full-text document delivery of the indexed volumes.

Whereas subject access to a MARC record is limited to a handful of terms in two or three LC Subject Headings, each volume selected for indexing in an IDIOM Edition is Boolean-searchable under hundreds of subject terms and proper names.

Following publication of a number of IDIOM Editions, the indexes will be merged with one another to create larger and larger cumulative indexes to larger and larger bodies of literature. These massive indexes will also be offered on magnetic tape for direct loading into a library's online system, or on a single CD-ROM which will hold integrated indexes to five or six thousand volumes.

This process of index accumulation should assure reference books a major rather than a minor role in tomorrow's research libraries.

When searching a core collection of monographs, would you rather have access to the subject terms and proper names.

...in this,

...or this?

Please note that this MARC record contains only one LC Subject Heading (with two searchable terms) and mentions the name of only one editor "...[et al]". The IDIOM Edition entry for this well-known anthology, on the other hand, contains 39 pages of subject and name indexing plus the names of four editors and 94 contributors.
At last — Effective SUBJECT ACCESS to

MONOGRAPHS IN
EDUCATION (MIE)

SET ONE: EDUCATION OVERVIEW

Now, for the first time, librarians and scholars can unlock the full research potential of definitive Education Monographs.

MIE Set One is offered in the following segments:

- **Current Collection** (Post-BCL3) covers 1988 to present plus annual or semi-annual updates.
- **Combined Collection**, merges both the Retrospective and Current Collections on one CD-ROM.

**Title Selection**

Monographs selected for inclusion in MIE's Retrospective Collection were all previously chosen for listing in *Books for College Libraries*, Third Edition (BCL3) published by the American Library Association in 1988. BCL3 is widely recognized as the most authoritative qualitative library collection-development and evaluation tool available for universities, colleges and large public libraries.

Approximately 1000 monographs are listed in BCL3 as the recommended core publications for education collections and of these, one hundred titles in MIE Set One: Education Overview, Retrospective Collection were selected for their broad range of topics covering all areas of elementary, secondary, postsecondary and early childhood education. They were chosen also for their usefulness to classroom teachers, teacher education students, university professors, school superintendents, board members and education policy makers. Additional titles covering all specialties will be added during the next two years and published in separate IDIOM Editions to complete coverage of all of the books in BCL3's education collection.

The MIE Current Collection includes the indexes from selected monographs in education published since 1988 by a wide variety of prominent education publishers (including university presses and the U.S. Department of Education). MIE's Editorial Advisory Board of educators and librarians participate in the selection of these titles for inclusion in this ongoing collection.

Future MIE optional additions will include separate full-text versions of the selected monograph volumes themselves, as well as "ERIC-PLUS" Monograph And Periodical (MAP) indexes which contain both the ERIC and the MIE databases on the same CD-ROM discs.

**Full-Text Delivery Options**

The optional full-text copies of the monographs will be offered (1) on multiple CD-ROMs (in bit-mapped images) for access at the same workstation with the MIE index discs, (2) on microfiche, or (3) in facsimile reprint editions accessible from the merged indexes by title and page numbers. These full-text versions will be issued in the order of InterArc acquisition of reprint rights from the original publishers. NOTE: Microfiche and reprint volumes may be purchased as single titles by libraries wishing to fill gaps in their holdings.

**Monographs in Education**, produced by InterArc in cooperation with National-Louis University (National College of Education) - Evanston, Illinois. N. U. Many of the monographs are the outcome of the training of degree candidates in teacher education and the studies in teacher education at National-Louis University. MIE is the only such collection serving as a resource for education and information services in this field of education.

Marilyn A. Lester who has been a member of the University Library of National-Louis University since 1970, has seen a decade of electronic development in the field of education at National-Louis University. Lester earned her PhD in Library Science from the University of Illinois at Urbana-Champaign and a MS in Information Science.

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— Monographs In Education, 1992

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Mr. Ted Brandhorst, Director  
ERIC Processing and Reference Facility  
1301 Piccard Drive  
Rockville, MD 20850-4305

Dear Ted:

I am forwarding to you a copy of Graduate Students as Change Agents: Nova University Contributions to the Educational Resources Information Center (ERIC), 1972 - 1992. This book contains the ERIC abstracts of Practicums and Major Applied Research Projects (MARPS) completed by Nova University graduate students during the last two decades.

In the introduction of the book, Dean Goldman writes of our commitment to ERIC. Presently, we are sharing this book with a broad range of educators.

I hope that you will find our book to be of special interest. If you should need additional copies to share with your colleagues, please contact me.

Cordially,

Beth

Elizabeth (Beth) A. Poliner, Director  
Information Retrieval Service

EAP/cp

Enclosure

cc: Dr. Richard Goldman, Dean  
Abraham S. Fischler Center  
for the Advancement of Education
Introduction

It is difficult to achieve consensus on important issues in education today. A notable exception is the general agreement that if our schools are to meet the complex needs of the 21st Century, the key change agents must be the teachers and administrators at each school.

At Nova University we have institutionalized processes to bring about change in schools through our Practicums, school-based problem-solving research projects, required as essential academic work in our graduate education degree programs. The direct level of change resulting from completion of the Practicum research requirement is the realization of desired improvements in the classrooms and schools of our graduate students (teachers and administrators).

Beyond this localized focus of change, the documented work of Nova students/change agents is widely disseminated throughout the larger education communities. A primary dissemination vehicle is the inclusion of exemplary Practicum reports in the Educational Resources Information Center (ERIC). ERIC, a national computerized system accessible to most educators in the United States, and in many other parts of the world, is a most useful repository for these identified best practices documents.

During two decades, 1972-1992, 923 Practicum reports completed by Nova graduate students were accepted into the ERIC system. What you are about to see are abstracts of each of these. We believe that no other university has committed this deeply to ERIC and, by extension, to the changes required for survival in the next century. You are encouraged to order on microfiche from Nova University's Information Retrieval Service (complete the enclosed order form) the full text of any practicum in this volume.

The commitment to change is institutionalized in Nova's Strategic Plan, Goal 3, "To enhance society through educating professionals as leaders and change agents."

Richard Goldman, Dean
Abraham S. Fischler Center for the Advancement of Education
April 1, 1992
FEATURE
Compliant Cognition: The Misalliance of Management and Instructional Goals in Current School Reform 4
MARY McCASLIN    THOMAS L. GOOD

RESEARCH NEWS AND COMMENT
The Three Phases of ERIC 18
ROBERT M. STONEHILL    TED BRANDHORST

A Slice of Advice 23
GENE V GLASS

Reinvigorating Program Evaluation at the U.S. Department of Education 24
ALAN GINSBURG    MAUREEN McLAUGHLIN    VALENA PLisko    RICKY TAKAI

Constructing “Relevance”: A Comment on Miller and Fredericks’s “Postpositivistic Assumptions and Educational Research” 27
JAN K. NESPOR    JAMES W. GARRISON

BOOK REVIEWS
Three Cheers for Equality: The Right Name for Diversity 29
JILL CONWAY

Dropping Out and the Reproduction of American Society 31
JOSEPH C. GRANNIS

CALL FOR AERA AWARD NOMINATIONS 17
UPDATE 32
COUNCIL MINUTES 33
1992 AERA ELECTION RESULTS 35
1992 DIRECTORY OF STATE AND REGIONAL RESEARCH ASSOCIATIONS 36
CLASSIFIEDS 37

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The Three Phases of ERIC

For the past 25 years, the Educational Resources Information Center (ERIC) has provided users with access to the education literature through its extensive database, publications, and user services. This article describes the evolution of ERIC and discusses changes in its mission and operating policies at three critical phases: at its creation; following the ERIC Redesign Study of 1987; and now, as it plans for its second quarter-century of operations amidst radical education reform and dramatic technological change.

In 1992, the U.S. Department of Education will be holding a competition for new 5-year contracts to operate the ERIC Clearinghouses, now 16 in number. To ensure a spirited competition, and to ensure that the new ERIC Clearinghouse tasks incorporate both traditional activities (such as database building) and new initiatives such as those described later in this article (e.g., electronic and optical full-text document dissemination), the Education Department invites interested readers to submit comments and suggestions about current and future ERIC products and services.

An Overview of ERIC

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). ERIC was founded, in the mid-1960s, for the purpose of achieving bibliographic control over the report literature produced by the department and its many contractors. ERIC has since expanded to cover the education-related document and journal article literature wherever it is produced. ERIC collects, analyzes, catalogs, indexes, abstracts or annotates, and makes available documentary information from public, private, local, state, federal, and international sources.

The decentralized structure of ERIC consists of a policy-making and -monitoring federal program office in the U.S. Department of Education (commonly referred to as Central ERIC), 16 subject-specific ERIC Clearinghouses (aided by a small number of volunteer Adjunct Clearinghouses), and three technical support contractors. Each Clearinghouse is responsible for collecting the literature within a major segment of the field of education. The technical support contractors are (a) the ERIC Processing and Reference Facility (for database building); (b) the ERIC Document Reproduction Service (EDRS) (for microfiche and document delivery); and (c) ACCESS ERIC (for systemwide publications, outreach, marketing, and referral services).

ERIC's most well-known product is undoubtedly its bibliographic education database—the world's largest—which contains approximately 730,000 records (over 310,000 documents and 420,000 journal articles). ERIC actively solicits for this database technical reports, conference proceedings and papers, curriculum materials, evaluation and policy studies, and many other kinds of documents, serving all levels of the educational community from the practitioner to the researcher. Items entering the database are announced, as appropriate, in one of ERIC's two monthly printed abstract journals: Resources in Education, covering documents; and Current Index to Journals in Education, covering journal articles. The database is available for computer searching via both online vendors (e.g., DIALOG, OCLC, and BRS) and CD-ROM vendors (e.g., SilverPlatter, DIALOG).

Some 98% of the documents collected by ERIC are archived on microfiche and made available to libraries and users by EDRS on a subscription basis or on an on-demand basis. Some 80% of the journal articles selected by ERIC are available from standard reprint sources, such as University Microfilms International.

In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests. The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference tools.

Phase I—Historical Development

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to track and disseminate federally sponsored research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC thesaurus, a subject-indexing authority for such a future system, occurred in 1961. The concept of an ERIC system—combining document collection, indexing, and archiving—began to gel during this period; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called ERIC appeared within the Office of Education, and it wasn't until 1966 that the first 12 ERIC Clearinghouses and a central editorial and computer processing facility were established. In November 1966, the first issue of ERIC's abstract journal, then called Research in Education, appeared, creating a convenient milestone from which to count future anniversaries.

In 1967, an additional 6 Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses, but the number has currently stabilized at 16. Also in 1967, the word Research in ERIC's name...
was changed to Resources, reflecting the emerging recognition that research results were not the only bibliographical resources that ERIC was going to collect.

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

- **Decentralized structure.** Unlike the other monolithic government information centers that might have served as its model, ERIC decided to adopt a decentralized model. Education in the United States was, and still is, a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teachers unions. Information was being developed at all these levels, and a monolithic information center in Washington was not felt to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate "Clearinghouses" was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, and it has served ERIC well in coping with the many constituencies that compose the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically separated system components, on balance, the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented have been ultimately assessed as strengths that outweigh the operational problems.

- **"Leveraging" of private sector for database dissemination.** Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to "leverage" various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to invest in the necessary research and development to create all the products and services that could be derived from the database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to, in the first case, microfilm ERIC documents; in the second case, publish the ERIC Thesaurus and Current Index to Journals in Education; and, in the third case, include the ERIC database in commercial information retrieval systems. The organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars.

- **Document delivery as an essential service.** The first ERIC contract, before any of the Clearinghouses, established the EDRS. This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area would probably have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The nearly 900 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of microfiche and reproduced paper copy documents from the EDRS, represent one of the strongest links in the ERIC chain of services. While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several lesser strategies that might be mentioned:

- The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way.
- **Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else** (e.g., the report/fugitive/gray literature, encompassing such things as contractor reports, conference papers, and curriculum materials but generally not including the commercially published book literature).

- **Relevance to all levels of the educational community.** From the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.

- **A wide distribution of ERIC information, including the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as parents, policymakers, and the media, at the lowest possible cost.**

- **A database that changes in response to changing conditions.** ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., ERIC Digests) became available to online users.

**Phase II—The ERIC Redesign**

In 1986–1987 there occurred perhaps the single most significant event in the development of ERIC since its birth. This was the ERIC Redesign Study, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled "ERIC in Its Third Decade" (Bencivenga, 1987). Later that year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

- **ERIC products and services should become more widely used and available.**
- **ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education.**
- **ERIC should serve a wider, more...**
Diverse audience, including policymakers, journalists, practitioners, and the general public.

Some of the strategies for accomplishing these goals included the following:

- ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC’s products and services (call 1-800-USE-ERIC).

- Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. (ERIC now has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.)

- ERIC Partners as an attempt to multiply ERIC’s dissemination efforts and to achieve a wider audience via the mainstreaming of its major users. The improved integration of ERIC with OERI’s other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units; the flow of products from these units to the ERIC database is now routinized; and ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

**Current Status**

Federal funding for the ERIC program in recent years has been approximately $6.5 million per fiscal year. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and various other systemwide services such as printing. ERIC has established and maintains a network of over 1,600 acquisition arrangements with organizations that regularly send ERIC their education-related output; similarly, ERIC’s over 500 Partners routinely receive and redistribute ERIC materials to their own members.

In 1991, the ERIC system:

- Acquired and indexed 30,000 new items for the ERIC database (13,000 documents and 17,000 journal articles);
- Responded to over 100,000 information requests from the public;
- Coordinated with public and private information vendors to apply new technologies (e.g., CD-ROM, online education services) to disseminate key materials to educators (some estimated ERIC database usage statistics for the year are 100,000 users from 90 countries using 100,000 hours of connect time in performing 450,000 online searches and subscribing to some 3,000 ERIC-on-CD-ROM retrieval systems);
- Established and maintained partnerships with over 500 educational organizations;
- Produced over 200 publications, over a million copies of which were disseminated to diverse audiences;
- Produced and sold over 17 million microfiche and paper copies of ERIC documents;
- Distributed Resources in Education (via the Government Printing Office) and Current Index to Journals in Education (via Oryx Press) to (between them) over 3,000 subscribers, over 1,000 U.S. Depository Libraries, and (via the Library of Congress) nearly 85 foreign governments and institutions; and,
- Regularly provided materials to over 900 information centers (nearly 800 in the United States and 120 spread across 24 other countries) that maintain extensive microfiche collections or perform computer searches of the ERIC database for clients.

**Phase III—Eight Initiatives for the Future**

The recompetition of the ERIC Clearinghouses in 1987 became a vehicle to implement several of the recommendations that emerged from the redesign study; similarly, the upcoming 1992 Clearinghouse competition will establish some of the new tasks and directions that will characterize the ERIC program as it enters its second quarter-century of service. Eight program-improvement initiatives—some of which are underway while others are purely conceptual at this stage—are discussed below. These initiatives have many different origins, ranging from recent program staff and field-initiated suggestions and activities to longstanding debates about the nature and reach of ERIC.

1. **ERIC in the Schools and Community—Achieving the National Education Goals.** In its quarter-century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clearinghouses are now giving priority to the identification, development, and dissemination of high-quality materials pertaining to the six national education goals.

The individual school is the key site of education reform. The surest way to reform education is to give teachers, principals, and parents the authority and responsibility to make important decisions about how the school will operate. If site-based management and restructuring are to succeed, and if the nation is to make significant progress in achieving the six goals adopted by the president and the governors, local educators must have ready access to research and instructional information to make rational decisions leading to school improvement. ERIC has already begun to work with a number of schools implementing school-based management to assure that critical information is available from which to make informed decisions. E.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products if available, and access to other key education information sources.

By 1993, schools and communities throughout the country—including public schools, private schools, and business-supported academies and skill clinics—will be considering how they might become New American Schools and America 2000 Communities. ERIC will provide access—through its database, publications, new full-text products, and other means—to the most current information possible (including but not limited to World Class Standards for the core educational areas, exemplary curricular and program materials, new assessment instruments, and current research findings) directly to schools, communities, “design teams” funded by the New American Schools Corporation, governors’ academies, and other institutions participating in the remaking of the American education enterprise.

2. **Full-text delivery of education materials.** Long discussed in the ERIC system, some first steps have recently been taken to provide full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG and GTE Education Services—is one such example.
Also, ERIC has been working with a major information company to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The "Compact ERIC" is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types. First, there are major policy and goals papers, commission reports, ED publications, evaluation reports, and research syntheses. Second, the Compact ERIC will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides. The prototype, which provided about 75,000 CD-ROM-stored page images cross-indexed to the ERIC database, has recently been field tested.

3. Diversification of funding sources. ERIC has long recognized the desirability of obtaining continued support from other components both within and outside ED. Adjunct Clearinghouses, a few of which are already supported by funding from other parts of the department and foundations, are one manifestation of how outside support can be used. However, ERIC may also seek support from specific program offices, within ED and elsewhere, to help subsidize expanded coverage and comprehensiveness in topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. Coverage and delivery of nonprint materials. ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education databases, questions remain about what ERIC's role should be in acquiring, indexing and even disseminating nonprint materials, including but not limited to videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could pay increasing attention to indexing such materials, cost-effective procedures for copying and disseminating them (even assuming copyright permission) appear much more problematic.

5. Expanded international activities. ERIC has been planning or participating in several activities designed both to expand the overseas dissemination of U.S.-developed education information and to broaden our access to foreign-produced materials. Some activities and ideas for the greater internationalization of ERIC include cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency and the Agency for International Development on ways to make ERIC materials available to developing nations (all overseas British Council libraries already have ERIC available on CD-ROM); cooperating with ERIC-equivalent organizations in other English-speaking countries to develop an integrated database; and establishing ERIC nodes on the major international computer networks (e.g., BITNET, INTERNET) to facilitate document and information exchange.

6. ERIC research and development partners. While many commercial and academic organizations use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past 6 years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, ERIC "R&D Partners" can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.

7. Greater comprehensiveness of coverage. With its limited resources, ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though Current Index to Journals in Education claims to cover about 800 journals, very few of those are actually indexed cover to cover. Most journals are indexed selectively; that is, not all of the education-related articles will be cited in the ERIC database. We are contemplating the establishment of a list of "core journals"—perhaps 100 or so—that will be indexed cover to cover in the future. A related issue concerns the monographic book literature, that is, materials generally produced commercially and accessible through library card catalogs. Should ERIC pay increasing attention to indexing such materials? If so, which?

8. Value-added services. In preparing the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly selective compilation of practice- and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these "best" materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

Summary

The eight initiatives described above are far more than a wish list. Considerable thinking, planning, and resources have already gone into some of these initiatives. Nevertheless, for the most part, these initiatives are not yet formally part of the required work of the ERIC Clearinghouses, nor have final policy decisions been made about many of them. Before these new directions are formally incorporated into the scopes of work of the ERIC components—in particular, as part of the new Clearinghouse contracts that will be issued in 1992—we are seeking feedback from interested and informed ERIC users: researchers, librarians, educators and policymakers. In particular, we are interested in responses to the following two questions:

- What suggestions do you have to improve current ERIC products and services? In general, how satisfied are you with the ERIC database and related products, ERIC publications, and ERIC user services?
What suggestions do you have for the future expansion or enhancement of the ERIC program? Which of the initiatives described above seem particularly worthwhile, and which seem problematic?

Comments should be directed to: Dr. Robert M. Stonehill, Director, ERIC Program, U.S. Department of Education/OERI, 555 New Jersey Ave., NW, Washington, DC 20208-5720.

Many documents have been written about ERIC. Every 3 years the ERIC Processing and Reference Facility issues a "Bibliography of Publications About ERIC" (free on request). Through 1988, 407 publications dealing with ERIC have been cited. The following references provide a concise but complete picture of ERIC to date: Brandhorst, 1990; Hoover and Brandhorst, 1982; Office of Educational Research and Improvement, 1991; U.S. Congress, 1987; Stonehill, 1990; and Trester, 1979.

References


ROBERT M. STONEHILL is director of ERIC (his address appears at the end of the article). TED BRANDHORST is director, ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238.
two would be possible because of the smaller number of projects, reducing monitoring responsibilities.

B-7 The Reform Assistance Directorate should foster development of a national electronic network that allows all concerned with education to access research and exemplary practice information. The system should incorporate an enhanced ERIC.

Electronic communication technologies offer new opportunities for linking research to practice that should be promoted by OERI. Many of them require only that users have access to a $800 microcomputer, with a modem and a telephone line. A national electronic network could serve at least three purposes: expand access to information and data resources, facilitate input by practitioners into the research process, and foster sharing of resources and expertise among practitioners.

Such a network would allow researchers, teachers, administrators, and parents to have access to the major resources of the federal education research enterprise. Those resources could include not only ERIC, but the electronic card catalog of the Department of Education's Research Library; information on the research, development, dissemination, and technical assistance activities of the laboratories and centers; the applications and other descriptive materials on all NDN programs; the databases of NCES; NSF's forthcoming database on its mathematics and science education projects; and similar resources of other federal agencies involved in education research and development. Computerized "expert systems" might also be developed to provide advice to researchers and practitioners on various matters.

Such a network would also facilitate practitioners' participation in the research enterprise. "E-mail," "file transfers," and "synchronous computer conferencing" would allow geographically dispersed teachers to assist in planning studies, reviewing proposals, and discussion of preliminary results—without having to travel. Outstanding teachers and administrators are often reluctant to engage in national activities when school is in session because of the burdens caused by their absences.

Electronic networking would also allow teachers and school administrators to share ideas and feedback among themselves through "electronic bulletin boards." For instance, a bulletin board might be established for each NDN program, allowing users and potential users of the program to post queries, tips, and warnings, and to answer the posted queries.

The Reform Assistance Directorate should foster development of a national electronic network in several ways. NSF's National Research and Education Network, which currently serves universities, and commercial networks should be explored as the telecommunications backbone of the network. Resources that would be of substantial use to researchers, teach-
ers, administrators, and parents should be identified and prepared for access through the network. Standardized information infrastructures, good documentation, and user-friendly "interfaces" should be developed so that even occasional users can have access to the network and its resources. Demonstration grants should be provided to schools to purchase needed equipment, train staff in use of the network, and provide assistance to the end users. Library Programs funds should be used for demonstrations in public libraries so that the network resources will be readily available to all concerned with education.

ERIC would be one of the resources available through the network. Several modest enhancements should be made to ERIC even before the proposed network could be operational. ERIC should better coordinate the selection of journals to be indexed and assure that key journals in the social sciences are covered. Most of the major social science journals publish important research on education issues, and some of them are not currently being indexed. ERIC should continue efforts to flag key documents, publicize the presence of flags more widely, and take steps to assure that the flagging process is not politicized. Many users are overwhelmed by the large number of citations they receive in response to a search, and they need help in identifying those that represent the most thorough and objective treatments of the subject. Current efforts to provide full-text coverage of key documents and articles should also be expanded: currently, the results of ERIC searches are citations with brief abstracts, and these are of very limited use to all except those with access to a university or other large library. Lastly, ERIC's efforts to provide access to the international literature should be augmented so that U.S. scholars and educators can benefit from the research and practice in other countries.

This recommendation will require an increase in the staffing and budget of OERI. Over the next 2 or 3 years, approximately three staff and $1 million will be needed to explore alternative options for the electronic network. The implementation phase will undoubtedly require additional staff and funding. The suggested enhancements to ERIC will require about six additional staff and $1.0 million more annually. The staff positions would allow four coordinators—for journal indexing, the flagging of key documents and articles, full-text initiatives, and international acquisitions and collaborations—and two clerical support persons. The budget increase would permit clearinghouse indexing of all key social science journals, expanded and more careful flagging of key documents and articles, the purchase of rights to the full text of key materials, and the augmented international efforts.
March 23, 1992

To: Committee on Education and Labor
   U.S. House of Representatives
   Subcommittee on Select Education

From: Dr. Michael B. Eisenberg

Re: Supplemental testimony

The following is supplemental testimony by Dr. Michael B. Eisenberg, Director of the ERIC Clearinghouse on Information Resources and Associate Professor, Syracuse University to the House Subcommittee on Select Education hearings regarding H.R. 4014, the modified reauthorization of OERI legislation, March 17-18, 1992.

If I can provide any additional information, please do not hesitate to contact me.

This supplemental testimony is offered in response to Congressman Major Owens' question about funding for ERIC by OERI and other sources:

In FY 1990 and 1992, OERI spent about $5.3 million for the 16 ERIC Clearinghouses and about $1.4 million for ERIC support components. Total expenditures for each year was approximately $6.7 million. The FY 1992 appropriation is $5.6 million for the 16 Clearinghouses and $1.5 million for the support components. Total appropriation is $7.1 million. Contact amounts for the 16 Clearinghouses ranges from $323,000 to $405,000.

There is also significant non-government support for ERIC including $1 million for Adjunct Clearinghouses and in-kind time contributions of well over $1 million from host institutions. In addition, the host institutions make considerable contributions of facilities (e.g., space, office equipment), technology (e.g., hardware, software, telecommunications), and lowered overhead.
My name is Michael B. Eisenberg, and I am an Associate Professor of Information Studies at Syracuse University and Director of the ERIC Clearinghouse on Information Resources. I appreciate this opportunity to bring you up-to-date on the substantial progress of the ERIC system since the 1987 oversight hearing and to explain how ERIC is ready, willing, and able to make a significant contribution to SMARTLINE, USA-Online, NREN, and other initiatives aimed at improving information access and use by teachers, administrators, parents, and students.

There are many positive developments to report since the last ERIC oversight hearing. Working cooperatively, personnel in the sixteen Clearinghouses, system support components, and OERI ERIC Program offices provide expanded services and products to an increasingly diverse user population. Thus, I am able to report that ERIC, the Educational Resources Information Center, is the most comprehensive education information system in the world. ERIC is a national information network involving the Federal government, university-based and private contractors, commercial publishing and database services, and libraries and information service providers throughout the world. The mission of ERIC is to meet the education information needs of:

- teachers
- administrators
- other education practitioners (e.g., guidance counselors, librarians)
- education researchers
- parents
- college and university faculty
students in undergraduate and graduate education training programs
students in secondary schools
practitioners in related fields (e.g., medicine, social service).

To fulfill this mission, ERIC now offers an impressive array of services, products, and systems for communications and dissemination. For example, to each of the user groups, ERIC offers:

- **direct responses to user questions.** Last year, the ERIC system responded to over 100,000 requests for information. Contact with ERIC is only a 1-800-USE-ERIC phone call away.

- **reference and retrieval services.** Services include literature searches, bibliographies, identification of popular documents, and referral to other information sources and providers.

- **the ERIC database.** The largest education database in the world, ERIC now contains over 750,000 records of documents and journal articles. Of the 5,600 computer databases available through over 850 vendors, ERIC was the third-most searched database in the country, the second-most searched database in academic libraries, and the most popular database used in public libraries. Online vendors report over 500,000 searches of ERIC in 1991, and several thousand university, school and public libraries already provide free computer access to ERIC via compact disc-read only memory (CD-ROM) systems.

- **multiple access points to the ERIC database.** Users can access the database in schools, libraries, district and regional centers, and even at home using low and high technologies (e.g., print and microfiche indexes, telephone connection to an online information service, CD-ROM).

- **outreach activities for specific audiences.** In the past few years, ERIC has worked hard to increase contact with practitioners through their associations. Last, ERIC staff participated in over 600 professional conferences and meetings, making 350 presentations, and sponsoring 100 exhibits. Currently over 500 professional organizations formally work as "Partners" with the ERIC system to help their constituents obtain relevant education information.

- **synthesis publications and targeted products.** Recognizing that user needs for information often vary in terms of comprehensiveness...
and complexity, ERIC offers a full and diverse line of products. These include two-page digests of recent research findings and information on major topics (available in print and on computer systems in full-text), short pamphlets for parents, trends and issues papers, monographs, mini-bibliographies, pre-packaged computer searches, electronic bulletin boards, newsletters, The ERIC Review (new education journal), directories, and data files. In 1991, over 1.5 million ERIC products were distributed to the public.

User reactions to these ERIC services and products are highly favorable. Responses to a recent request for feedback from users of the Clearinghouse on Adult, Career, and Vocational Education are indicative of the comments that all Clearinghouses receive:

- a career counselor in private practice working with mid-life adults noted, "I respect the quality and concise approach your materials... Often I find the 1-2 page publications worthy of photocopying and giving to clients or as handouts at workshops... Just wanted to let you know you are appreciated — even by the silent ones."

- a training and education program manager with Goodwill Industries wrote, "The latest batch of information I just received was so excellent that it prompted me to write you this note to thank you and your staff for excellent services... The information available from ERIC is especially valuable to organizations like mine... ERIC resources always contain accurate, complete, succinct information... replies to my requests are always prompt and complete, too. I will continue to utilize ERIC's resources for program development, project planning, and staff training with pleasure."

- a senior citizen stated, "I think the services you provide are invaluable—reaching out to everyone who requests them... You were generous and prompt in sending me so much material. Please accept my thanks and warm good wishes for the meaningful job you all perform to so many."

- a district-level administrator commented, "We have appreciated receiving multiple copies of ERIC materials. We regularly share materials with the middle and high school vocational education instructors in our district — approximately 60 teachers. Good feedback."
More formal evaluations also confirm users' favorable reactions to ERIC:

- A "Fast Response" survey conducted in 1989 by NCES found that of the four major OERI programs, ERIC was the most recognized: 82 percent of respondents were familiar with ERIC, and 67 percent of all school districts receive ERIC services and products.

- A recent survey conducted by Access ERIC of current and potential ERIC users (1,184 completed forms from the 3,600 sent to members of professional associations) found that 90 percent of responding school administrators (180 out of 202) were familiar with ERIC, as were just under two-thirds of the policymakers (39 out of 59 responding) and half the classroom teachers (82 out of 163 responding). In terms of accessibility to ERIC, 90 percent of those responding (708 out of 787) felt ERIC was accessible to them when they needed education information.

- In terms of specific services and products: online ERIC services were rated favorably by 88 percent of the 745 persons responding (the remaining 12 percent had never used ERIC online); and 99 percent of the 453 respondent rating ERIC's document coverage, found it excellent or good.

While pleased with the overall recognition and favorable response to ERIC activities, ERIC personnel are aware that we can be doing even more. At the last systemwide meeting in November, ERIC Directors and OERI staff reaffirmed our commitment to providing education information services to practitioners and acknowledged the need to do a better job of reaching teachers. Specific recommendations for immediate and long-term initiatives to accomplish this include:

- to place ERIC materials directly in schools and communities. For example, the ERIC Clearinghouse on Rural Education has started to place ERIC on CD-ROM in some rural and Indian schools. These are heavily used and popular with administrators, teachers, and even students!

- to provide the full-text of documents, digests, articles and other education information through online, CD-ROM products, existing and developing national electronic networks. Practitioners need direct and easy access to the full-text of educational resources, and ERIC can meet this need.
• to provide education information services and products to users on electronic networks. Computer networking—locally, nationally, and internationally—is exploding faster than anyone imagined. ERIC staff are already interacting with educators and researchers through networks. In the future, ERIC can play a major role in providing network education information services to faculty, students and staff in education institutions at all levels. This includes an active role for ERIC in relation to SMARTLINE, USA-Online, and NREN.

• to expand products that synthesize the research that can directly related to practice. ERIC provides concise, understandable summaries of research and practice on key topics of interest to teachers and parents through digests and conclusion brochures. It is desirable to increase the number and dissemination of such products.

• to expand coverage in the ERIC database to include commercial and non-print materials (including books, computer software, statistical databases, video), and better and more systematic journal coverage.

Some of these initiatives can be accomplished through cooperative arrangements with commercial vendors, professional associations, or non-profit agencies, e.g., providing full-text ERIC resources. However, most of these important improvements are well beyond the capacity of existing budgets, e.g., increasing the number and dissemination of digests and conclusion brochures, placing ERIC resources directly in schools and communities, expanding direct user services to include interacting with teachers, students, and other users of electronic networks. This would be money well-spent and would directly fulfill stated Congressional and administration goals of disseminating information to practitioners.

In the limited remaining time, I wish to clear up two lingering misconceptions about ERIC and to emphasize the capabilities of ERIC.

One often-voiced and erroneous statement is that ERIC is only for researchers and graduate students. This is simply not true. Approximately one-half of the 100,000 annual requests for information to ERIC Clearinghouses and support components come from teachers and administrators. After the review activities of 1987 and the establishment of new contacts, the ERIC system committed itself to providing services and products to education practitioners and parents. And ERIC has done so. In fact, it was the ERIC system that proposed, in 1987, the creation of Access ERIC, a new system component designed to coordinate ERIC's outreach, dissemination, and referral services to practitioners and parents.
Requests from practitioners and parents to all ERIC components come via telephone, mail, electronic mail and in-person visits or at conferences. Teachers and administrators typically ask for information on exemplary programs or practices, curriculum or instructional approaches, research findings and statistics for decision-making, or explanations of educational terms or "hot topics." Parents often want to know about the potential impact of a certain factor on their children, what is meant by a particular new educational practice or development, or which federal, state, or local agencies to contact for a particular need, and ERIC is able to answer all these questions and more.

In addition, ERIC produces a full range of publications specifically targeted to administrators, teachers, and parents. The ERIC Review, ERIC Digests, monographs, and Conclusion Brochures reach hundreds of thousands of teachers, administrators, and policymakers. Sample titles indicate the high usefulness of these materials to these audiences:

- *The Teachers' Role in the Social Development of Young Children* (monograph published by the ERIC Clearinghouse on Early Childhood Education)

- *Improving the School-Community Connection for Poor and Minority Students* (monograph published by the ERIC Clearinghouse on Urban Education)

- *What Do Parents Need to Know About Children's Television Viewing?* (Conclusion Brochure published by Access ERIC)

- *Family Living: Suggestions for Effective Parenting* (a collection of short, reproducible articles, on early education, care, and child development for parents of preschoolers, accompanied by ERIC digests and an ERIC search, published by the ERIC Clearinghouse on Early Childhood Education)

- *Educating Homeless Children* (digest published by the ERIC Clearinghouse on Urban Education)


Misconception number two is that ERIC is "just" a database, and an archival database at that. Certainly the foundation for all ERIC services and products is its database, as noted, the largest database of educational information in the
world. However, the ERIC database is a "gold mine" of relevant and timely resources, containing thousands of program descriptions and evaluations, conference proceedings, curriculum materials, research studies, bibliographies, government reports and more. A majority of these materials directly relate to the daily concerns and interests of teachers, administrators and parents.

Furthermore, the full range of services and products described above clearly demonstrate that the ERIC system is more than just a database in intent, design, and active delivery. ERIC is highly successful in doing what it was intended to do.

In terms of the future, in addition to its own initiatives, ERIC is in a position to do whatever the Congress, the Department of Education, or OERI deem appropriate and useful. Working closely with representatives of the Clearinghouses and support services, Robert Stonehill, the OERI Director of ERIC, leads a program that is able to respond to directives, defined needs, and new opportunities in a timely and highly competent fashion. In many ways, ERIC is unique among OERI entities—it is decentralized for subject expertise, services, and product creation and delivery, but unified and coordinated in responding to needs and new initiatives. Each ERIC Clearinghouse has a unique expertise in relation to audience, subject area, and scope, but in contacts with individual or organizational users, every ERIC component assumes systemwide responsibilities. The Clearinghouses are committed to helping constituencies in each scope area and to working cooperatively to present a coordinated, national effort to disseminate educational information.

Again, ERIC is positioned to respond as a system to whatever initiatives the Department and Congress choose. We span the full range of information functions—gathering, access and retrieval, synthesizing, communicating. The taxpayers' money is well spent in ERIC. I encourage you to invest in new challenges and resources for ERIC.

In closing, I offer a personal note. As an associate professor of Information Studies, I can expend my time and effort in many different ways. Every day I am faced with new opportunities to teach, conduct research, write, present, and consult. Time is my most precious asset. Yet I choose to spend a significant portion of my time working in ERIC. Why? Because it is highly meaningful, highly effective, and highly rewarding. ERIC works. Every day, my Clearinghouse and others provide important services and products that make a difference. My ERIC work is as important as any other teaching or research activity that I could do. I am proud to be associated with ERIC.

Thank you.
TESTIMONY BEFORE THE SUBCOMMITTEE HEARING ON THE REAUTHORIZATION OF THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI) 
by Michael B. Webb, Ed.D., Director 
Education and Career Development, National Urban League

Mr. Chairman and members of the Committee, I appreciate this opportunity to comment on "The America 2000 Special Community Assistance Program." This proposed delivery system would create a new vehicle for communities to benefit from the results of research, development and effective practice, and would provide a catalyst for the coordination of a variety of efforts to improve education.

Though public education is undergoing radical changes, the changes are not always apparent to those on the front line of education: students, teachers and administrators. Those who lament in public forums that the effects of the reform movement have not touched their community are wrong. The nation as a whole has passed the threshold of a new era. Changes in society occur slowly; the effects are often subtle and imperceptible.

The nation's movement towards national education goals, assessment and certification has had an effect on the teacher pool, on decisions about what states and local communities will require be taught, and on the nature of the assessment to determine what students are learning. The reform movement has and will increasingly place stresses on an already exhausted system of public education. Throughout the nation, parents, teachers, youth service providers, local and state policy makers and administrators join a common refrain, "we are expected to do more, with less, but where is the relief and where is the national leadership?"

Too often, the diverse and often disparate efforts to provide "relief" either work at odds with one another, do not reach those for whom succor is intended, or do not adequately address the need for which they were intended. Often, these efforts, though well-intended, drain valuable resources by duplicating services and programs undertaken more efficiently elsewhere.

The proposed District Agent Education Extension Program offers the potential for providing local communities with "relief." The program would establish a district agent in economically distressed areas who would identify local efforts, resources and services, and provide a mechanism for coordination. In general, even the poorest community possesses resources that are underutilized. Simply put, one of the major reasons for this is that people do not talk with one another and are often unaware of what various groups and institutions have to offer. The District Agent could bring people together to develop a coordinated response to identified local needs. The agent could help to coordinate the resources of organizations and institutions outside the school, including the OERI Labs and Centers, universities, business and industry and federal agencies, to begin to create a coherent plan for supporting public education reform.
Having expressed my support for the proposal, I would like to offer a few concerns. My first concern is that the leadership and direction of OERI have often lunged precariously in the direction of emerging political agendas. The inconsistency of the vision and leadership of OERI has hindered the Office in its pursuit of the founding mission. The DAEEP should not become another vehicle for mobilizing local special interest groups in order to advance partisan political agendas.

Second, it is a mistake to assume that federal, state and local officials, as well as faculty of institutions of higher education and the business community understand the educational needs of students from economically poor backgrounds. Some do and some do not. The DAEEP should not reinforce the practice of reshuffling existing alliances using the same playing cards. In order for the program to be genuinely effective, the District Agent must establish and maintain meaningful relationships with local communities and community-based organizations and institutions.

Finally, one of the roles of the District Agent should be to work with local organizations, businesses and institutions to develop the resources to place information data bases in every school. While we live in an information age, the curriculum in most of our schools is based upon books. Students and teachers should have direct access to the integral tools of the information society: information systems. Most students, and particularly those in the economically poorest schools, are being denied access to information systems because of the inadequate funding for public education. One role of the District Agent must be to create new funding opportunities for schools. In particular, ERIC must become a standard resource of schools.

Several years ago, many of us became excited at the announcement of the ERIC School Disk. This product was intended to capture carefully selected, full text information from the ERIC data base in order to eliminate the unwieldy processes that currently characterize access to ERIC. The Disk would provide educators and students with an extensive array of curriculum resources to support teaching and learning in almost every subject, thus, providing a low-cost enrichment of the school program. Once the Disk is made available, it and the technology required to support it, must be provided to public schools and particularly those in low-wealth areas.

The DAEEP, if adopted, could provide the answer to the question many have asked for the last twelve years: "where is the relief, and where is the leadership?"
Testimony

Before the
Committee on Education and Labor
Subcommittee on Select Education

With Respect to

The Reauthorization of the
Office of Educational Research and Improvement

March 18, 1992

Submitted by
Stanley D. Zenor
Executive Director
Association for Educational Communications and Technology
Mr. Chairman and Members of the Committee:

Thank you for the opportunity to appear today to express the Association for Educational Communications and Technology's view on the reauthorization of OERI, and in particular on the technology component contained in the reauthorization. The Association for Educational Communications and Technology (AECT) is a national professional association representing members working at all levels of education. AECT members are involved in the improvement of instruction through the systematic application of instructional technology to the learning process.

I want to state that AECT strongly supports legislation that will increase the application of instructional technology in our nation's schools. Instructional technology provides a means of changing what happens in the classroom, a means of creating equity in education, and a means of providing access to a wide variety of information resources.

Instructional technology is not a computer, satellite dish, or piece of educational software. Instructional technology is a process that involves the application of learning theory, educational hardware and software, internal and external resources, and evaluation to a desired learning outcome. Through the application of instructional technology, learning situations can be created to meet the unique and individual needs of multiple learners within the
same classroom. The process of instructional technology assists teachers and school administrators in modifying the classroom curriculum and developing new classroom curricula to meet the rapidly changing needs of today's schools.

I am pleased that the legislation being discussed today and the OERI budget request recognizes the integral roles instructional technology and the Library Media Center have in the improvement of our nation's schools and education of our students. The mission of the Library Media Center, staffed by professional Library Media Specialists, is to provide the services and support necessary to integrate instructional technology in the school's curriculum, serving students, teachers, and administrators.

Both H.R. 4014 and the reauthorization request of OERI recognize that as schools search for ways to improve, a wide variety of information is needed to guide their efforts. H.R. 4014 and its provision for "USA On-Line" and the administration's OERI reauthorization request containing its provision for SMARTLINE share the common goal of developing a system for the dissemination of information that can be used by teachers, administrators, parents, and the general public to improve the learning of today's students. The approaches proposed, however, appear to differ greatly. Additionally, it appears that neither H.R. 4014 or the OERI proposal take into account the infrastructures necessary to support the proposed systems.
The issues of educational access and equity must be addressed during the course of discussion on this legislation. Many schools, particularly elementary schools, do not have an outside telephone line in the Library Media Center. Additionally, many schools do not have computer equipment for telecommunications in the Library Media Center. Without these two basic pieces of technology, teachers, administrators, parents, and students will be denied access to the electronic databases being proposed.

Many districts that do not yet have full-time Library Media Specialists in their schools, particularly elementary schools level. The absence of a full-time professional in the Library Media Center creates another obstacle in the utilization of the proposed electronic databases. Although "Online USA" and SMARTLINE are envisioned as being user-friendly, individuals using either system will need assistance. It takes specialized skill to search an electronic database to locate specific information within the massive holdings of any database. Asking the database for information on teaching fractions to elementary students could result in hundreds of citations. Successful database searching requires specialized skills - skills that Library Media Specialists have and can teach to other users. Locating the appropriate citations or information within a database is, however, only the beginning of the process.
Once the citations are identified, the full text of the citation reference is generally needed. This will entail either retrieving it in the form of hard copy, or locating it using an advanced feature of an electronic database. Once the information is retrieved, it must be integrated into the schools curriculum, and resources to support the curriculum change must be created or acquired. The information must be put into use if it is going to have any effect upon improving the education of our students. To accomplish this requires an infrastructure that many of our schools do not currently have.

We already have an outstanding electronic database system serving education in the form of ERIC. The basic mission of ERIC is to collect and disseminate information pertaining to education. ERIC serves a wide constituency that includes teachers, administrators, researchers and students. In addition to its electronic database, ERIC provides a wide range of customized services including specialized bibliographies, digests and reports on specialized and often requested topics. In addition to providing this information as a result of routine requests, this information is also disseminated to educators through professional association publications and presentations at conferences and conventions. I would like to suggest that the existing resources of ERIC be utilized as the core of any electronic database dissemination system developed in the form of "Online USA" or SMARTLINE. It would appear that by utilizing
ERIC, funding that might otherwise be used to develop graphical interfaces between multiple databases and the creation of new databases could be used to further the dissemination of information about teaching and learning to teachers, school administrators and parents. Rather than funding the development of new electronic networks, funding could be directed at providing the basic infrastructure necessary, such as telephone lines, the appropriate computer hardware and equipment to assure access to the database in not only our country's richest schools but also in the schools where the information need is probably the greatest - our underfunded and underfinanced schools. Additionally, the available funding could also be directed at providing the necessary support staff within our schools to assist teachers, administrators, and parents in utilizing this information.

The goal of providing a database of information on teaching and learning for educators and parents is clearly a positive step in the process of improving the education of our students. We must, however, do more than simply provide the information. We must be certain that the infrastructures are available to make the information accessible and to translate the information into action in order to have a positive impact upon the education of our students today and in the future.
LETTER TO THE EDITOR

The July 1990 issue of *Urban Education* contained an article by Manual Lopez titled “Current Index to Journals in Education — Feet of Clay?” (pp. 138-142).

Although the article is helpful in calling attention to certain problems with CIJE, it contains certain inaccuracies or misleading statements that should be corrected.

1. To say “CIJE has been spared the negative comments usually directed toward the policies, organization, indexing, and the other services of ERIC” (p. 139) creates a misleading impression that ERIC receives nothing but negative criticism. That is quite far from the mark, and ERIC has received praise for many aspects of its work. We believe that the author meant to say simply that examination and analysis of CIJE has lagged behind review of ERIC’s other parts, which is true.

2. To say that “Two Clearinghouses, the focus of user criticism and dissatisfaction, have had their contracts awarded to other organizations” (p. 140) creates a misleading impression that the contracts were changed punitively, for faulty performance. In point of fact, ERIC Clearinghouse contracts are competed regularly and are awarded on the basis of the best technical and cost proposals, and that is what happened during the last two contract shifts.

3. The list of 65 journals that it is claimed are not covered by CIJE during the period 1983-1988 contains numerous mistakes or failures to tell the whole story. Sixteen of the journals (25%) are well covered by CIJE and simply should not be on the list: We don’t know why they were not found during the author’s search. The best example is *Learning Disability Quarterly*, which has over 337 hits on the CIJE file, many from the 1983-1988 time frame. Seven of the journals (11%) experienced name changes and are on the file under their new names. An example is *Audiovisual Instruction*, now known as *Tech Trends*. Seven journals (11%) are foreign and were dropped from coverage deliberately because of their limited availability in the United States.

4. Most journals covered by CIJE are covered selectively, not comprehensively. Articles are selected on the basis of their education relatedness and their quality. Sometimes no article is selected from a given issue. Although the issue of selectivity versus comprehensiveness is certainly debatable, the current practice has a decided impact on what one can find in CIJE and should have been mentioned in the article.

5. There are 15 journals (23%) whose individual articles are on the CIJE file, but whose journal titles contain one or more special characters (e.g., slash) that SilverPlatter was apparently not able to process properly and that, therefore, are not indexed and retrievable by journal name. In other words, the articles can be retrieved by author, words in title, or descriptors/identifiers, but not by journal title. This is apparently the first time this SilverPlatter system flaw has been detected, and we will immediately take steps to work with SilverPlatter to correct it.

In summary, we are grateful for the article because it has caused us to detect a serious vendor system problem. It may also stimulate action toward a needed “CIJE Coordinator” who would be responsible for the set of journals covered by CIJE. However, we are disturbed by the inaccuracies in the article and hope that you can print this reaction in order to set the record straight.

— Ted Brandhorst, Director
ERIC Processing and Reference Facility
OPTICAL DISCS IN LIBRARIES: Use & Trends

by Ching-chih Chen

Learned Information, Inc.
Medford, NJ
1991
Yet, the five most popular CD-ROM titles for public libraries and special libraries in 1988 were quite different from the above 5 titles. As shown in Figures 8-10, for public libraries, the most popular titles related heavily to those acquisition and cataloging titles, such as *Books in Print*, *BiblioFile*, *LaserCat* and *Le Pac*. When the aggregated top five popular titles of all three types of libraries were grouped together as shown in Figures 8-10, the differences among these three types of libraries were very clear. The most popular title in academic libraries in 1988, *ERIC*, was hardly used in public libraries, but remained popular among special libraries. *MEDLINE* surged to become the most popular product among special libraries, but with rather low use in public libraries. This was understandable considering 35 of the 80 special libraries (see Table 5) indicated they were medical or hospital libraries.

![Figure 8. The Five Most Popular CD-ROM Titles in American Academic Libraries (The right five were popular titles used in other types of libraries)](image-url)
Figure 9. How the Popular CD-ROM Titles in Academic Libraries Used in American Public Libraries

Figure 10. How the Popular CD-ROM Titles in Academic Libraries Used in American Special Libraries
Figure 11 further illustrates the use of the seventeen most popular optical products in American academic libraries (in black bars) and their corresponding uses in public and special libraries in 1988. When the 1988 composite data were analyzed, the top fourteen most popular titles could be generated as shown in Figure 12.

Figure 11. The Most Popular CD-ROM Titles in Academic Libraries As Compared with Those in Public and Special Libraries - 1988 Data

Figure 12. The Most Popular CD-ROM Titles in American Libraries (Based on the Composite 1988 Data)
August 10, 1992

Additions
SP Obesity & Health

July 24, 1992

Additions
CE Educational Gerontology

June 21, 1992

Additions
EA ERS Spectrum
    Middle School Journal
FL Language and Cognitive Processes
    Language Quarterly
    Slavic and East European Journal
    Applied Language Learning
    Journal of Second Language Writing
    Issues in Applied Linguistics
Attachments

HE  Journal of Postsecondary Education and Disability
    Journal of Marketing for Higher Education

IR  International Journal of Instructional Media
    International Yearbook of Educational and Training Technology
    Proceedings of the ASIS Annual Meeting

SE  Advances in Physiology Education
    American Mathematical Monthly
    Australian Science Teachers Journal
    Biochemical Education
    Bioscience
    Buzzworm
    Chemecology
    Education in Science
    Environmentalist
    Garbage
    Green Library Journal
    International Environmental Affairs
    International Journal of Environmental Education and Information
    International Journal of Science Education
    Journal of Biocommunication (J1C)
    Journal of Elementary Science Education
    Journal of High School Science Research
    Journal of Mathematical Behavior
    Journal of Science Education and Technology
    Journal of Science Teacher Education
    Mathematics Magazine
    Medical Teacher
    Mercury
Our Planet
Population Education in Asia and the Pacific Newsletter and Forum
Primus
Quantum
Science Probe
Science Scope
Science, Technology and Human Values
Nature
Environmental Ethics

SP  Therapeutic Recreation Journal
TM  Psychological Test Bulletin

Deletions
CS  Civic Perspective
IR  Academic Computing
SE  AAPT Announcer
Analytical Chemistry
 Bulletin of Atomic Scientists
Chemical and Engineering News
Children and Animals
Classroom Computer Learning
Current: Journal of Marine Education
Environmental Education and Information
For the Learning of Mathematics--An International Journal of Mathematics Education
InCider
International Journal of Mathematical Education in Science and Technology
Journal of Environmental Health
Journal of Science and Mathematics Education in Southeast Asia

KIND
KIND NEWS JRS. & SRS.
Mathematics Teaching
NatureScope
OECD Observer
Personal Computing
Physiologist
Physiology Teacher
Technological Horizons in Education Journal

Name Changes

CS Western Journal of Speech Communication to Western Journal of Communication

SE Journal of Agronomic Education (JAE) to Journal of Natural Resources and Life Sciences Education

SO Soviet Education to Russian Education and Society

SP Health Values: Health Behavior, Education & Promotion to Health Values: The Journal of Health Behavior, Education & Promotion

May 22, 1992

Name Changes

CS Technical Writing Teacher to Technical Communication Quarterly

Deletions

EA Educational Planning

   West's Education Law Reporter

Additions

FL Journal of Intensive English Studies

IR Instruction Delivery Systems
Name Changes

EC  Journal of Reading, Writing and Learning Disabilities International to Reading and Writing Quarterly: Overcoming Learning Difficulties

March 16, 1992  CIJE SOURCE JOURNAL INDEX UPDATE FOR MAY92

Journal Additions

FL  Journal of Asian Pacific Communication
    TESOL Journal
PS  Early Education and Development
    Journal of Computing in Childhood Education
SP  Eta Sigma Gamma
    Health Values: Health Behavior, Education & Promotion
UD  Teaching Tolerance

February 17, 1992  CIJE SOURCE JOURNAL INDEX UPDATE FOR APR92

Journal Additions

CS  Teaching Theatre
EA  School Community Journal
    Thresholds in Education
IR Interactive Learning International

Knowledge: Creation, Diffusion, Utilization

Name Changes
CS Freshman English News to Composition Studies/Freshman English News

January 20, 1992

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAR92

Journal Additions
CG Family Psychologist

Awareness: The Journal of the Colorado Association for Counseling and Development

CS Ohio Reading Teacher

HE Journal for Higher Education Management

Higher Education Research and Development

Name Changes
HE Journal of the Society of Research Administrators to SRA Journal of the Society of Research Administrators

RC Outdoor Communicator to Pathways to Outdoor Communication

January 15, 1992

CIJE SOURCE JOURNAL INDEX UPDATE
FOR FEB92

Journal Additions
EA Schools in the Middle

FL College ESL

Language, Culture, and Curriculum

Language and Education: An International Journal

IR Electronic Networking: Research, Applications and Policy

UD Journal of Urban and Cultural Studies

Name Changes

School Press Review to Student Press Review
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## CIJE MONTHLY REPORT - MAR92

### TOTAL CLHS ONE-SHOT RESUMES ANNUAL CUMULATIVE TOTAL

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## CIJE MONTHLY REPORT - FEB92

### TOTAL CLHS ONE-SHOT RESUMES ANNUAL CUMULATIVE TOTAL

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Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the July 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the August 1992 issue of RIE microfiche in late August.

As you were informed within the letter sent with the June 1992 issue, a recent audit has resulted in a requirement for CBIS to begin collecting sales tax for the following states:

- Alabama
- Arizona
- California
- Colorado
- Dist. of Columbia
- Florida
- Georgia
- Illinois
- Indiana
- Kansas
- Kentucky
- Massachusetts
- Maryland
- Missouri
- North Carolina
- New Jersey
- New York
- Ohio
- Pennsylvania
- Texas
- Utah
- Virginia
- Washington
- West Virginia

CBIS sent a formal request for your institution’s tax exemption certificate and information to your billing address on July 27. We do require receipt of this information before August 15, 1992 otherwise we are required to charge sales tax for each of the states listed above beginning with the August issue of RIE microfiche. In addition, we do require tax exemption certificates from all of our customers, whether or not you may reside within one of the above listed states.

Lastly, you will find included within this shipment the following microfiche (post issue remakes) from the June issue, at no cost:

- ED 340 989 (1 and 2 of 2)
- ED 341 512 (1 of 1)
- ED 341 584 (1 of 1)
- ED 341 703 (1 and 2 of 2)
- ED 341 745 (1 of 1)

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director, EDRS

1822
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the June 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the July 1992 issue of RIE microfiche in late July.

A recent audit has resulted in a requirement for CBIS to begin collecting sales tax for states to be determined in the near future. When we know which states for which we will be required to collect sales tax, CBIS will request that you send us either a copy of your state tax exemption certificate or provide us with your tax exemption information. It is probable that the letter to be included within your July issue of RIE microfiche will provide you with further details.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the May 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the June 1992 issue of RIE microfiche on July 1.

Since it is coming to the end of the fiscal year for many of our customers, we have been receiving a large number of requests for proforma invoices to establish a prepaid Standing Order account with CBIS. To accommodate those customers who currently do not have a prepaid Standing Order account with CBIS, we are enclosing a proforma invoice for each of you within this shipment.

Many of our customers prefer this method of prepayment since it eliminates the need to process monthly invoices. We certainly are not requiring that a prepaid Standing Order account be established, therefore, payment of this proforma invoice is subject to your discretion. If your organization decides that a prepaid account would be beneficial, please make your check payable to CBIS, in U.S. funds, and payable through a U.S. bank. The address to which your check should be mailed can be found in the right hand corner of this letter.

Lastly, we have modified our accounting system beginning with the May 1992 issue. For those customers who have a prepaid Standing Order account, you will be receiving an "invoice" which will provide you with issue information, i.e. number of microfiche, range of ERIC document numbers, microfiche price, and shipping. In addition, you will receive a statement of your account reflecting your beginning balance, the above mentioned invoice shown as a debit, and your ending balance.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the April 1992 issue of Resources in Education (RIE) microfiche. In addition, we are providing the 1991 cumulative index within this shipment. Please accept our sincere apologies for any inconvenience to your organization as a result of our delay in producing the cumulative index. In addition, CBIS expects to begin shipping the May issue in mid-June.

CBIS has also included post-issuance remakes of ERIC documents from the February, 1991; March, 1991; and March, 1992 issues within this shipment. These microfiche are provided to you free of charge and include the following documents:

ED 324 021 1 and 2 of 2
ED 324 151 1, 2, and 3 of 3
ED 324 400 1 of 1
ED 324 407 1 of 1
ED 324 446 1 of 1
ED 324 745 1 of 1
ED 337 942 2 of 3

Once again, CBIS will be attending the annual American Library Association (ALA) conference in San Francisco, CA from June 27 through June 30. CBIS will be demonstrating a new product and welcomes each of you who will be attending the conference to visit our booth. Last year, we received a large amount of feedback and suggestions from customers at ALA and we are hoping for the same this year. Please do not hesitate to communicate your thoughts and opinions to a CBIS representative at the booth.

Lastly, for those of you who are not attending ALA, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

John E. Gracza
Director
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the February 1992 issue of Resources in Education (RIE) microfiche. Unfortunately, due to a few processing delays, the 1991 cumulative index will be sent with the March issue of RIE microfiche instead of the February issue. CBIS expects to begin shipping the March issue in early-April.

New United Parcel Service (UPS) prices went into effect February 24, 1992. Domestic ground, UPS Next Day, and UPS Second Day Air service rates increased by an average of 5% and CBIS is currently in the process of revising our order form to reflect these changes. The February collection is the first collection shipped to you under the new shipping rates.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service.

Thank you again for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

John E. Gracza
Director
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the March 1992 issue of Resources in Education (RIE) microfiche. Unfortunately due to programming problems, we are unable to provide the 1991 cumulative index with this issue. Please accept our sincere apologies as we had originally informed you in previous letters that the index would be shipped with this issue. We are hoping that the index will be available to send with the May 1992 issue. In addition, CBIS expects to begin shipping the April issue in early May.

CBIS recently revised our order form to reflect the recent changes in the United Parcel Service (UPS) shipping rates. We have enclosed a copy of this order form for use within your library, please feel free to reproduce this form when needed or contact a Customer Service Representative specifying the amount required.

Just a reminder, CBIS serves a diverse group of customers with a wide range of requirements. In addition to providing copies of ERIC documents on microfiche and paper format, CBIS also supplies microfiche-related hardware and supplies, including, but not limited to, microfiche readers, reader/printers, microfiche storage cabinets, and envelopes. Just telephone one of our Customer Service Representatives for further information.

Also for those of you who may currently have incomplete collections of ERIC RIE microfiche and are interested in purchasing backfile collections of ERIC documents to complete or complement the collections you already have, I have included a copy of ERIC Ready Reference Number 11 which provides you with the pertinent microfiche statistics for each yearly collection, including price. Shipping is not included in these prices and we estimate $50.00 for each yearly collection shipped within the domestic United States. Please telephone one of our Customer Service Representatives if you require more information on backfile collections or a formal price quotation.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service. Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

John E. Gracza
Director
Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the January 1992 issue of Resources in Education (RIE) microfiche. In addition, the 1991 cumulative index will be sent with the February issue of RIE microfiche which you should receive in early-March.

New United Parcel Service (UPS) prices will go into effect February 24, 1992. Domestic ground, UPS Next Day, and UPS Second Day Air service rates will increase by an average of 5%. CBIS is currently in the process of revising our order form to reflect these changes. The February collection will be the first collection shipped to you under the new shipping rates.

Just a reminder, CBIS serves a diverse group of customers with a wide range of requirements. In addition to providing copies of ERIC documents on microfiche and paper format, CBIS also supplies microfiche-related hardware and supplies, including, but not limited to, microfiche readers, reader/printers, cabinets, and envelopes. You may telephone one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400 for further information.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director
Dear CBIS Standing Order Customer:

Each of us at the ERIC Document Reproduction Service (EDRS) would like to thank you for helping to make 1991 a successful year. When CBIS took over the EDRS contract, we set a goal to improve the service EDRS provides its customers. After we completed our transition into the EDRS contract, CBIS has made a few significant enhancements to the service, including:

- Higher quality microfiche, including improved resolution.
- Conversion to a blue-black film from a black film which is aesthetically more pleasing when viewing the microfiche.
- The new method of binding paper copies of ERIC documents in book form, which improved readability, storage, and is aesthetically more pleasing.
- Accessibility of our toll free telephone number from Canada.

CBIS is committed to continuing our effort to make significant improvements to our service. 1991 was certainly an interesting year for CBIS as the new EDRS contractor and with your continuing support and feedback we hope to make 1992 an even better year for our Standing Order Customers.

We are pleased to provide you with the enclosed shipment of microfiche for the December issue of Resources in Education (RIE) microfiche. CBIS expects to begin shipping the January 1992 issue in early-February. In addition, the 1991 cumulative index will be sent with the February 1992 issue of RIE microfiche which you should receive in early-March.

New EDRS prices went into effect January 1, 1992. The December issue is the first issue provided to you under the reduced price of $.109 per microfiche.

As we mentioned in our last letter, CBIS is currently in the process of preparing topical collections of current ERIC documents which are pertinent to the following topics:

- AIDS Education
- Multicultural Education
- An ERIC 25th Anniversary Collection
The AIDS and Multicultural Education products will be primarily relevant to elementary through high school teachers, administrators, and researchers, consisting of timely information relevant to program design/implementation and program evaluation. In addition, for students wishing to find out more about particular multicultural-related topics such as Black Studies or Hispanic American literature, special research collections will be available.

The ERIC 25th Anniversary Collection is a celebration of the ERIC program's 25th anniversary and traces the school's changing response to these societal trends: teenage pregnancy; children and families in poverty; bilingual education; and drug education. Each of these products will be available from CBIS in early 1992 (prices to be determined within the next few weeks). Please feel free to telephone one of our Customer Service Representatives for further information.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Again, thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

[Signature]

John E. Gracza
Director
Dear CBIS Standing Order Customer:

Each of us at the ERIC Document Reproduction Service (EDRS) would like to wish you a Happy Holiday and best wishes for the new year. It has certainly been an interesting year for CBIS as the new EDRS contractor and with your support and patience it has been a successful year.

We are pleased to provide you with the enclosed shipment of microfiche for the November issue of Resources in Education (RIE) microfiche. CBIS expects to begin shipping the December issue in early-January.

In our last letter, we mentioned that new EDRS prices will go into effect January 1, 1992. For your convenience, we have included within this shipment a revised order form which reflects the appropriate price changes. This form may be photocopied and used by your patrons when placing orders for ERIC Documents.

In addition, CBIS is currently in the process of preparing topical collections of current ERIC Documents which are pertinent to the following topics:

- AIDS Education
- Multicultural Education
- An ERIC 25th Anniversary Collection

The AIDS and Multicultural Education products will be primarily relevant to elementary through high school teachers, administrators, and researchers, consisting of timely information relevant to program design/implementation and program evaluation. In addition, for students wishing to find out more about particular multicultural-related topics such as Black Studies or Hispanic American literature, special research collections will be available.

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Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Again, best wishes for a joyous new year and thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director
Dear CBIS/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the October issue of *Resources in Education* (RIE). CBIS Federal expects to begin shipping the November issue in early-December. The October issue is the first issue that CBIS has shipped within our contractual turnaround time since we began operating the EDRS contract. In the months to come, we hope to reduce the length of time involved in processing the monthly collections of RIE microfiche.

CBIS would like to thank each of you who took the time to complete our technology survey. However, a large number of our Standing Order Customers (SOC's) have not yet completed our survey, therefore, we are extending the due date to December 16, 1991. Your input is vital to CBIS for our preparation of a comprehensive report of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. All participants will be forwarded a copy of the results, when compiled, in early 1992.

In our last letter, we encouraged any feedback and suggestions you might have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service and encourage any and all comments and/or suggestions. As an example, CBIS recently received feedback from one of our On-Demand Order customers in Canada regarding the accessibility of our toll free number, 1-800-443-ERIC. CBIS immediately researched the feasibility of this enhancement and our toll free number is now available to all of Canada. This change should certainly be more convenient for our Canadian customers when placing service and Standing Order account inquiries or ERIC Document orders.

Lastly, poor quality microfiche produced during the start-up of our contract, from the February, March, and April collections, will be replaced at no cost. Replacement copies are currently in process and we expect to send them to each Standing Order customer with the January 1992 microfiche collection which will be shipped in February. We apologize for the length of time it has taken to process these microfiche, but we felt that it was imperative to continue consistent shipments of the monthly collections during our transition period.

Due to a contractual obligation, new EDRS prices will go into effect January 1, 1992. For your convenience, we have included within this shipment a revised price listing which reflects the appropriate price changes.
Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1403; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

Enclosure
Table of Contents

ACTION ITEMS

Processing Advisories

A. National Education Goals Documents ........................................... 1
B. Reproduction Release Forms Filmed with Documents (1993-) .................. 1
C. Blanket Reproduction Releases
   1. As Support for Reproduction Basis Form ....................................... 1
   2. Reporting Blanket Arrangements to ERIC Facility ........................... 1
D. Scope Problems .................................................................................. 2

I. ERIC

A. FY 1993 Appropriation ....................................................................... 3
B. ERIC Clearinghouse Competition ..................................................... 3
C. AskERIC ............................................................................................. 3
D. Ravitch to Join Brookings Institution ............................................... 3

II. ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

A. 1993 Price List ................................................................................... 3
B. 1993 Order Form ................................................................................ 4

III. ORYX PRESS

A. 1993 CUE Schedule .................................................................... 4

IV. ACCESS ERIC

A. Recent Highlights and 1993 Plan of Activities ................................. 4

V. ERIC PROCESSING AND REFERENCE FACILITY

A. 1993 RIE Schedule ........................................................................... 5
B. ERIC Usage Fees — Stonehill Letter of November 3, 1992 ............... 5
C. ERIC Acquisitions Arrangements List (EAA) — Supplement ............. 5
VI. INTERNATIONAL NEWS

"International ERIC" .................................................. 6

VII. COMMUNICATIONS/ACCESS

A. "Internet Basics" .................................................. 6
B. ERIC Internet Addresses on Floppy Disk ......................... 6
C. Access Points to ERIC (ERIC Networker Issues) .................. 6

VIII. ABOUT ERIC

A. "Myths and Realities About ERIC" ................................. 6
B. "CD-ROM Best Sellers Lists" ...................................... 6
C. Article on ERIC in Encyclopedia of Library and Information Science ................................. 7

IX. Vendor News

A. Information Science Abstracts Plus (ISA+), with 30% ERIC Contribution,
   Now Available from SilverPlatter .................................. 7
B. DataStar Offers ERIC (Beginning November 1992) .................. 7
C. Query (An ERIC Digest Access System from LMP Associates) .................. 7
D. DIALOG
   1. DIALOG Concludes Gateway Agreement with CompuServe .......... 7
   2. ERIC's New Database Manager at DIALOG, Brian Allan ............ 7
LIST OF ATTACHMENTS

1. Including Reproduction Release Forms for Filming with Documents—Guidelines
2. ERIC Clearinghouse Competition
   A. Education Daily Announcement
   B. RFP-93-016 Cover
3. EDRS 1993 Price List
4. EDRS 1993 Order Form
5. CIJE 1993 Schedule
6. RIE 1993 Schedule
7. Stonehill Letter of November 3, 1992 to Users Re: Usage Fees
8. ERIC Letter Permitting Product Name: "International ERIC"
9. "Internet Basics," ERIC/IR Digest, by Roy Terman
10. ERIC Network Internet Addresses (Staff and Organizations)
11. Access Points to ERIC (ERIC Networker Issues)
12. Myths and Realities About ERIC (ERIC/IR Digest), by Robert Stonehill
15. Information Science Abstracts Plus (ISA+) — New SilverPlatter product with 30% ERIC Contribution
16. DataStar Information Sheet on ERIC
17. QUERY (an ERIC Digest-on-CD-ROM Product From LMP Associates) Flyer
18. DIALOG Letter Announcing CompuServe Gateway to Knowledge Index (and ERIC)
19. DIALOG Letter Announcing Brian Allen as DIALOG’s New ERIC Database Manager (Technical Matters)
20. EDRS Standing Order Customers—Letters of Transmittal (August-December 1992)
23. ACCESS ERIC
   A. Overview of Year 1 Planned Activities
   B. Letter to School Superintendents (December 1992)
   C. ERIC Calendar of Education-Related Conferences, 1993 (News Release)

ERIC Acquisitions Arrangements List (EAA) — December 1992 Supplement
National Education Goals Documents

Clearinghouses are reminded that documents dealing with one or all of the National Education Goals should have the Identifier "National Education Goals 1990" assigned. Some documents may discuss these goals without discussing "America 2000", so not all documents indexed "National Education Goals" will necessarily also have the Identifier "America 2000" assigned.

Please remember that the goals were developed jointly by the state governors and the Bush Administration. "America 2000" is the name of the national strategy proposed by the Bush Administration to implement the goals. The goals should never be described in the abstract as either "Bush’s goals" or the "Administration's goals," since they were jointly developed with the state governors. Since President Clinton, while governor of Arkansas, was part of the original group that developed these goals, it is probable that Administration interest in them will persist.

Please also note that the National Education Goals Panel (NEGP) is a non-government entity; it is not a division of the Department of Education. It does receive some funding from ED, but should not be cataloged as "Federal."

Reproduction Release Forms
Filmed with Documents (1993- )

The new procedure requiring inclusion of Reproduction Release Forms with documents began with documents announced in the January 1993 Resources in Education (RIE). For the most part, implementation of the new procedure has gone well. However, based on experience with the first two issues of RIE, the guidelines for Clearinghouses have been expanded and appear as Attachment 1.

Blanket Reproduction Releases
(As Support for Reproduction Basis Form)

During the editing process, the Facility checks for the presence of a Reproduction Release Form (or Reproduction Basis Form). In some instances, a Specific Reproduction Release was obtained by a Clearinghouse when none was needed since an applicable Blanket Release already existed. Unless specifically stated in the ERIC Acquisitions Arrangements List (EAA), Blanket Releases with an organization such as a State Department of Education cover all subdivisions of that organization.

It is important that Clearinghouses consult the EAA before seeking a specific document release. Seeking a release for a specific document when none is needed causes unnecessary delays in processing and may cause misunderstandings in the event that the "signer" gives permission at a level different from the blanket arrangement. If you have any questions about an organization, please contact Gail Mathews, the ERIC Facility's Acquisitions Librarian.

Blanket Reproduction Releases (Reporting Blanket Arrangements to the ERIC Facility)

Clearinghouses are reminded that whenever a new blanket arrangement is established it should be reported as soon as possible to the Facility so that these arrangements will be included in the next ERIC Acquisitions Arrangements List (EAA) updates. Inclusion in the EAA generally reduces duplicative acquisition efforts.

As part of the editorial check of Reproduction Release status, blanket arrangements are checked in the ERIC Acquisitions Arrangements List (EAA) (and its updates). If an arrangement cited by a Clearinghouse arrangement is not found, the document's status is referred to Acquisitions for clarification. In most instances, the relevant Clearinghouse is contacted and asked to submit the cited arrangement information to the Facility.
Scope Problems

Scope problems seem to surge and subside cyclically. We don’t know what natural laws they are following, but the volume of recent returns to Clearinghouses indicates that some reminders are in order.

A. Documents That Are Not Education-Related

Remember that in order to be selected for the ERIC database a document must have some linkage to the field of education. If that linkage exists in the document, but is not obvious from the title, the connection should be spelled out in the abstract.

A lot of documents have been returned to Clearinghouses recently for being out-of-scope. They may deal with perfectly good subject-matter, (e.g., agriculture, gerontology, census data, journalism, third world medical problems, etc.), but not in an educational context or from an education viewpoint, or without containing any education data. Don’t waste your time on a document that is not education-related. Help keep the ERIC database properly focused and avoid it becoming a catch-all.

B. Documents That Are Not Within the Scope of Your Clearinghouse

Just because a document has been sent to your Clearinghouse (by one of your blanket acquisitions arrangements or other organization) does not imply that it is necessarily within the scope of your Clearinghouse.

Every document must be evaluated on its own merits. If it is not within your scope, it should be transferred to the appropriate Clearinghouse.

Of course, we all realize that documents can overlap Clearinghouse scope areas. However, we are not talking about the “50-50” type of document. We are talking about the document that clearly belongs to another Clearinghouse. Don’t be lulled by the fact that it came in the front door and is in your possession. Apply your selection criteria with a clear eye and unbiased judgment. Help keep each of the Clearinghouse segments of the ERIC database reasonably well defined.

...ERIC Program Office
FY 1993 APPROPRIATION

The following notice was added by Central ERIC to the ERICDIR Listserve on October 5, 1992, providing the final ERIC appropriation figure for FY 1993.

We received today what I believe is the final appropriation mark for ERIC for FY 1993; $7,046,424. This is a reduction of about $128,000 from FY 1992; in comparison, both the Labs and the Centers got small INCREASES. Nevertheless, the times are tough and the FY 1993 budget is not disastrous—it’s still more than we had two years ago.

ERIC Clearinghouse Competition


Slight name changes were made to five Clearinghouse names: TM (“Assessment and Evaluation”); JC (“Community Colleges”); CG (“Counseling and Student Services”); EC (“Disabilities and Gifted Education”); and SP (“Teaching and Teacher Education”).

The Education Daily announcement of the competition and the RFP cover appear as Attachment 2A and B.

AskERIC

Starting November 1992, the ERIC Clearinghouse on Information Resources (IR) will begin AskERIC, a prototype INTERNET-based electronic question-answering, help, and referral service. AskERIC is intended to provide insight into: (1) the nature and extent of the information needs of K-12 educators; and (2) alternative approaches for delivering question-answering, help, and referral services to individuals over the INTERNET. AskERIC will begin its service with three selected state networks, including NYSERNET (New York State area), TENET (Texas), and SENDIT (North Dakota). Conclusions drawn from the project will help determine future roles for the ERIC system in meeting national education information needs.

AskERIC will receive questions from K-12 teachers, library media specialists, and administrators via the INTERNET. Within 48 hours, AskERIC will respond with an appropriate answer or referral response. ERIC Clearinghouses will be requested to provide information in their specialty areas to AskERIC users.

RAVITCH TO JOIN BROOKINGS INSTITUTION

Assistant Secretary of Education for Educational Research and Improvement Diane Ravitch announced January 12, 1993 that she has accepted an invitation to become a visiting scholar at the Brookings Institution in Washington, DC. While at Brookings, Ravitch will author a book about American education.

Prior to joining the Education Department in July 1991, Ravitch served as Adjunct Professor of History and Education at Teachers College, Columbia University.

Ravitch, an education historian and researcher is the author of numerous books on education, including The Troubled Crusade, The Schools We Deserve, and The American Reader.

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

1993 Price List

EDRS has established a new set of prices for ERIC microfiche and reproduced paper copy, effective January 1, 1993.
Current subscription microfiche went from .109 to .110 per fiche card (diazot), an increase of 1%. Back collections microfiche (1966-1992) went from .138 to .141 per fiche card, an increase of 2%. Paper copy reprints went from $3.20 per 25 page increment to .30, an increase of 3%.

The new 1993 price list appears as Attachment 3.

1993 Order Form

The new EDRS Order Form for 1993 reflects the new 1993 prices and postage/shipment costs. It appears in RIE beginning with the January 1993 issue and is also shown as Attachment 4.

Recent highlights of ACCESS ERIC’s activities include the following:

Electronic Networking

- ACCESS ERIC maintains a bulletin board on America Online (available through the Teachers’ Information Network of the Learning and Reference folder). It includes general information about the ERIC System, the full text of the Conclusion Brochures, IR Digests regarding access to ERIC via the Internet, various product announcements, and a message center. Users are enthusiastic about the information available; in December alone, they downloaded nine files a total of 267 times. They are also eager for direct access to the ERIC database via America Online. AOL staff have promised to provide such access in early 1993.

- SURAnet, an organization of southeastern research universities that facilitates Internet access, is investigating ways to make the ERIC Directory of Education-Related Information Centers, the 1993 ERIC Calendar of Education-Related Conferences, and the 1993 Catalog of ERIC Clearinghouse Publications databases available on the ‘Net. CompuServe has also expressed an interest in making these databases available to their users. ACCESS ERIC and CompuServe will meet in late January to discuss technical specifications.

Mailings/Conferences

- ACCESS ERIC and EDRS sent a joint mailing about ERIC to the 17,000 U.S. school superintendents in late December. The response to date has been strong and steady. Superintendents have been calling 1-800-LET-ERIC to request more information about the database, a free ERIC Review, or referrals to Clearinghouses. (See Attachment 23B for a copy of the letter sent.)

- ACCESS ERIC staff have been conducting extensive phone interviews with the in-service coordinators of the 50 State Departments of Education to find out more about the diverse training needs of in-service teachers. Following the phone conversation, the in-service directors receive customized response packets about relevant resources in the ERIC System. Authentic assessment and multicultural education are the two topics on most states’ agendas.

ACCESS ERIC — Recent Highlights and 1993 Plan of Activities

On August 1, 1992, the Department of Education awarded a new three-year contract to operate ACCESS ERIC to Aspen Systems Corporation.

The Aspen announcement of this award and its plan for year one (1993) activities is provided as Attachment 23A.
ACCESS ERIC staff have represented ERIC at meetings of the American Association of School Librarians, the National Middle School Association, the National Association of Partners in Education, the National Community Education Association, the Drug-Free Schools conference, and the U.S. Conference of Mayors.

**Publications Development/Promotion**

Since September, the following publications have become available through ACCESS ERIC:

- an updated *Pocket Guide to ERIC*
- *The ERIC Review* on education-business-community partnerships
- an updated ACCESS ERIC brochure
- the 1993 *Calendar of Education-Related Conferences*. A Conference Calendar press release is included as Attachment 23C. Feel free to include it in your newsletters and mailings.

The 1993 *Catalog of ERIC Clearinghouse Publications* is at GPO for printing and should be available in early March. The new edition of the ERIC *Directory of Education-Related Information Centers* is expected to be available by early April.

ACCESS ERIC has established agreements with several Clearinghouses (CG, CS, IR, SO, and UD) to jointly promote selected titles. The three Clearinghouses participating in this program in ACCESS ERIC's last contract year were reimbursed a total of $3,100. For further information, contact Beverly Swanson.

**ERIC USAGE FEES—STONEHILL LETTER OF NOVEMBER 3, 1992**

The concept of ERIC usage fees continues to be harried by criticism from the American Library Association (ALA) which fears restrictions on the use of Government data, and the Information Industry Association (IIA), whose vendor members don't want to have to pay the projected 10% fee.

A letter from ERIC's Director, Bob Stonehill, providing a description of and rationale for the projected fee, was mailed to all affected and interested organizations on November 3, 1992. As of January 28, approximately 25 letters had been received in reaction, including one from the cognizant Congressional Committee.

The Stonehill letter appears as Attachment 7.

**ERIC Acquisitions Arrangements List (EAA)—Supplement**

The December Supplement to the July 1992 ERIC *Acquisitions Arrangements List (EAA)* is provided as Attachment 23. This includes all information received at the Facility through December 1, 1992.

The editors have noted a number of incorrect Level designations given on documents submitted for RIE, especially on Department of Education funded documents, all of which should be designated Level 1. Also, several non-Department of Education documents which should have been at Level 1 or 2 were put through at Level 3. Some Unesco sale documents and one from the Australian Council for Educational Research (ACER) were put through at Level 1 or 2 when they should have been Level 3. Unesco and ACER are serious about their restrictions and ERIC will not be able to obtain materials from these organizations if the acquisitions agreements (listed in the EAA) are not adhered to. Mistakes can be avoided if the EAA list is consulted on a regular basis. We have also heard recently about complaints of more than one Clearinghouse having contacted an organization. Please use the EAA before ordering and when applying the Level stickers to avoid both of these problems.

When filling out the worksheets to accompany new or changed arrangements, please remember that the "Start Date" is the date the arrangement is first recorded. In the case of a changed arrangement, that would not be the date the change was made.

**1993 RIE SCHEDULE**

The RIE Schedule for 1993 is provided as Attachment 6. Tapes are delivered to Central ERIC (for GPO) 1.5 months after the last Clearinghouse shipment contained on that tape is received at the Facility. Five week issues are scheduled for the July and October 1993 issues. Thanksgiving and Christmas weeks are treated as "no activity" weeks.
Our thanks to the seven Clearinghouse acquisitions coordinators which have returned corrected address lists. We realize this takes time and time is something in short supply at the moment. In redoing the EAA this summer, we noticed how old some of the arrangements were and wondered whether the addresses were current and whether some of the organizations were still in existence. The changes on the returned lists have not yet been incorporated in the attached supplement, but will be reflected in the upcoming July 1993 complete list (along with data from the Clearinghouses still in the process of making their corrections).

...Gail Mathews, Facility, Acquisitions Dept.

**INTERNATIONAL NEWS**

"International ERIC"

Sometime in 1993, DIALOG will announce a new CD-ROM product consisting of the combined files of the Australian Education Index (AEI), British Education Index (BEI), and Canadian Education Index (CEI). This product is a direct result of the work of the InterEd group and will hopefully lead to improved cooperation, compatibility, and coordination among the InterEd members. Central ERIC has given permission for the combined InterEd files to use the name "International ERIC" (see Attachment 8).

**COMMUNICATIONS/ ACCESS**

"Internet Basics"

With ERIC's electronic mail function now being handled completely via Internet connections, it is essential for ERIC staff to learn to use the Internet effectively. An IR Digest entitled "Internet Basics," by Roy Tennant (EDO-IR-92-7, October 1992) attempts to foster this basic awareness of the Internet and the functions it performs (see Attachment 9).

**ERIC Internet Addresses on Floppy Disk**

At the request of Central ERIC, the ERIC Facility has prepared a file of all Internet addresses for ERIC staff and ERIC component organizations, including the various "conference" numbers. These are arranged alphabetically and can be seen in Attachment 10. The file is available from the Facility on floppy disk as a WordPerfect file, for those who might like to load it into their computer. Contact Elizabeth Pugh at the Facility.

**ACCESS POINTS TO ERIC**

(ERIC NETWORKER ISSUES)

It seems as if a month does not pass without the announcement of a new source for the ERIC database or the ERIC Digest full-text file.

The IR Clearinghouse has initiated a new publication series, the "ERIC Networker", in an attempt to keep track of some of the major access points to ERIC opened in this era of the Internet.

See Attachment 11 for three issues of the ERIC Networker: 1.1 "Accessing the ERIC Database Through SUINFO"; 2.1 "Accessing ERIC Digests Through the UNC Bulletin Board"; and, 3.0 "Accessing the ERIC Database Through CARL".

**ABOUT ERIC**

Myths and Realities about ERIC

Following a statement and rebuttal format, this two-page Digest debunks ten commonly held misconceptions about ERIC. (See Attachment 12.)

"CD-ROM Best Sellers Lists," by Carol Tenopir (Library Journal, September 1, 1992, p. 152, 155)

Ms. Tenopir follows databases closely and is well known for her analyses of their use and relative popularity. On her list of the twenty most popular CD-ROM products favored by libraries, ERIC ranks second. (See Attachment 13.)

This article covers both the history of ERIC and the initiatives it is pursuing in the 90's. It is notable for including a table historically listing all ERIC component Directors since 1966. (See Attachment 14.)

**VENDOR NEWS**

Information Science Abstracts Plus (ISA+), With 30% ERIC Contribution, Now Available from SilverPlatter

SilverPlatter has announced a new product entitled Information Science Abstracts Plus (ISA+) that will consist 70% of the Plenum Publishing Company product Information Science Abstracts and 30% of library/information science material extracted from ERIC (with some unknown amount of overlap between the two). The ERIC contribution is managed by the ERIC Facility on the basis of a complex computer search negotiated with SilverPlatter.

The product is on a quarterly updating cycle. SilverPlatter has agreed to pay ERIC a 10% royalty, pro-rated on the 30% ERIC contribution to the product.

See Attachment 15 for the SilverPlatter news release on ISA+.

DataStar Offers ERIC (Beginning November 1992)

After two earlier efforts to offer ERIC were discontinued, on its third try the major European online vendor DataStar (owned by RadioSuisse) has successfully mounted the ERIC database.

An intense effort beginning in mid-1992, that burned up the FAX wires between DataStar and the ERIC Facility resolved all the technical questions and arrived at the various write-ups required. The database became available beginning in November 1992 and ERIC has even received the first month usage reports from DataStar!

Attachment 16 is the DataStar information sheet on ERIC.

Query (An ERIC Digest Access System on CD-ROM from LMP Associates)

LMP Associates Inc. is Larry Rudner, the Director of the ERIC/TM Clearinghouse. An accomplished programmer and system designer, Mr. Rudner has designed a CD-ROM product offering sophisticated search access to the resumes and full text of the ERIC Digests. The product is available for $150 and is fully described in Attachment 17.

DIALOG Concludes Gateway Agreement with CompuServe

DIALOG has concluded a gateway agreement with CompuServe. CompuServe users will be provided with a gateway to DIALOG's low-cost Knowledge Index (KI) service. The various KI databases, of which ERIC is one, will continue to reside on DIALOG.

The changeover should be public around April 1, 1993. A letter from ERIC's Account Manager, Eireann Carroll, describing the new access arrangement, is provided as Attachment 18.

ERIC's New Database Manager at DIALOG, Brian Allen

Responsibility for ERIC at DIALOG (online) is now shared between an Account Manager (Eireann Carroll), who concentrates on the business aspects, and a Database Manager (Brian Allen), who concentrates on the technical aspects.

A copy of the letter from Brian Allen, announcing his location and availability, is provided as Attachment 19.
GUIDELINES FOR INCLUSION WITH THE DOCUMENT OF A SPECIFIC DOCUMENT REPRODUCTION RELEASE FORM OR REPRODUCTION BASIS FORM

I. General

Guidelines for how and when to seek permission to film a document are discussed in the \textit{ERIC Processing Manual} (EPM), Sections II and IV. The instructions listed below cover the procedures for including the resultant release information with the documents to be filmed.

A. All documents submitted for filming at Level 1 of 2 MUST have either a Specific Document Reproduction Release Form or a Reproduction Basis Form (with one of the boxes checked).

B. The Clearinghouse Accession Number should be entered somewhere on the form (most Clearinghouses are already doing this) in order to tie the form to the proper document.

C. The form should be affixed at the end of the document—staple it at the very back whenever possible.

D. Forms attached to non-standard size documents (for example 5" x 8") should be folded in half and added at the back of the document. (This will keep the form from being accidentally torn during handling.)

E. If Availability information is included on the form, it should generally be included on the RIE resume.

II. Specific Document Reproduction Release Forms

A. The Level checked on the Specific Document Reproduction Release Form must agree with the Reproduction Release sticker on the document.

B. The original signed form should be submitted with the document; do not send a Xerox. Clearinghouses are encouraged to keep a copy of the form until the document is filmed by EDRS.

III. Reproduction Basis Form

A. Blanket Reproduction Releases

1. Documents covered by a blanket arrangement should have the Reproduction Basis Form attached and the top box checked.

2. Do not include Blanket Reproduction Releases with the document to be filmed.

3. The Level and authorizer on the document's release sticker should agree with the blanket arrangement listed in the \textit{ERIC Acquisitions Arrangements List} (EAA).

B. Federally-Funded Documents, Documents Carrying Their Own Permission to Reproduce, or Documents in the Public Domain

1. Documents falling into one of these three categories should have the Bottom Box on the Reproduction Basis Form checked.

2. Documents in one of these three categories should \textit{not} have a reproduction release sticker affixed, because no specific person or entity is "releasing" them.
ERIC Clearinghouse Competition Due Soon

Universities, education research institutions and education associations can go head-to-head this fall with current contractors for awards to run the Education Department's Education Resources Information Center (ERIC) clearinghouses.

ED will recompete all 16 centers, whose document acquisition, abstracting, indexing and publications services keep educators in touch with the latest in fields ranging from adult education and testing to education management. First-year funds under the five-year contracts should total about $6 million.

ED plans to solicit proposals Sept. 25, giving organizations until about Nov. 30 to respond.

Competition Picking Up
Many centers have been with the same contractors for years, with a couple of original contractors still in place after 26 years (see list, below).

While a common perception may be that current awardees are so strong they can't be dislodged, ERIC officials see competition picking up since several new groups unseated long-time incumbents in 1988.

That last competition established three new clearinghouses, with centers on reading and communication skills moving to Indiana University from the National Council of Teachers of English; tests to the American Institutes for Research from the Education Testing Service; and rural education to Appalachia Educational Laboratory from New Mexico State University.

"The fact that there was turnover set the stage for competition," says Robert Stonehill, ERIC staff director.

"There are advantages and disadvantages to being an incumbent," says Stonehill. And often newcomers bring in needed fresh ideas.

There also are significant advantages to winning a contract, says Stonehill. Clearinghouses give hosts visibility and status, provide a focal point for organizing activities in a specialized area, create an ongoing, close relationship with ED, and can help attract funds outside the core ERIC award. "An entrepreneurial clearinghouse essentially can build its own support network," he says.

In the 1993 competition, ED will be looking for strong technical proposals that feature quality personnel and institutional commitment to the program. New twists will be increased emphasis on enhanced electronic dissemination of information and synthesis of the research literature. -Pam Moore

### Clearinghouse Contracts Up For Competition

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<td>Educational Management:</td>
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<td>Elementary and Early Childhood Education:</td>
<td>University of Illinois</td>
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<td>Handicapped and Gifted Children: Council for Exceptional Children</td>
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<td>Higher Education:</td>
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<td>Information Resources:</td>
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<td>Languages and Linguistics:</td>
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<td>Teacher Education:</td>
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<tr>
<td>Tests, Measurement and Evaluation:</td>
<td>American Institutes for Research</td>
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<tr>
<td>Urban Education:</td>
<td>Teachers College, Columbia University</td>
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REQUEST FOR PROPOSALS
RFP 93-016

Proposals are requested to operate 16 ERIC Clearinghouses:

- ERIC Clearinghouse on Adult, Career, and Vocational Education
- ERIC Clearinghouse on Assessment and Evaluation
- ERIC Clearinghouse for Community Colleges
- ERIC Clearinghouse on Counseling and Student Services
- ERIC Clearinghouse on Disabilities and Gifted Education
- ERIC Clearinghouse on Educational Management
- ERIC Clearinghouse on Elementary and Early Childhood Education
- ERIC Clearinghouse on Higher Education
- ERIC Clearinghouse on Information Resources
- ERIC Clearinghouse on Languages and Linguistics
- ERIC Clearinghouse on Reading and Communication Skills
- ERIC Clearinghouse on Rural Education and Small Schools
- ERIC Clearinghouse on Science, Mathematics, and Environmental Education
- ERIC Clearinghouse on Social Studies/Social Science Education
- ERIC Clearinghouse on Teaching and Teacher Education
- ERIC Clearinghouse on Urban Education

Proposal Deadline: January 29, 1993
## EDRS PRICE LIST FOR ERIC DOCUMENTS

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### Reproduced Paper

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### 1991 Cumulative Indexes on Microfiche

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*1992 cumulative index will be available in early 1993.

Prices do not include shipping and are valid from January 1, 1993 through December 31, 1993.

Attachment 3-1
ORDER FORM

Please allow 3 to 5 business days for EDRS to process your order and at least one week for shipping.

Address Information

Date: ____________________________
Name: ____________________________
Organization: ____________________________
Ship To: ____________________________
City: ____________________________ State: ____________________________
County: ____________________________ Zip: ____________________________
Tax Exempt: Yes ___ No ___ (Please Circle)
Tax Exemption Number: ____________________________
Telephone: ____________________________

Method of Payment

☐ Check or Money Order (U.S. Dollars) $__________________________
☐ Purchase Order (Over $50.00 Domestic Only) #__________________________
☐ Charge My Deposit Account #__________________________
Charge My: ___ Visa ___ MasterCard ___
Account No. ____________________________ Expir. Date ____________________________

(Required to Validate All Deposit Account and Credit Card Orders)

ORDERING INSTRUCTIONS

- Enter 6-Digit ED Number
- Enter Number of Pages in Document
- Enter Document Price from Price Schedule Below

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ERIC DOCUMENT PRICE SCHEDULE**

Based on Number of Pages in Original Document

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<td>PC07</td>
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Each Additional 25 Pages or Fraction = $3.30
Each Additional 96 Pages (1 Microfiche) or Fraction = $.25

PRICES ARE PER DOCUMENT

**EDRS prices are good through December 31, 1993.

Prices will change January 1 of each year.

EXPEDITED DOCUMENT DELIVERY

You may request expedited shipment by:
- USPS Express Mail
- UPS Next Day Air
- Federal Express
- FAX Transmission of Your Document

Shipping or FAX transmission charges will be added to the cost of the document(s) by EDRS.

Effective January 1, 1993
## SHIPPING INFORMATION

**DOMESTIC:** ALL ORDERS ARE SHIPPED AS FOLLOWS, UNLESS OTHERWISE SPECIFIED:
- All Paper Copy (PC) orders are shipped via UPS
- All Microfiche (MF) orders over 81 microfiche are shipped via UPS
- All Microfiche (MF) orders under 81 microfiche are shipped via USPS 1st Class

UPS rates as shown are based on the Zone furthest from Springfield, VA. Your shipping charges should not exceed these rates.

**PLEASE NOTE:** SHIPPING COSTS CAN CHANGE WITHOUT NOTICE

### UPS RATE CHART

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<tr>
<td>1-75 PC</td>
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<td>or</td>
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### USPS FIRST CLASS RATE CHART

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### FOREIGN:
- Based on International Postage Rates in effect
- Allow 160 Microfiche or 75 Paper Copy pages per pound
- Specify exact mail classification desired

### DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC Documents may open a Deposit Account by depositing a minimum of $300.00. Once an account is opened, ERIC Documents will be sent upon request, and the account charged for the actual cost and postage. A statement of the account will be furnished with each order.

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Subscription Orders for documents in the monthly issues of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on diazo film and without protective envelopes at $0.110 per microfiche. If you prefer silver halide film, the cost is $0.235 per microfiche, and each microfiche is inserted into an acid-free protective envelope. Prices are good through December 31, 1993, and do not include shipping charges. A Standing Order Account may be opened by depositing $2,300.00 or submitting an executed purchase order. All orders placed from outside the domestic U.S. must be prepaid. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

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1. **PAPER COPY (PC)**
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4. **QUALITY**
   - CBIS Federal will only replace products returned because of reproduction defects or incompleteness caused by EDRS.
### 1993 CIJE Schedule

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This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.
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*If the short week is a problem, Clearinghouses should double-up on the Dec 18 shipment/transmission date.
Dear ERIC User:

I am writing to inform you of some important proposed changes to ERIC, and to solicit your comments. In November 1991, the U.S. Department of Education (ED) modified the contract for the ERIC Processing and Reference Facility, which produces the ERIC database tapes, permitting the Facility to copyright the ERIC database and to collect modest fees—subject to ED approval—for commercial and academic usage. Permitting a contractor to copyright material it produces is not unusual; the government routinely allows contractors to establish copyright if it is believed that doing so will enhance dissemination.

The decision by ED to allow the ERIC Facility contractor to establish copyright was preceded by a great deal of deliberation and legal consultation, and was based on our belief that the establishment of copyright would be in the best interests of both the government and the consumers. This decision has, however, generated both some controversy and some misconceptions. As a result, we have decided to share our proposal for implementing usage fees for discussion and comment, prior to putting any such plan into effect.

It has been estimated that commercial usage revenues derived from the ERIC database are around $4 million per year, but the ERIC system has never benefited from even a cent of those revenues. Under the previous arrangement, all proceeds from the commercial use of the ERIC database have accrued to the private vendors, without any benefit to ERIC. For all of its 25-year history, ERIC has relied solely on Federal funding; however, funds have never been appropriated—or even requested—for database maintenance, improvement, and dissemination. And given the Federal budget outlook (ERIC funding was reduced nearly two percent in FY 1993), the near-term availability of such funds is unlikely.

We estimate that the revenues that would result from usage fees would be between $150,000 and $250,000 annually. While this is a very small amount compared to the $7 million annual cost of operating the ERIC Program, it would enable the Facility to support some significant database improvements.

The fee structure proposed by the ERIC Facility, which is subject to approval by ED, calls for (in addition to the basic costs for tape duplication, now at $75 per tape):

- A 10 percent fee on commercial online use and CD-ROM sales. For example, on a connect-time charge of $36/hour, ERIC will ask for a return of $3.60 for each hour of use.
Page 2 -- ERIC Database Fees

- A flat annual fee of $750 for an institution of higher education or other non-profit agency planning to mount ERIC tapes to serve its faculty and students; and,
- No usage fees for public libraries or state and local education agencies which purchase the ERIC database tapes.

The reasons why ED allowed the Facility to establish copyright and usage fees are summarized below:

- First, the copyright will in no way limit the right of ERIC users to freely use ERIC citations, documents, indexes, or other materials— it only applies to the entire machine-readable database. Nor does the copyright in any way inhibit the government from its own use or distribution of the ERIC database.

- While current federal appropriations are sufficient to continue the basic system, they have been insufficient to maintain, upgrade and improve the dissemination of ERIC database products. All usage fee income will be used by ERIC strictly to improve the quality of the database, and to enhance its worldwide dissemination and use (such as upgrading twenty-year old software, improving timeliness, and developing new dissemination strategies to reach teachers and administrators).

- The fee income will not supplant appropriated funds; that is, they will not be used for the daily operations of ERIC.

- The copyright will continue to be held in the name of whoever holds the ERIC Facility contract, thus ensuring that the database will always be "owned" by the ERIC Program.

- While this decision may result in slightly higher fees for using ERIC online through a commercial service, and will result in somewhat higher tape costs for academic institutions, ERIC will still remain one of the least expensive database services available. In fact, many ERIC end-users will not see any cost increases at all, since the costs will be borne by the institutions or vendors hosting the database.

- The fee structure and all uses of income generated must be approved in advance by ED. We will ensure that fees are reasonable and fair, and that the use of funds generated through fees will be used to address high-priority needs. We strongly believe that the planned database improvements and enhanced dissemination efforts will be worth the additional cost, and will result in better products and services for ERIC customers.
Finally, the proposed purposes for which fees will be used are consistent with emerging policies on access to Federal information; that is, they will be used to cover marginal database maintenance, customer support and dissemination costs.

The plan proposed by the ERIC Facility called for the implementation of usage fees during 1993 through a "Database Licensing Agreement," a new contract instrument executed between the ERIC Facility and each organization that will receive either the entire database or updates to it in magnetic tape or machine-readable form. This agreement defines the terms and conditions for using ERIC data, including the fees described above.

Within the next few months, the Facility will send each ERIC database customer a copy of the new "Database Licensing Agreement," approved by ED. Meanwhile, the ERIC Facility will continue to distribute ERIC update tapes without interruption and in accordance with previous arrangements. Because the ERIC database copyright is now registered, ERIC database hosts must display the copyright notice as soon as possible. The copyright status is not dependent on the "Database Licensing Agreement."

Please feel free to send me your reactions to this plan. I assure you that ERIC's intent is not to perturb the marketplace but to help our database improvement and dissemination efforts by allowing ERIC to share modestly in the proceeds it generates.

Sincerely,

Robert M. Stonehill
Director, Educational Resources Information Center (ERIC)
September 18, 1992

Mike Reid
DIALOG Information Services
3460 Hillview Avenue
Palo Alto, CA 94304

Dear Mike:

I am writing this letter to agree to DIALOG's request to use "International ERIC" as the title for a forthcoming CD-ROM product which will incorporate the British, Canadian and Australian Education Indexes.

We believe that the use of the "International ERIC" title will convey ERIC's support and involvement in forging a link between ERIC and the other English-language education databases, and will encourage users to seek information more broadly across the full set of related databases. In the future, our hope is that ERIC and the "International ERIC" consortium will adopt a common record format and explicitly plan a division of responsibilities that will forge a virtually unified world-wide database. The partners in this effort have agreed to that goal in principle, though several years of hard work will lie ahead.

We hope that the "International ERIC" product proves successful for both DIALOG and the database producers.

Sincerely,

Robert M. Stonehill
Director, Educational Resources Information Center (ERIC)

cc: Ted Brandhorst
Director, ERIC Facility

V. SHINGTON, D.C. 20208-__________
This digest briefly describes the Internet computer network, the physical connections and logical agreements that make it possible, and the applications and information resources the network provides.

The Internet

The Internet is a worldwide network of computer networks. It is comprised of thousands of separately administered networks of many sizes and types. Each of these networks is comprised of as many as tens of thousands of computers; the total number of individual users of the Internet is in the millions. This high level of connectivity fosters an unparalleled degree of communication, collaboration, resource sharing, and information access. In the United States, the National Science Foundation Network (NSFNet) comprises the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the High-Performance Computing Act of 1991 (P.L. 102-194, signed into law by President Bush on December 9, 1991).

Electronic Mail

Electronic mail, or e-mail, is a fast, easy, and inexpensive way to communicate with other Internet users around the world. In addition, it is possible for Internet users to exchange e-mail with users of other independent networks such as CompuServe, AppleLink, the WELL, and others. Internet users often find that the expanded capability to communicate with colleagues around the world leads to important new sources of information, collaboration, and professional development.

Besides basic correspondence between two network users, e-mail presents additional opportunities for communication. Through various methods for distributing e-mail messages to lists of "subscribers," e-mail supports electronic discussions on a wide range of topics. These discussions bring together like-minded individuals who use such forums for discussing common problems, sharing solutions, and arguing issues.

Another type of electronic communication that is growing in popularity is the electronic journal, or "e-journal." Although some e-journals require certain types of software and hardware to display each issue, most e-journals are distributed to a list of subscribers as an e-mail text message, either complete as one issue, or retrievable at the article level by mailing a command to a software program that automatically sends the appropriate file. The very definition of a "journal" is undergoing change in the electronic environment, as e-journal publishers experiment with different publication models (e.g., sending articles out individually as soon as they are ready rather than waiting until a group of articles are gathered for an "issue").

Remote Login

Remote login is the ability of a computer user in one location to establish an online connection with another computer elsewhere. Once a connection is established with a remote computer, the user can use that remote system as if their computer were a hard-wired terminal of that system. Within the TCP/IP protocol suite, this facility is called Telnet. Utilizing Telnet, an Internet user can establish connections with a multitude of bibliographic databases (primarily library catalogs), campus information systems of various
universities, full-text databases, data files (e.g., statistics, oceanographic data, meteorologic data, geographic data, etc.), and other online services. Many of these systems are available for any Internet user to access and use without an account.

What makes this application truly remarkable is that ease and speed of access are not dependent upon proximity. An Internet user can connect to a system on the other side of the globe as easily as (and generally not much slower than) he or she can connect to a system in the next building. In addition, since many Internet users are not at present charged for their network use by their institutions, or at least are not charged by the level of their use, cost is often not a significant inhibitor of usage. Therefore the barriers of distance, time and cost, which are often significant when using other forms of electronic communication, can be reduced in the Internet environment. A compensating disadvantage is that initial costs for Internet connection can be high, and access can be technically demanding.

File Transfer

Another application of the Internet is the ability to transfer files from one Internet-connected computer to another. This function is provided by the File Transfer Protocol (FTP) of the TCP/IP protocol suite. In a method similar to using Telnet, network users initiate an online connection with another Internet computer via FTP. But unlike Telnet, this online connection can perform only functions related to locating and transferring files. This includes the ability to change directories, list files, retrieve files, etc.

Types of files that can be transferred using FTP include virtually every kind of file that can be stored on a computer: text files, software programs, graphic images, sounds, files formatted for particular software programs (e.g., files with word processing formatting instructions), and others. Many computer administrators have set aside portions of their machines to offer files for anyone on the Internet to retrieve. These archive sites support "anonymous" logins that do not require an account to access, and therefore are called anonymous FTP sites. To locate files, Internet users can use the Archie service, which indexes files from over 900 separate anonymous FTP sites (Tennant, 1993).

Extended Services

The three basic Internet applications of electronic mail, remote login, and file transfer are also building blocks of more sophisticated applications that usually offer increased functionality and ease of network use. Tools such as Gopher, WAIS, and World Wide Web go beyond the three basic Internet functions to make information on the network easier to locate and use. Gopher is a project of the University of Minnesota that uses a series of menus to organize and automate access to information and other online systems wherever they reside on the Internet. The Wide Area Information Servers (WAIS) project of Thinking Machines, Apple Computer, Dow Jones & Co., and KPMG Peat Marwick, seeks to provide a common interface to a multitude of Internet databases. World Wide Web is a hypertext interface to Internet information resources that was developed at CERN in Switzerland (Tennant, 1993). This trend toward more powerful, user-friendly networked information resource access systems is likely to continue as the Internet grows and matures.

Future Possibilities

The backbone infrastructure for the United States portion of the Internet (the NSFNet, or the Interim NREN) is largely supported through federal government funding. For this reason, use of the network has been limited to non-profit research and educational uses, and commercial companies have established networking arrangements that avoid using the NSFNet. Most recently, however, dialogues have begun about commercialization and privatization of the NSFNet infrastructure. The full effects of such a move on current Internet users, especially research and educational institutions, has yet to be seen. One certainty is that the breadth of information and the services offered on the Internet will continue to burgeon, at an ever more rapid rate.

Further Reading


This digest was prepared for the ERIC Clearinghouse on Information Resources by Roy Tennant, Public Service Automated Systems Coordinator, The Library, University of California, Berkeley, October 1992.

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ERIC SYSTEM
BITNET/INTERNET NUMBERS

INSTITUTIONS

CERIC
ACCESS ERIC
EDRS
FACILITY
ORYX PRESS

CERIC vSa@cu.nih.gov
accerior@gwuvvm (accerio@gwuvvm.gwu.edu)
edrs@gwuvvm (edrs@gwuvvm.gwu.edu)
eridio@gwuvvm (eridio@gwuvvm.gwu.edu)
erjib@asuvm.inre.asu.edu

ericacve@magnus.acs.ohio-state.edu
ericcs@iubacs (ericcs@usc.indiana.edu)
ericcg@gwuvvm (ericcg@gwuvvm.gwu.edu)
cal@guvax (cal@guvax.georgetown.edu)
eriche@gwuvvm (eriche@gwuvvm.gwu.edu)
erics@suvvm (eric@suvvm.acs.syr.edu)
eswh3rie@mvrs.oae.ucla.edu
ericcoe@ux1.csio.uiuc.edu

ericdoc@siacs.co.uc.syr.edu
ericsp@gwuvvm (ericsp@gwuvvm.gwu.edu)
nu_ericim@cua (nu_ericim@cuavax.dinet.cua.edu)
etn巨大的cc.columbia.edu

AR (ADJUNCT)
CHAPTER 1 (ADJUNCT)
CN (ADJUNCT)
JS (ADJUNCT)
LE (ADJUNCT)
ERIC LISTSERV (AT IR)
ASK-ERIC (AT IR)

INDIVIDUALS

ABDAL-HAQI, Ismat
ABREU, Patricia
ACHESON, Keith
AIEX, Nola K.
ALBERTI, Karen
ALLEN, Beth
ALLEN, Velma
ARUNDEL, Kevin
ASCHER, Carol
BACHELIER, Charis
BAGIN, Carolyn

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Internet numbers always contain an additional suffix, i.e., .edu, .gov.
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ACCESSING THE ERIC DATABASE THROUGH SUINFO

Internet users can access the latest five years of the ERIC Database through SUINFO, a campus information system at Syracuse University that uses the SPIRES/PRISM interface. Instructions follow:

1. Telnet acsnet.syr.edu (or Telnet 128.230.1.21)
2. At the > prompt, type SUINFO.
3. At the ENTER TERMINAL TYPE prompt, type VT100.
4. Bypass the USERID prompt (with the tab key).
5. Bypass the PASSWORD prompt (with the tab key).
6. At the COMMAND prompt, type SUINFO.
7. After some messages and a pause, you will see a Welcome to SUINFO screen. Read the messages and type Y to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)
8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose "General Interest" from the main menu by typing 1.
9. You will see a File Selection menu. Choose ERIC by typing the numeral (14 as of this writing).
10. Follow screen instructions to search the database.

TIPS:
- If "more" or "holding" appears at the bottom right corner of the screen, press HOME, ENTER, or some other key on your keyboard to advance the screen.
- To begin a search or start a new search in ERIC, type FIND.
- You will have to type out command words (such as FIND, SELECT, DIS FULL) rather than use the function keys.

11. To end the SUINFO session, type LOGOFF.
ACCESSING ERIC DIGESTS THROUGH THE UNC BULLETIN BOARD

A full-text file of over 850 ERIC Digests is available to Internet users through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Instructions follow.

ERIC Digests are short reports on topics of current interest in education. The 16 ERIC clearinghouses produce about 150 new digests every year. For information about the ERIC system or Digests, contact ACCESS ERIC: 1-800-LET-ERIC.

1. Telnet bbs.oit.unc.edu (or Telnet 152.222.80)
2. At the login prompt, type BBS.
3. Enter first and last name, as directed. (Note: Remember how you enter your name for future sessions.) When prompted, type Y (yes) to continue.
4. Enter a password of your choice. (Remember it!)
5. At the main menu, choose Simple WAIS Client (4 as of this writing).
6. Move through the list to ERIC Digests (107 or 108 as of this writing).
7. Hit the RETURN key to select the file.
8. Type one or more keywords, then hit the RETURN key to start the search.
9. Results will be displayed by title in a ranked order. (Ranking is based on occurrences of the keyword(s).)
10. Highlight a title and hit the RETURN key to see the full text.

TIPS:
- Type ? to see a list of all commands.
- Use CTRL-V to move ahead by screen when viewing the title list.
- Use the arrow keys to move ahead by line.

11. Follow screen instructions for choosing other digests, starting a new search, etc. (Note: If you want to download the digest, use the screen or session capture capabilities of your communications software.)
ACCESSING THE ERIC DATABASE THROUGH CARL

Internet users can search the entire ERIC database (1966 to present) and the ERIC Thesaurus terms through the CARL (Colorado Alliance of Research Libraries) system. Instructions follow:

1. Telnet pac.carL.org or telnet 192.54.81.128
2. Select the line number for your terminal type.
3. Press RETURN to enter the Public Access Catalog, and RETURN again after the welcome screen.
4. You will see a menu of databases. Select Current Article Indexes and Access by typing the numeral (2 as of this writing).
5. Select ERIC by typing the numeral (52 as of this writing).
6. Choose which subfile to search by typing the numeral. Choices as of this writing include: ERIC Thesaurus (95), ERIC RIE (96), ERIC CIJE (97), and ERIC Combined–RIE and CIJE (98).
7. Follow screen instructions to search.

TIPS:
- In the RIE, CIJE, and Combined files, search options include NAME search, WORD search, TITLE browse, NAME browse, SUBJECT browse, and SUBJECT WORD search. Read the introduction to learn what is covered by each field.
- Your final set must be under 300 records for the system to sort (i.e. display the most recent publications first). Whenever your result is over 300, the system prompts you to refine the search with extra terms.
- The system will prompt you to refine any search result by adding more terms or limiting by ERIC Context. (ERIC Context refers to Education Level, Age Level, Target Audience, and Publication Type.)
- The Quick Search option, which can be entered from any screen, allows faster searching from any screen. See the instructions given under QS in the menus.

8. To leave the system, type //EXIT from any screen.

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Myths and Realities about ERIC

By Robert M. Stonehill

Myth: ERIC is just a database.

Reality: ERIC is a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components—including ACCESS ERIC—ERIC provides a variety of services and products. In 1991, ERIC acquired and indexed 30,000 new documents and journal articles, produced over 200 publications (over a million copies of which were disseminated at no cost to users), responded to over 100,000 requests for information, distributed over 17 million microfiche, and increased its formal network of ERIC Partners to over 500 education organizations.

Myth: The ERIC database is hard to find and to use.

Reality: The ERIC database, which has grown to contain over 775,000 citations to documents and journal articles, is the world’s most widely-used education database and a critical resource for educators everywhere. Over 3,000 locations around the world receive ERIC print or database products. About 900 of these locations maintain complete microfiche collections and provide search services for clients. Though searching ERIC online does require some training, ERIC on CD-ROM is "user-friendly" even for beginners.

Myth: Not that many people really use ERIC.

Reality: Of the 5,600 commercial databases now available, ERIC is the most popular online database used in public libraries (both the U.S. and Canada), the second-most popular in research and university libraries, and the third-most popular overall. On CD-ROM, ERIC is the most popular database in public libraries and information centers throughout the world. In 1991, nearly a half-million online searches of the ERIC database were conducted by a total of 100,000 users in 90 different countries.

Myth: Submitting a document to ERIC is complex and prevents the author from publishing it elsewhere.

Reality: It is easy to submit your work to ERIC—just send a copy to any of the ERIC components. Several brochures, including All About ERIC, A Pocket Guide to ERIC, and Submitting Documents to ERIC provide complete directions and addresses. They are all available, at no cost, from ACCESS ERIC (1-800-LET-ERIC). The only paperwork required is a reproduction release form. This is available in Submitting Documents to ERIC and every issue of Resources in Education (RIE); it can also be requested from any ERIC component. While the release gives ERIC permission to abstract, index, and reproduce your work, no copyright is involved—you remain free to submit your work to any journal or publisher.

Myth: ERIC accepts everything, regardless of quality.

Reality: ERIC has strict quality-control procedures that govern the selection of documents. These procedures are articulated in the ERIC Processing Manual and must be followed by each Clearinghouse. Eleven content criteria guide the selection of materials: contribution to knowledge, relevance, innovation, effectiveness of presentation, responsiveness to current priorities, timeliness, authority, audience, balance, stance on minority-ethnic-gender concerns, and treatment of material with sexual content. As a result of applying the criteria, last year ERIC rejected approximately 32 percent of the documents submitted.

Myth: No one will buy documents from a publisher if they are available through ERIC.

Reality: Usually the opposite is true—announcing a document in ERIC can be an effective marketing tool to make ERIC users throughout the world aware of your work. For several reasons, including cost and readability, people are more likely to want an original from the publisher than a photocopy or microfiche from ERIC, especially for longer documents.

Myth: ERIC produces only one database.

Reality: While the bibliographic "ERIC database" remains ERIC's best-known product, ERIC also produces four reference and referral databases. Each is available online or in print copy. (Call ACCESS ERIC, 1-800-LET-ERIC, for further information.) The reference and referral databases include:

Attachment 12-1
• **ERIC Digests Online**: A full-text collection of about 850 short syntheses of current research, educational trends, and other "hot topics";

• **ERIC Information Service Providers**: A directory of nearly 1,000 institutions around the world that provide ERIC services, including database searching and access to microfiche collections;

• **Education-Related Information Centers**: Descriptions of about 350 institutions, associations and clearinghouses—arranged by topic area—that provide educational materials or services to the public; and,

• **Calendar of Education-Related Conferences**: A listing of nearly 600 international, national, state, regional and local events.

Myth: The ERIC database contains materials of interest only to researchers.

Reality: ERIC has committed itself to reaching audiences that include practitioners, policymakers and parents. In the last 12 years, ERIC has acquired and indexed over 28,000 documents classified as Project/Program Descriptions, over 17,500 Teaching Guides and 15,500 Guides-Non-Classroom (for support staff), and over 7,000 Instructional Materials. Analyses of the literature added to the database each year confirm that approximately 30 percent is practitioner-oriented. In addition, ERIC will soon enter information about each nationally-validated National Diffusion Network program into the ERIC database.

Myth: ERIC Clearinghouses do not receive or answer requests from teachers, administrators or parents.

Reality: Last year, the ERIC Clearinghouses and support components (viz., the ERIC Facility, ACCESS ERIC, and the ERIC Document Reproduction Service) responded to more than 42,000 information requests from teachers and administrators. This number—which represents 47 percent of all requests handled by the ERIC system—has increased by at least 10 percent annually since 1988, when ERIC began keeping such records.

In responding to practitioner requests, ERIC components typically:

• Send requested printed materials or answer questions (e.g., providing materials on exemplary programs or practices, instructional methods or curricular materials, and assessment and testing issues; explaining education terms or "hot topics");

• Search the ERIC database or the reference and referral databases; and,

• Refer the inquirer to other federal, national or local resource centers.

Myth: ERIC is not well-known to teachers or administrators, nor are ERIC products particularly useful to them.

Reality: Several recent studies show not only that ERIC is recognized by teachers and administrators, but also that its products and services are used and appreciated. For instance:

• ERIC was the most widely-recognized program of the U.S. Department of Education's Office of Educational Research and Improvement (OERI). Eighty-two percent of the school districts were familiar with ERIC and 67 percent received ERIC services or products.

• Ninety-eight percent of the librarians and school administrators responding to the surveys were familiar with ERIC, as were just under two-thirds of the policymakers and half of the teachers. Of the respondents who were familiar with ERIC, over 85 percent had used the system.

• Over 85 percent of the administrators believed that ERIC was available when they needed information, and the vast majority of those who conducted ERIC searches rated them as "very helpful." Of the respondents who were familiar with ERIC products, nearly 80 percent favorably rated ERIC Digests, and only 5 percent stated that they had received but not used them.

For Additional Information

ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education information offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to education sources, provide information about the ERIC network, and produce the free publications A Pocket Guide to ERIC and All About ERIC. The toll-free telephone number for ACCESS ERIC is 1-800-LET-ERIC.

References


This digest was written by Robert M. Stonehill, ERIC Director, Office of Educational Research and Improvement, U.S. Department of Education, June 1992.

ERIC Digests are in the public domain and may be freely reproduced and disseminated.

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CD-ROM Best Sellers Lists

ONCE IN A WHILE, a "top ten" list for CD-ROM titles is published, often by CD-ROM vendors such as the Bureau of Electronic Publishing. Like the New York Times Best Sellers list, CD-ROM top ten lists typically are based on the number of units sold for each title. Just because something is sold does not mean it is ever read or ever used, however.

Unlike the New York Times Best Sellers list for books, CD-ROM best sellers lists cannot be used as a prediction of patron demand or as a safe acquisitions guide. In fact, they can be quite misleading. I began to get suspicious when I noticed titles like Between Heaven and Hell and the CIA World Fact Book showing up on some lists.

Bundling

The CD-ROM best sellers lists bear little relation to what products are being used in libraries or will be popular with patrons. A title may get on one of these lists because the producer worked a deal with a hardware manufacturer or vendor to bundle its CD with the hardware. One such offer includes the "Sony Laser Library" with the purchase of a Sony CD-ROM drive [see Automation News, LJ, November 15, 1991, p. 26]. The Laser Library includes Compton's Family Encyclopedia (not the multimedia version), Microsoft Bookshelf (new edition), Languages of the World, National Geographic Mammals, and the Mixed-Up Mother Goose. If a purchaser never cracks the seal on Mixed-Up Mother Goose, it still counts as a unit "sold."

Many such bundles are advertised in computer magazines. Tiger-Software has a special "Multimedia Everything Bundle" including hardware and "the hottest CD titles." In May 1992, Tiger proclaimed 20 "hot" titles, including the Bible Library, Guinness Disc of World Records, Mammals, U.S. History, Time Compact Almanac, Multimedia World Atlas, Mavis Teaches Typing, Great Cities of the World, and Chessmaster.

Most buyers look at some of these free titles only once or twice, if at all. A database producer that wants to gain visibility may do enough bundling of one title to ensure the appearance of success, when in reality very few copies were actually knowingly purchased. Bundling works only for one-time sales, not subscriptions. Publishers cannot count on selling even a second edition for this type of purchase.

Advantages of best sellers lists

As the consumer market grows, such practices will become even more common. As CD-ROM buying begins to closely resemble book purchasing, it is to the producer's advantage to appear on a best sellers list. Prices are coming down, there are more non-reference CD-ROM titles, and more CDs are one-time purchases. Publishers know that book best sellers lists are regularly published in newspapers and magazines, consumers pay attention to them, and retail sales outlets and distribution agencies (jobbers) use the lists for promotion. Public libraries get many demands for best sellers and try to have them in the library. We haven't quite reached that point with CD-ROM titles, but we may in the future.


There are other, more useful ways to approach "top products" lists than by following sales figures. One is by careful review of the best products in a given category as in LJ's new CD-ROM Review column, which debuted in July, or best products for a certain audience; the other is by seeing which products get the most use or are in the most demand in many libraries. The first way is a subjective, conscious judgment by a single reviewer; the second is consensus acclaimation by a large group of users.

The best products

Any time a comparative review or CD-ROM buying guide is published, it serves to differentiate poor from good products. A few reviews have attempted to provide a list of the best CD-ROM titles across all topics. In June 1991, PC/Computing Magazine [Magazines, LJ, July 1989, p. 116] selected the top 20 CD-ROM products it recommended for purchase. The decisions were based on five criteria: 1) general usefulness (excluding highly specialized topics); 2) speed and ease of use of indexing/retrieval software; 3) quality and presentation of information (including timeliness and visual presentation); 4) overall excellence and innovation (especially in sound, graphics, text, and animation); and 5) value. Said list author David Harvey of this last item, "information on CD should cost no more than the same information in printed form or from an online source. Publishers are beginning to recognize this."

There is also 1990 Grolier's Electronic Encyclopedia (a great books disc)

6. PC-SIG Encyclopedia of Shareware

Carol Tenopir is Associate Professor at the School of Library and Information Studies, University of Hawaii at Manoa, Honolulu

1. Microsoft Bookshelf for Windows

2. 1990 Grolier's Electronic Encyclopedia (Best Encyclopedia)

3. The Library of the Future

4. Oxford English Dictionary (Best Dictionary)

5. CMC Value Pack Multi-Media Birds of America, Sherlock Holmes on Disc, Shakespeare on Disc (Best Value on CD-ROM)

6. PC-SIG Encyclopedia of Shareware
ONLINE DATABASES

- Microsoft Programmer's Library
- Magazine Rack Reference
- Guinness Multimedia Disc of Records
- Computer Select
- McGraw-Hill Concise Encyclopedia and the Dictionary of Scientific and Technical Terms
- Washington Post (Best Text-Based CD-ROM)
- The Physicians' Desk Reference (PDR)
- U.S. History on V-D-ROM (Best Educational V-D-ROM)
- Facts on File, 1980-1990
- Jane's All the World's Aircraft (Best Text and Graphics on CD-ROM
- Microsoft Small Business Consultant
- Business Dateline Ondisc
- PhoneDisc USA
- Microsoft Star Pack

Judging library popularity

There are two approaches to popularity lists in libraries. The first is to survey libraries to find out which products are owned by the most libraries: the second is to discover which products they own are most used or most popular with patrons. The latter is easier to obtain for online databases than for CD-ROMs because most libraries keep track of their online time but only some do for CDs. With connect-time pricing, the money spent on "buying" an online database also reflects the amount of use. In my discussion of "The Most Popular Databases" (LIJ, April 1, 1991, p. 96ff), I concentrated particularly on popular online databases based on amount of use.

Products owned in libraries

Until 1989, OCLC surveyed its member libraries annually to find out about microcomputer and CD use. The 1987, 1988, and 1989 surveys were published in CD-ROM Professional (formerly Laserdisc Professional). Each included a top ten CD-ROM list, based on which titles were owned by the most OCLC libraries. This approach may be close to the best sellers approach since it doesn't take into account which products were most popular with users, but presumably only the popular products renewed each year. The list of these surveys, done in 1989 and published in March 1990, presented the following library top ten list: InfoTrac, ERIC, PsycLIT, Books in Print Plus, Academic Index, Modern Language Association Bibliography, ABI/INFORM, Disclosure, Dissertation Abstracts, and Social Science Index.

Optical Dics in Libraries: Use and Trends, a book by Ching-chih Chen (Learned Information, 1991), presents the results of surveys of American and European libraries conducted in 1987, 1988, and 1989. Although now dated, the information about most common titles is interesting because it compares American and European libraries and because the American libraries data are broken down by type of library.

In American academic libraries in 1988, the most popular titles, according to Chen, were ERIC, InfoTrac, PsycLIT, Books in Print Plus, ABI/INFORM, Compact Disclosure, Dissertation Abstracts, Business Periodicals Index, and GPO Monthly Catalog. Public libraries favored acquisition and catalog or cataloging titles more, except for their number one choice—InfoTrac. Among the other popular titles in public libraries were Books in Print Plus, Bibliofile, LaserCat, L. F. and Ulrich's Plus, Special libraries chose MEDLINE, Books in Print Plus, ERIC, InfoTrac, PsycLIT, Agriola, Bibliofile, and ABI/INFORM. European libraries favored MEDLINE, Books in Print Plus, ERIC, InfoTrac, PsycLIT, Agriola, BiblioFile, and ABI/INFORM. European libraries favored MEDLINE, Books in Print Plus, BL/BN Pilot, ERIC, Bookbank, Ulrich's Plus, Science Citation Index, Myiade, VIB, and Groller's Electronic Encyclopedias.

Which CDs do patrons prefer?

As libraries get more CD-ROM titles and as these original choices bear reexamining, it is useful to know which of these are most popular with patrons. This is usually judged by a combination of statistics on use and gut instinct of the reference librarians. Reference librarians know which products are always busy, which garner the most favorable comments from users, and which get a good reputation that leads to repeated use.

Last year, Ralf Neufang, a reference librarian at the University of Hawaii, and I surveyed research libraries about which CD-ROM databases were most used in their libraries [see Automation News, LJ, December 1991, p. 48]. We asked university librarians which CD-ROM databases were the most popular with patrons. Many don't keep usage statistics, so in these cases, rates of use were determined by the librarians' perceptions. This was not, therefore, a scientific study; it reflected, instead, which CDs were perceived by librarians as being the most popular with patrons in their libraries.

More than half of these libraries offered reference access to 20 or more CD-ROM titles, with a third offering 30 or more CDs, so the pool from which to choose was large in most cases. Asked to list the ten most popular titles in their libraries, the approximately 100 librarians named a total of 60 different CD-ROM products. The top 20 titles, named as most popular by the most libraries, are:

1. PsycLIT
2. ERIC
3. ABI/INFORM
4. MLA (Modern Language Association)
5. MEDLINE
6. Compuserve
7. CINAHL (Cumulative Index to Nursing and Allied Health Literature)
8. Social Science Citation Index
9. Agricola
10. Social File
11. PAIS
12. InfoTrac
13. COMPENDEX
14. Newspaper Abstracts
15. Compact Disclosure
16. GPO Monthly Catalog
17. Social Science Citation Index
18. Applied Science and Technology Index
19. Periodical Abstracts
20. Readers' Guide to Periodical Literature

Many of these ranked in 1991 as most popular with patrons were the same titles found in libraries in 1987–88 by the Chen and OCLC surveys. They are obviously quite different types of databases from the titles listed in best sellers lists; they are almost all bibliographic databases sold on a subscription basis. They are used for research purposes in a library setting, and their cost is high—over $1000 per year in almost all cases. These are not consumer products for home use.

There is still a gap between which CD-ROMs are being bought and used in libraries and which are bought by the home user. CD-ROM best sellers lists—no matter how accurate or inaccurate they are—are not yet influencing libraries. CD-ROM is still a reference or research medium in libraries. Organizations like the Bureau of Electronic Publishing are working to broaden that perception in the near future.

LIBRARY JOURNAL/SEPTEMBER 1, 1992

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ENCyclopedia OF
LIBRARY AND
INFORMATION SCIENCE

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SUPPLEMENT 14

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CONTENTS OF VOLUME 51

Contributors to Volume 51

AUTOMATION OF LIBRARY AND INFORMATION SERVICES IN CHINA: II. TAIWAN  Sharon Chien Lin  1
CD-ROM DATABASES FOR SERIALS CATALOGING  Péter Jacsó  68
CD-ROM NETWORKING SOFTWARE  Oliver Pesch  120
COMPUTER SEARCHING OF UDC NUMBERS  Andrew Buxton  132
COMPUTERS IN THE HUMANITIES  Robert S. Tannenbaum  151
CONFLICT MANAGEMENT IN LIBRARIES  Jane McGurn Kathman and Michael D. Kathman  190
COST FINDING  Linda Mielke  195
THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)  Ted Brandhorst  208
THE EPIC SERVICE FROM OCLC  Tamsen Dalrymple  225
FONT DESIGN  I. H. Witten  231
INFORMATION LITERACY AND THE PUBLIC LIBRARIAN  Charles Curran  257
INFORMATION MANAGEMENT IN THE UNITED KINGDOM  William John Martin  266
INTELLIGENT SYSTEMS  Zbigniew W. Ras and Maria Zemankova  276
THE NATIONAL CENTER FOR GEOGRAPHIC INFORMATION AND ANALYSIS  Michael F. Goodchild  310
OCLC GROUP RESOURCE-SHARING PROGRAM  Paul Cappuzzello  312
PICA LIBRARY SYSTEMS: THE THIRD GENERATION  Martin Feijen  315
PREMISES LIABILITY  Jonathan S. Tryon  326
PUBLISHER BILLING PROBLEMS  Marcia Stevenson Kingsley  338
THE SOCIAL IMPLICATIONS OF COMPUTING  Rudy Hirschheim  345
STANDARDS FOR CD-ROM RETRIEVAL  Blaine Victor Morrow  380
THESAURUS MANAGEMENT SOFTWARE  Jessica L. Milstead  389
An Overview of ERIC

The Educational Resources Information Center (ERIC) is a nationwide information system currently sponsored and supported by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). ERIC was founded, in the mid-1960s, at the then Office of Education, for the purpose of achieving bibliographic control over the report literature produced by the agency and its many contractors. ERIC has since expanded to cover the education-related document and journal article literature wherever it is produced. ERIC collects, analyzes, catalogs, indexes, abstracts or annotates, announces, and makes available, documentary information from public, private, local, state, federal, and international sources.

The decentralized structure of ERIC consists of a policy making, funding, and monitoring federal program office in the U.S. Department of Education (commonly referred to as Central ERIC), 16 subject-specific ERIC Clearinghouses (aided by a small number of volunteer Adjunct Clearinghouses), and three technical support contractors. Each Clearinghouse is responsible for collecting and processing the literature within a major segment of the field of education. The technical support contractors are: (1) the ERIC Processing and Reference Facility (for database editing...
and building, lexicography, and centralized computer processing); (2) the ERIC Document Reproduction Service (EDRS) (for microfiche and document delivery); and (3) ACCESS ERIC (for outreach, marketing, and referral services).

ERIC's most well-known product is its bibliographic database, which through 1991 contains 759,144 records (for 328,394 documents and 430,000 journal articles). For this database, ERIC actively solicits technical reports, conference proceedings and papers, curriculum materials, project descriptions, evaluation and policy studies, and many other kinds of documents, serving all levels of the educational community, from the practitioner to the researcher. Items entering the database are announced, as appropriate, in one of ERIC's two monthly printed abstract journals: Resources in Education (RIE), covering documents (about 14,000 per year); and Current Index to Journals in Education (CIJE), covering journal articles (about 18,000 per year). The database is available for computer searching and retrieval via various online vendors (e.g., DIALOG, OCLC, and BRS) and CD-ROM vendors (e.g., SilverPlatter, DIALOG).

Some 98 percent of the documents collected by ERIC are archived on microfiche and made available to libraries and users by EDRS on a subscription basis (through 1991 there were more than 870 subscribers worldwide) or an on-demand basis. Some 80 percent of the journal articles selected by ERIC are available from standard reprint sources, such as University Microfilms International (UMI).

In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests (all told, in excess of 200 publications per year). The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference and referral tools.

Historical Development (Tables 1 and 2)

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to control and disseminate federally sponsored education-related research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC Thesaurus, i.e., a subject-indexing authority for such a future system, appeared in 1961. The concept of an overall ERIC system—combining document collection, cataloging, indexing, abstracting, announcement, archiving, and dissemination—began to emerge during this period under the leadership of Dr. Lee Burchinal; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called ERIC appeared within the Office of Education. Then in quick succession, however, a contract was let in 1965 for the ERIC Document Reproduction Service (EDRS) and contracts were let in 1966 for the first twelve ERIC Clearinghouses and a central editorial and computer processing facility. In November
# TABLE 1

**ERIC Directors, 1965–1991**

(Central ERIC, Clearinghouses, and Support Contractors)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Central ERIC</th>
<th>Year</th>
<th>Director</th>
<th>Host Organization</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERIC</td>
<td>Central ERIC</td>
<td>1965-66</td>
<td>Harold A. Haswell</td>
<td>Office of Education (OE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1966-70</td>
<td>Harvey Marron</td>
<td>Office of Education (OE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1970-78</td>
<td>Charles W. Hoover</td>
<td>National Institute of Education (NIE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1978-82</td>
<td>Robert E. Chesley</td>
<td>National Institute of Education (NIE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1982-85</td>
<td>Charles W. Hoover</td>
<td>National Institute of Education (NIE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1985-87</td>
<td>Alan Moorehead</td>
<td>Office of Educational Research and Improvement (OERI), U.S. Department of Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix</th>
<th>ERIC CLEARINGHOUSES</th>
<th>Year</th>
<th>Director</th>
<th>Host Organization</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Adult Education</td>
<td>1967-72</td>
<td>Roger DeCrow</td>
<td>Syracuse University</td>
<td>Merged into CE in 1973</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1973</td>
<td>Stanley Grabowski</td>
<td>Syracuse University</td>
<td></td>
</tr>
<tr>
<td>AL</td>
<td>Linguistics</td>
<td>1966-71</td>
<td>A. Hood Roberts</td>
<td>Center for Applied Linguistics (CAL)</td>
<td>Merged into FL in 1971</td>
</tr>
<tr>
<td>CE</td>
<td>Adult, Career, and Vocational Education (formerly Career Education)</td>
<td>1973-75</td>
<td>David Tiedeman</td>
<td>Northern Illinois University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1976-79</td>
<td>Maria Peterson</td>
<td>Ohio State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1980-87</td>
<td>Jewel Miller</td>
<td>Ohio State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1987</td>
<td>Susan Imel</td>
<td>Ohio State University</td>
<td></td>
</tr>
<tr>
<td>CG</td>
<td>Counseling and Personnel Services</td>
<td>1966-</td>
<td>Garry R. Walz</td>
<td>University of Michigan</td>
<td></td>
</tr>
<tr>
<td>CS</td>
<td>Reading and Communication Skills</td>
<td>1972-83</td>
<td>Bernard O'Donnell</td>
<td>National Council of Teachers of English (NCTE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1984-87</td>
<td>Charles Suber</td>
<td>National Council of Teachers of English (NCTE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1988</td>
<td>Carl Smith</td>
<td>Indiana University</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>Educational Management</td>
<td>1966-67</td>
<td>Jane F. Pierson</td>
<td>University of Oregon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1967</td>
<td>Philip K. Piele (Acting)</td>
<td>University of Oregon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1968-69</td>
<td>Terry L. Eide</td>
<td>University of Oregon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1969-</td>
<td>Philip K. Piele</td>
<td>University of Oregon</td>
<td></td>
</tr>
</tbody>
</table>

| EC | Handicapped and Gifted Children | 1966-69 | June Jordan | Council for Exceptional Children (CEC) |
|    |                                  | 1969-70 | Paul Ackerman | Council for Exceptional Children (CEC) |
|    |                                  | 1970-72 | Donald K. Erickson | Council for Exceptional Children (CEC) |
|    |                                  | 1990-   | Frederick Weintraub | Council for Exceptional Children (CEC) |

| EF | Educational Facilities | 1966-68 | John Yurkovich | University of Wisconsin |
|    |                        | 1968-70 | Howard Wakefield | University of Wisconsin |

| EM | Educational Media and Technology | 1966-68 | Wilbur Schramm | Stanford University |
|    |                                     | 1968-70 | William Paley | Stanford University |
|    |                                     | 1971-72 | Donald Gooch | Stanford University |
|    |                                     | 1972-73 | Richard E. Clark | Stanford University |

| FL | Languages and Linguistics | 1966-70 | Kenneth W. Mildenberger | Modern Language Association (MLA) |
|    |                               | 1971-74 | Warren Born | Modern Language Association (MLA) |
|    |                               | 1974-78 | A. Hood Roberts | Center for Applied Linguistics (CAL) |
|    |                               | 1978-80 | Peter A. Eddy | Center for Applied Linguistics (CAL) |
|    |                               | 1981-86 | John L. D. Clark | Center for Applied Linguistics (CAL) |
|    |                               | 1986-   | Charles W. Stansfield | Center for Applied Linguistics (CAL) |

|    |                  | 1969-74 | Carl J. Lange | George Washington University |
|    |                  | 1974-77 | Peter Milkhead | George Washington University |
|    |                  | 1977-   | Jonathan D. Fife | George Washington University |

| IR | Information Resources | 1973-74 | Richard E. Clark | Stanford University |
|    |                       | 1974-77 | Lewis Mayhew | Stanford University |
|    |                       | 1977-90 | Donald P. Ely | Syracuse University |
|    |                       | 1990-   | Michael B. Eisberg | Syracuse University |

| JC | Junior Colleges | 1968- | Arthur M. Cohen | University of California at Los Angeles (UCLA) |

| LI | Library and Information Science | 1967-70 | Wesley Simonton | University of Minnesota |
|    |                                  | 1970-73 | Herbert R. Koller | American Society for Information Science (ASIS) |

<p>| PS | Elementary and Early Childhood Education | 1967-70 | Brian W. Caras | University of Illinois |
|    |                                           | 1970-   | Ullen G. Katz | University of Illinois |</p>
<table>
<thead>
<tr>
<th>Region</th>
<th>Program</th>
<th>Directors/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE</td>
<td>Rural Education and Small Schools</td>
<td>N. Fred M. Puter, D. S. Wiley, E. F. Peterson, and E. G. Summers</td>
</tr>
<tr>
<td>RC</td>
<td>Educational Leadership</td>
<td>J. R. Redmond</td>
</tr>
<tr>
<td>SE</td>
<td>Science, Mathematics, and Environmental</td>
<td>J. S. Richardson, R. Howe, and J. F. F. Porter</td>
</tr>
<tr>
<td>SP</td>
<td>Teacher Education</td>
<td>L. J. Ward, J. S. Richardson, R. Howe, and J. F. F. Porter</td>
</tr>
<tr>
<td>SO</td>
<td>Social Studies/Science Education</td>
<td>H. H. Harkham, M. Montague, and J. J. Patrick</td>
</tr>
<tr>
<td>TE</td>
<td>Teaching of English</td>
<td>B. O'Donnell</td>
</tr>
<tr>
<td>UD</td>
<td>Urban Education</td>
<td>E. W. Gordon, W. J. Gordon, and E. W. Gordon</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational and Technical Education</td>
<td>R. E. Taylor, J. H. Maguire, and M. M. Maguire</td>
</tr>
</tbody>
</table>

**Notes:**
- Merged into CS in 1972.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>SUPPORT CONTRACTORS</th>
<th>Year</th>
<th>Director</th>
<th>Host Organization</th>
<th>Host</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>ERIC Processing and Reference Facility</td>
<td>1966, 68</td>
<td>Joseph C. Ebersole</td>
<td>North American Aviation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1970</td>
<td>Wesley T. (Ted) Brandhorst</td>
<td>Documentation Inc./Lesco/Ops Research Inc./ORI, Inc./ ARC Professional Services Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1990</td>
<td>Beverly Swanson</td>
<td>Aspen Systems Corp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1968, 71</td>
<td>Charles Koppe</td>
<td>National Cash Register (NCR) Co.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1971, 72</td>
<td>Jim Brown</td>
<td>Lesco Information Products, Inc. (LIPCO)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1972, 74</td>
<td>James A. Jaffe</td>
<td>Lesco Information Products, Inc. (LIPCO)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1974, 75</td>
<td>Carl Koch</td>
<td>Computer Microfilm International (CMIC) Corp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1976, 82</td>
<td>Charles Sauer</td>
<td>Computer Microfilm International (CMIC) Corp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>John E. Gracza</td>
<td>GBS Federal, Inc.</td>
<td></td>
</tr>
</tbody>
</table>

* Prepared with the assistance of ERIC "archivist" Charles Missar.
TABLE 2
Chronology of Selected Major ERIC Events (1960–1991)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-60</td>
<td>- Conceptualization and Feasibility Studies</td>
</tr>
</tbody>
</table>
| 1961 | - Thesaurus Conceptual Development (Western Reserve University)  
- ERIC Name Coined |
| 1964 | - ERIC Founded |
| 1965 | - ERIC Funded (ESEA)  
- EDRS Contract to Bell & Howell (November) |
| 1966 | - Panel on Educational Terminology (PET) Established  
- Clearinghouses 1-12 Established  
- ERIC Facility Contract to North American Rockwell (May)  
- "Birth" of ERIC -- Full Implementation (June)  
- *Research in Education* (RIE) Appears (November) |
| 1967 | - Clearinghouses 13-18 Established  
- ERIC's Name Changed to "Educational Resources" (July)  
- EDRS Contract to National Cash Register (December)  
- Thesaurus of ERIC Descriptors First Published |
| 1968 | - Clearinghouse on Teacher Education Established |
| 1969 | - *Research in Education* Put on GPO Linotron  
- CUE Journal Publication Appears (Macmillan) |
| 1970 | - ERIC Facility Contract to Leasco Systems & Research Corp.  
- Clearinghouses on Educational Management; Social Science Education; Tests, Measurement, and Evaluation Established  
- ERIC Database Users Conference (First)  
- ERICTAPES/ERICTOOLS Program Begun |
| 1971 | - EDRS Contract to LIPCO  
- ERIC Database Goes Online with Lockheed (DIALOG) |
215 EDUCATIONAL RESOURCES INFORMATION CENTER

1972
- Rand Report on ERIC's Structure and Organization (ED 058 506)
- Clearinghouses on Languages and Linguistics; Reading and Communication Skills Established (Both Amalgamations of Two Existing Clearinghouses)
- ERIC Moves from OE to NIE (July)
- ERIC Facility User Services Program Begun
- Interchange Newsletter Begun
- ERIC Facility Contract Retained by Operations Research, Inc. (Formerly Leasco Systems & Research, Inc.)
- Fry Study of ERIC Products and Services (ED 060 923-926)

1973
- Clearinghouse on Career Education Established (Replaces Vocational and Technical Education)
- Field User Participation in Improving Indexing Vocabulary Initiated
- ERIC Tapes Program Distributes 1000th Tape

1974
- Clearinghouse on Information Resources Established (Replaces Library and Information Sciences)
- Clearinghouse on Urban Education (Formerly Disadvantaged)
- EDRS Contract Awarded to CMIC (Vesicular Microfiche)
- First Revision and Expansion of the ERIC Processing Manual Completed
- Publication Type Data Element Added to File

1975
- RIE File Achieves 100,000th ED Number Accession
- Research in Education Changes Name to Resources in Education
- ERIC Receives National Micrographics Association Award "for Outstanding Contributions to Micrographics"

1976
- ERIC Converts to Optical Character Recognition (OCR) for Data Entry
- All Images on ERIC Microfiche Filmed in "Right-Reading" Orientation

1977
- Vocabulary Improvement (VIP) Initiated -- Complete Revision of Thesaurus
- National Dissemination Forum Subsumes ERIC Users Conference
- ERIC Technical Steering Committee Formed
- UMI Reprint Service for CIJE Articles Inaugurated

1978
- State Technical Assistance Trips Initiated (Fostering Compatibility with ERIC Files)
- ERIC Document Reproducibility Guidelines Completed
- Complimentary Distribution of Microfiche to Authors Begun
- New Data Elements for Geographic Source, Language, and Government Level Begun
- ERIC Clearinghouse Information Analysis Products (IAAP) Annual Bibliography Series Begun by Facility

1979
1979

- NIE/OPA Reference Correspondence Assigned to ERIC Facility (20,000 Letters per Year)
- RIE Produced via Videocomp Photocomposer (Replaces Linotron)
- Oryx Press Becomes CIJE Contractor (Replaces Macmillan)
- Price Codes Replace Specific Prices in RIE
- Publication Type Index Added to RIE
- ERIC Database Achieves On-Third of a Million Accessions

1980

- Vocabulary Improvement Project Completed (New Thesaurus Published)
- Last ERIC Users Conference Held at American Library Assoc. (ALA) Annual Conference
- NBS Study of "Technology-Based Improvement of ERIC System">Completed
  - (Treu Report) (ED-190 127)
- History of ERIC Completed (ED 195 289)
- NIE Moves Into New Department of Education
- ERIC Processing Manual (EPM) totally revised and expanded edition begins publication
  - (as sections are completed) (ED 219 082)
- Direct online transmission of bibliographic data from Clearinghouses to Facility begins
  - to replace OCR (as Clearinghouses acquire equipment)
- RIE Highlights project initiated
- "Submitting Documents to ERIC" acquisitions brochure developed

1981

- "Pocket Guide to ERIC" brochure developed
- Identifier Authority List (IAL) -- new ERICTOOL developed
- "Cost and Usage Study of the ERIC System" (King Report) (ED-208 902)
- State Technical Assistance visits during previous 3 years summarized (total of 19 visits)

1982

- Department of Education prepared or sponsored documents provided by ERIC to GPO on
  monthly basis (for GPO Monthly Catalog and depository library system).
  - ED numbers and EDRS availability provided.
- National Assessment of Educational Progress (NAEP)--ERIC arranges to input all
  NAEP-produced and NAEP-related documents and to code for special NAEP
  retrieval needs

1983

- Practice File Project--practitioner-oriented documents identified in ERIC database
  - (backfile and current) and emphasized in current acquisitions
- ERIC database achieves 500,000th (one half million) accessions
- National Commission on Excellence in Education (and "spinoff" commissions/committees)
  begins to issue reports. ERIC makes special effort to collect, control, and disseminate
  "Excellence" reports
- IBM-PC/XT microcomputers acquired by Facility for electronic mail, word processing,
  online files, and other applications
1984
- New Publication Types added to the ERIC database: "Multilingual/Bilingual Materials (171); "Computer Programs" (101); "ERIC Clearinghouse Publications" (071)
- "Target Audience" data element officially added to ERIC database, as a major outcome of the Practice File Project
- Electronic mail system (Based on MULTILINK) made operational for ERIC Clearinghouses, using ERIC Facility's IBM-PC/XT
- Direct online transmission of bibliographic data (RIE and CUE) to Facility completed for all Clearinghouses

1985
- ERIC participates in IBE meeting on International Network for Educational Documentation (INED), May 20-24, 1985, Geneva, Switzerland
- ERIC begins work with NCES on "Locator" file dealing with education-related numeric/statistical databases
- ERIC begins work on coordinating with BEBA (Bilingual) database; analyzes degree of overlap with ERIC database
- Internal NIE/OERI staff review of ERIC initiated (resulting in "ERIC Redesign" project, with external panel, in 1986)
- Practitioner-oriented documents in ERIC determined, through two independent analyses to be between 26% and 31% of input
- NIE reorganization

1986
- Directory of ERIC Information Service Providers (June 1986) (combination of prior directories of microfiche collections and search services)
- Social Sciences/Social Studies Clearinghouse shifts to Indiana University (From Social Science Education Consortium, Colorado)
- NIE changes name to Office of Educational Research and Improvement (OERI)
- First "InterEd" meeting (August 1986)--representatives of ERIC, Australian Education Index, British Education Index, Canadian Education Index
- First ERIC-on-CDROM disc shipped by SilverPlatter/ORI (August)
- ERIC's 20th Anniversary (November)
- EDRS changes from vesicular film to diazo film (March)
- "ERIC Redesign" project starts (May) (resulting in "ERIC in its Third Decade" report in December) (ED-278 429)

1987
- "ERIC Redesign" generates broad array of reaction papers and public response (hundreds of letters)--analysis of reactions modified plans
- Congressional oversight hearings on ERIC (July 30) (ED-267-519)
- GPO announces RIE price reduction (to $51/year)
- RIE "Trademark" renewed
- Online-in process file project started at Facility (for duplicate checking by Clearinghouses)
- ERIC joins APDU and IASSIST (in connection with ERICSTAT project to announce data files)
- ERIC Facility funding reduction (10% Gramm-Rudman)
- All ERIC Clearinghouse contracts competed simultaneously
- ERIC Thesaurus (11th edition) published (January)
- "ERICSTAT" project identifies education-related data files and develops cataloging conventions
1988
- Rural Education Clearinghouse shifts to Appalachia Educational Laboratory (from New Mexico State University)
- Reading and Communication Skills Clearinghouse shifts to Indiana Univ. (from NCTE)
- New cover for RIE (January)
- ERIC begins to announce Machine-Readable Data Files (MRDF) in RIE (January)
- Tests, Measurement, and Evaluation Clearinghouse shifts to American Institutes for Research (from ETS)
- EDRS initiates "ERIC After Hours" ordering service
- ERIC Thesaurus used as baseline vocabulary for British Education Thesaurus and Canadian Education Thesaurus
- ERIC Digests Online (EDO) full-text file prepared initially by PS Clearinghouse (shifted later to ERIC Facility)
- "ERIC Annual Report" initiated (first issue covers 1987)

1989
- ACCESS ERIC (new ERIC component for outreach) contract awarded to Aspen Systems Inc. (May)
- "ERIC Partners" project (the marshaling of ERIC's major users) initiated (350 achieved by year-end)
- First "Adjunct ERIC Clearinghouses" (no-cost-to-ERIC volunteers) inaugurated: Literacy Education for Limited-English-Proficient Adults; Art Education; U.S. Japan Studies; Compensatory Education (Chapter 1). Help to improve coverage in specialized areas.
- Directory of Education-Related Information Centers (other than ERIC) inaugurated by ACCESS ERIC (for use in providing referral services).
- "Compact ERIC" project to investigate storing the full-text of selected "best" ERIC documents and articles on optical media begins as joint effort with UMI.

1990/1991
- ERIC Thesaurus (12th edition) published in 1990
- ERIC Review inaugurated by ACCESS ERIC in 1990
- ERIC achieves first budget increase in a decade (from $5.7 to $6.5 million)
- ERIC Digests Online (EDO) file mounted online by DIALOG, PLATO, and GTE Education Services
- EDRS contract shifts to CBIS Federal Inc. (from Computer Microfilm Corp.) at end of 1990
- President's six "National Education Goals" and "America 2000" project begin to impact ERIC's products and services
- Second InterEd meeting (October 1991)
219 EDUCATIONAL RESOURCES INFORMATION CENTER

1966, the first issue of ERIC's abstract journal appeared, then called Research in Education, creating a convenient milestone from which to count future anniversaries.

In 1967, an additional six Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses over the years, but the number has currently stabilized at 16. Also in 1967, the word Research in ERIC's name was changed to Resources, reflecting the emerging recognition that research results were not the only bibliographic resources that ERIC was going to collect. (Interestingly, the same switch of words in RIE's title did not take place until much later, in January 1975.)

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

DECENTRALIZED STRUCTURE

Unlike the other monolithic government information centers that might have served as a model, ERIC decided to adopt a decentralized model. Education in the United States was—and still is—a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teacher unions. Information was being developed at all these levels and a monolithic information center in Washington was felt not to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate Clearinghouses was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, having served ERIC well in coping with the many constituencies that comprise the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically dispersed system components, on balance the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented, have ultimately been assessed as strengths that outweigh the operational problems.

LEVERAGING WITH THE PRIVATE SECTOR TO ACHIEVE DATABASE DISSEMINATION

Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to leverage various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to create all the products and services that needed to be derived from that database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to (1) microfilm ERIC documents; (2) publish the ERIC Thesaurus and Current Index to Journals in Education; and (3) to include the ERIC
database in commercial online and CD-ROM information retrieval systems. The for-profit sector organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars for those products and services.

Leveraging is evident, to some extent, even in the Clearinghouse contracts, where the host organization holding the Clearinghouse contract typically provides ERIC with some services (e.g., in-kind personnel, printing, and office equipment) above and beyond those strictly required by the contract.

DOCUMENT DELIVERY AS AN ESSENTIAL SERVICE

The first ERIC contract, in 1965, before any of the Clearinghouses, established the ERIC Document Reproduction Service (EDRS). This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area probably would have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The more than 870 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of documents in microfiche and reproduced paper copy from the ERIC Document Reproduction Service (EDRS), represent one of the strongest links in the ERIC chain of services.

While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several other lesser strategies that might be mentioned.

The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way or other.

Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else (i.e., the report/fugitive/"gray" literature, encompassing such things as contractor reports, conference papers, curriculum materials, etc., but generally not including the commercially published book literature).

Relevance to all levels of the educational community, from the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.

A wide distribution of ERIC information, including both to the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as to parents, policymakers, and the media, at the lowest possible cost.

A database that changes in response to changing conditions. ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have periodically been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., two-page ERIC Digests) became available to online users.
ERIC "Redesign"

In 1986-1987, there occurred perhaps the single most significant event in the development of ERIC since its birth. This was called the ERIC Redesign Study, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled ERIC In Its Third Decade (Bencivenga 1987, in ED 278 429). Later that same year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

- ERIC products and services should become more widely used and available
- ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education
- ERIC should serve a wider, more diverse audience, including policymakers, journalists, practitioners, and the general public

Some of the strategies for accomplishing these goals included:

- ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening the areas of marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC's products and services (call 1-800-USE-ERIC).
- Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. Through 1991, ERIC has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English-Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.
- ERIC Partners as an attempt to multiply ERIC's dissemination efforts and to achieve a wider audience via the marshalling of its major users. ERIC's network of 500 plus Partners routinely receive and redistribute ERIC materials to their own organizational members.
- The improved integration of ERIC with OERI's other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units, the flow of products from these units to the ERIC database is now more routinized, and, ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

Present Day Status and Statistical Summary (Through 1991)

Throughout the decade of the 1980s, ERIC's annual funding stayed level at around $5 million. With the 1990s, ERIC's annual funding has risen somewhat to around $6 million. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and certain systemwide services such as printing at GPO. The average Clearinghouse contract size is now approximately $300,000. The ACCESS ERIC contract is approximately $400,000. The ERIC Facility contract is approximately $750,000. The EDRS contract is basically a no-cost-to-the-government arrangement. The consensus of reviewers is that ERIC achieves an extraordinary amount of end product for its modest funding.
ERIC has established and maintains a network of more than 1,600 acquisitions arrangements with organizations that regularly send ERIC their education-related document output. These arrangements, and other acquisitions efforts, bring in approximately 30,000 documents annually for evaluation and application of selection criteria.

From the total input, approximately 14,000 documents and 18,000 journal articles are selected for the database and are processed (cataloged, indexed, abstracted or annotated, and announced). The total database through 1991 contains 759,144 records and is growing at a rate of about 32,000 records annually. The two monthly abstract journals (RIE and CIJE) have approximately 2,000 subscribers each and are also distributed to over 1,000 U.S. Depository libraries and (via the Library of Congress) to nearly 85 foreign governments and institutions.

The ERIC Document Reproduction Service (EDRS) services approximately 870 regular subscribers to the entire ERIC microfiche collection. Approximately 17,000,000 microfiche cards are distributed to these subscribers annually. In addition, EDRS fulfills annually approximately 15,000 on-demand orders for microfiche or reproduced paper copy.

The Clearinghouses, in addition to their database-building efforts, produce more than 200 information-synthesizing publications annually, over a million copies of which are disseminated annually to diverse audiences.

The entire ERIC network of organizations receives at least 100,000 information requests annually, each of which is responded to individually.

The total ERIC activity at all online vendors combined is estimated at around 100,000 users (from 90 countries), conducting 450,000 individual online searches, and expending approximately 100,000 connect hours. ERIC is regularly counted as around the 4th or 5th most searched bibliographic database in the world. The number of CD-ROM subscriptions serviced by all vendors is estimated at around 3,000.

The biannual Directory of ERIC Information Service Providers identifies approximately 900 locations that provide some level of service pertaining to the ERIC database (800 domestic locations; 120 foreign locations spread across 24 countries). These organizations either maintain ERIC microfiche collections, subscribe to the ERIC abstract journals and other ERIC publications, or perform computer searches of the ERIC database for clients.

**ERIC in the 1990s**

ERIC celebrated its 25th anniversary in 1991. It was a time for considering the new tasks and directions that face it as it enters its second quarter century of service to American education. Eight program improvement initiatives have been formally identified below. These initiatives should occupy and characterize ERIC in the 1990s.

1. **ERIC in the Schools and Community—Achieving the National Education Goals.** In its quarter century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clear-
inghouses are now giving priority to the identification, development and dissemination of high-quality materials pertaining to the six National Education Goals established by the President and state Governors in 1989, and to be achieved by the year 2000. ERIC has already begun to work with a number of schools implementing school-based management to ensure that critical information is available from which to make informed decisions, e.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products (if available), and access to other key education information sources.

2. Full-text Delivery of Education Materials. Long-discussed in the ERIC system, some first steps have recently been taken to provide electronic full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG, GTE Education Services, and PLATO—is one such example. (Digests are brief two-page highly compressed reports on topics of prime current interest in education.)

Also, ERIC has been working with the private sector to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The “Compact ERIC” is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types: first, major policy and goals papers, major commission reports, major Department of Education publications, significant evaluation reports and research syntheses. Second, it will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides.

3. Diversification of Funding Sources. ERIC has long recognized the desirability of obtaining support from other components both within and outside the Department of Education (ED). Ad hoc Clearinghouses—a few of which are already supported by funding from other parts of the Department and foundations, are one manifestation of how outside support can be used; however, ERIC may also seek support from specific program offices—within ED and elsewhere—to help subsidize expanded coverage and comprehensiveness in specific topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. Coverage and Delivery of Non-Print Materials. ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education-related machine-readable statistical files, questions remain about what ERIC’s role should be in acquiring, indexing, and even disseminating non-print materials, including, but not limited to, videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could allocate increasing attention to such materials, cost-effective procedures for copying and disseminating such materials (even assuming copyright permission could be obtained) appear much more problematic.

5. Expanded International Activities. ERIC has been planning or participating in several activities designed to both expand the overseas dissemination of U.S.-developed education information, and to broaden its access to foreign-produced materials. Some activities and ideas for the greater internationalization of ERIC include: cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency (USIA) and the Agency for International Development (AID) on ways to make ERIC materials and stand-alone CD-ROM retrieval systems involving ERIC available to developing nations (all overseas British Council libraries already have...
ERIC available on CD-ROM); by cooperating with ERIC-equivalent organizations in other English-speaking countries in order to develop greater compatibility and less duplication among education databases; and, by establishing ERIC nodes on the major international computer networks, e.g., BITNET, INTERNET, to facilitate document and information exchange.

6. **ERIC Research and Development Partners.** While many commercial and academic organizations use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past six years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, **ERIC R&D Partners** can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.

7. **Greater Comprehensiveness of Bibliographic Coverage.** With ERIC's limited resources, ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though *Current Index to Journals in Education* claims to cover about 800 journals, very few of those are actually indexed cover-to-cover. Most journals are indexed selectively; that is, not all of the education-related articles are cited in the ERIC database. Under discussion is a list of core education journals that will be uniformly indexed cover to cover in the future. A related issue concerns the published book literature; that is, monographic materials generally produced commercially and accessible through regular library systems: should ERIC expand its coverage to such materials?

8. **Value-Added Services.** In contributing to the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly-selective compilation of practice and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these best materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

**SELECTED BIBLIOGRAPHIC RESOURCES**


Brandhorst, T. (ed.), *Bibliography of Publications About ERIC.* ERIC Processing and Reference Facility, Rockville, MD. Issued irregularly; issues to date are as follows:

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(This is the best source of information concerning what has been written about ERIC.)


“Educational Resources Information Center,” report appearing annually in *The Bowker Annual Library and Book Trade Almanac.* R.R. Bowker Co., New Providence, NJ. (This is a condensed version of the *ERIC Annual Report,* appearing in a widely available reference book.)

*The “ED” accession number identifies documents in the ERIC database. Items with an ED number can be found in the ERIC microfiche collection and can be ordered from EDRS.
THE EPIC SERVICE FROM OCLC


ED 301 192/193 covers 1987
ED 313 057 covers 1988
ED 322 934 covers 1989

(This is the best source of current statistical information concerning ERIC.)


TED BRANDHORST

ED 301 192/193
ED 313 057
ED 322 934

(ED 301 192/193)

ED 313 057

ED 322 934

(ED 322 934)
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ERIC is the largest education database in the world.

**Database label:** ERIC

**Language:** English

**Coverage:** 1966 to date

**Database type:** Bibliographic

**Updated:** Monthly

**Content**

ERIC provides access to the literature of education, covering the whole range from preschool to higher and adult education. ERIC also includes such areas as handicapped and gifted children; tests, measurement and evaluation; counselling; educational management; teacher education; urban and rural education; vocational education; educational facilities; information resources and media and technology. 90% of the database refers to documents published in the USA.

ERIC is used by the educational community, librarians, parents, students, teachers, researchers, administrators, policy makers and counsellors to answer such questions as:

- What is the optimum class size in high schools?
- Are there any examples of classroom materials for teaching oxwcs?
- What are the state regulations concerning businx. / students in the South?

**Sources**

ERIC indexes and abstracts articles from over 750 education-related journals, in addition to research reports, conference papers, dissertations, bibliographies, contractor reports, and curriculum materials, etc. ERIC corresponds to the two hard-copy abstract journals Resources in Education (RIE) - for documents, and Current Index to Journals in Education (CUE) - for journal articles.

**Producer**

Office of Educational Research and Improvement
Educational Resources - Information Center (ERIC)
555 New Jersey Ave. NW
Washington, DC, 20208-5720
USA
Tel: +1 202 219 2289
Fax: +1 202 219 1817

Search aids: Thesaurus of ERIC Descriptors, ERIC Identifier Authority List (hardback) available from Oryx Press, 4041 North Central at Indian School Rd, Phoenix, AZ 85012-3397, USA. ERIC Identifier Authority List (paperback), ERIC Processing Manual, ERIC Ready References, ERIC/RIE Title Index, Institutional Source Directory - available from the ERIC Facility.

Microfiched and reproduced paper copies of RIE documents are provided by the ERIC Document Reproduction Service.

**Customer queries to:**
ERIC Processing and Reference Facility
1301 Piccard Dr., Suite 300,
Rockville, MD 20850-4305
USA
Tel: +1 301 258 5500
Fax: +1 301 948 3695
Contact: Ted Branhurst

**Document delivery:**
ERIC Document Reproduction Service (EDRS)
7470 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Tel: 800 443 3742
Fax: +1 703 440 1400
Contact: Ted Branhurst

9211N
Sample documents

1. Journal Article (from CIJE)
   AN: E1435684
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   AU: Evans-K.
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   DE: *Reader-Response; *Reading-Aloud-to-Others; *Reading-Instruction, Childrens-Literature, Grades-7-12
   Source: NEW-ADVOCATE
   Pub date: 1992

2. Report (from R1E)
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ParagrapLs I Searching

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Quick codes

Notes on ERIC

- Type DOCZ to find the size of the database at any time
- Further information on ERIC is available in the DataStar Biomedical Manual and in the online NEWS or BASE databases (type NEWS-ERIC or BASE-ERIC).
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**Query**'s sharp, succinct essays summarize current issues in education, outline differing viewpoints, and answer key questions. All of **Query**'s essays are produced by the 16 ERIC Clearinghouses. Each is

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- edited professionally, and
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- Emerging issues in state-level school finance
- Ethical and legal issues in school counseling
- Full-day or half-day kindergarten?
- Identification of the gifted and talented
- Involving parents in the education of their children
- LEP students in the schools: helping the newcomer
- Professional training programs in special education
- Readings and resources for parents and teachers of gifted children
- Recruiting and selecting principals
- Sources of information about promising and exemplary programs and materials for elementary school mathematics
- Training and recruiting minority teachers
- Urban migrant schools and educational excellence

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November 12, 1992

Mr. W.T. Brandhorst, Director
ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305

Dear Ted:

We're pleased to announce an exciting new partnership with CompuServe. As part of our evolving strategy to work with selected marketing partners to reach end users, we are licensing our Knowledge Index Service to CompuServe to better service consumer endusers. The changeover should be public on April 1, 1993.

This change means that all existing and future customers of Knowledge Index will be serviced by CompuServe. Your database will continue to reside on Dialog. KI access will be via a telecommunications link to Dialog. This is a gateway agreement.

The terms of your contract and royalties remain the same although all customer billing and administration is handled by CompuServe. Dialog will invoice CompuServe for total usage and send you royalty payments for KI usage by CompuServe. There will be no change to your royalty or to the reports you have been receiving.

Knowledge Index will be available to customers during the same hours (after 6PM and before 5AM local time) and at the same price, $24.00 per hour on CompuServe. The interface remains the same terminal mode interface used by customers today. There will be no change to the treatment of your database(s) on Dialog.

We view this as a great opportunity for you, CompuServe and Dialog, because not only do we expect customers to stay with KI during the transition, but we expect many of CompuServe's one million customers to become new KI users. The IQUEST gateway remains on CompuServe and provides access to full primetime DIALOG.

Should you have questions about the new relationship, how KI customers will access your database or any other questions regarding this change, please contact me or Lydia Dehn, Director, Product Marketing at 415-858-3789.

Sincerely Yours,

Eireann M. Carroll
Account Manager
October 13, 1992

ERIC Processing & Reference Facility
Attn: Ted Brandhorst
1301 Piccard Drive, Suite #300
Rockville, Maryland 20850-4305

Dear Ted,

Most of you know me by now, and have talked with me, however for those who haven't I am the Database Manager for your database on DIALOG. I am responsible for any of the technical aspects of your database, i.e., updates, database problems, enhancements, etc. I am located in Denver, Colorado and am separate from the Palo Alto offices. I recently have changed my telephone number. My new telephone/fax number is (303) 438-0752. Use this number to contact me either by voice or fax. You should be able to catch me anytime between 8:00 A.M. - 5:00 P.M. Mountain Time if you have any questions.

I look forward to working with you! If you have any questions at anytime, just give me a call.

Sincerely,

Brian A. Allen
Database Manager
MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: December 31, 1992
Subject: Subscription Updates

DECEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the December 1992 issue of Resources in Education (RIE) microfiche. In addition, we will send the January 1993 issue in late January.

NOVEMBER 1992 CREDIT:

Due to a clerical error, we overcharged each customer $1.20 for the November 1992 issue. We reported and charged you for 1,447 microfiche, when in fact the issue consisted of 1,436 microfiche. You will see the $1.20 credit appear on your invoice or statement.

DOMESTIC TAX ISSUES:

As discussed in our previous letters, CBIS has begun collecting sales tax for the following states:

Alabama
Arizona
California
Colorado
Dist. of Columbia
Florida
Georgia
Illinois
Kentucky
Louisiana
Massachusetts
Maryland
Missouri
New Jersey
New York
Ohio
Pennsylvania
Texas
Utah
Virginia
Washington

Sales tax has been charged beginning with this issue for each of the above states. If your organization is tax exempt and you have not provided us with a copy of your tax exemption certificate, we are obligated to charge you sales tax. If you have not provided us with your tax exemption information, please do so immediately.

PRICES:

Effective January 1, 1993, the new price for silver will be $.235 per microfiche and the new price for diazo will be $.110. This price change will be effective with the January 1993 issue.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.
MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: November 30, 1992
Subject: Subscription Updates

NOVEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the November 1992 issue of Resources in Education (RIE) microfiche. In addition, we will send the December issue in late December.

DOMESTIC TAX ISSUES:

A recent audit has resulted in a requirement for CBIS to begin collecting sales tax for the following states on December 1, 1992:

- Alabama
- Arizona
- California
- Colorado
- D.C.
- Florida
- Georgia
- Illinois
- Kentucky
- Louisiana
- Massachusetts
- Maryland
- Missouri
- New Jersey
- New York
- Ohio
- Pennsylvania
- Texas
- Utah
- Virginia
- Washington

Sales tax will be charged beginning with the December issue of RIE microfiche for each of the above states. If your organization is tax exempt and you have not provided us with proof (e.g. a copy of your tax exemption certificate), we are obligated to charge you sales tax. We are requesting that you provide us with your tax exemption information immediately.

CANADIAN TAX ISSUES:

CBIS is required to collect "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began charging each Canadian customer 7% tax.

PRICES:

Effective January 1, 1993 our unit prices will change for both silver and diazo microfiche. The new price for silver will be $.235 per microfiche and the new price for diazo will be $.110.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.
MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: October 27, 1992
Subject: Subscription Updates

OCTOBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the October 1992 issue of Resources in Education (RIE) microfiche. We have also enclosed within this issue ED 344869 which was inadvertently excluded from the September 1992 issue, free of charge. In addition, we plan to begin sending the November 1992 issue of RIE microfiche in late November.

DOMESTIC TAX ISSUES:

Thank you to all of you who took the time to complete and return the tax exemption form we sent you customers in August; for those of you who still need to complete and return the form, please do so at your earliest convenience.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested. For the other states, we will keep you updated in future letters.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and began charging each Canadian customer 7% tax.

STATEMENTS:

We have received a few inquiries on the format of our statements sent to our prepaid customers. Please be advised that beginning with this issue all balances shown enclosed within parentheses, ( ), indicates available funds in your account and not a debit balance.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.
MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: September 28, 1992
Subject: Subscription Updates

SEPTEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the September 1992 issue of Resources in Education (RIE) microfiche. We have also enclosed within this issue one post-issue retake, ED 342 979, free of charge. In addition, we plan to begin sending the October 1992 issue of RIE microfiche in late October.

DOMESTIC TAX ISSUES:

As you were informed in a previous letter, we sent a formal request for your institution's tax exemption certificate and information to your billing address on July 27. Thank you to all of you who took the time to complete and return this form; for those of you who still need to complete and return the form, please do so at your earliest convenience.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested. For the other states, we will keep you updated in future letters.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and began charging each Canadian customer 7% tax.

STATEMENTS:

We have received a few inquiries on the format of our statements sent to our prepaid customers. Please be advised that a negative (-) balance indicates available funds in your account and not a debit balance.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Attachment 20-4
MEMORANDUM

To: All Standing Order Customers

From: Peter M. Dagutis, Director

Date: August 28, 1992

Subject: Subscription Updates

AUGUST 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the August 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the September 1992 issue of RIE microfiche in late September.

We have also enclosed within this issue two post-issue retakes, free of charge:

ED 341 977
ED 327 002

DOMESTIC TAX ISSUES:

As you were informed in our last letter, we sent a formal request for your institution's tax exemption certificate and information to your billing address on July 27. Thank you to all of you who took the time to complete and return this form as we have received a large number of these forms.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested.

For customers residing in the other states reported in our last letter, we will begin charging sales tax as CBIS sets-up accounts in those states. Therefore, for those of you who are not tax exempt or have not returned our request, we will begin charging sales tax within the next few months.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with this issue, CBIS will be reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and will begin charging each Canadian customer 7% tax.
INVOICES/STATEMENTS:

In the past, we have sent invoices and statements within each shipment of RIE microfiche to those customers that provided us with the same shipping and billing address. Beginning with this issue, all customers will only receive a packing list within each shipment of microfiche. All invoices and statements will be sent separately. This should eliminate problems encountered with misplacing or losing these documents.

You will see an order number on the packing list that you receive which will correspond to either the statement or invoice that you will receive under separate cover.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.
November 5, 1992

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN93

Additions
IR   Proceedings of the ASIS Mid-Year Meeting

Name Changes
PS   Dimensions to Dimensions of Early Childhood

October 14, 1992

CIJE SOURCE JOURNAL INDEX UPDATE
FOR DEC92

Additions
EA   International Journal of Educational Reform
FL   Open Letter
      Linguistics in Education

September 11, 1992

CIJE SOURCE JOURNAL INDEX UPDATE
FOR NOV92

Additions
IR   Open Learning
      Educational Media International
      Journal of Educational Multimedia and Hypermedia

Name Changes
RC   Northeast Indian Quarterly to Akwe:kon
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**GRAND TOTALS**

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October 9, 1992

Dear ERIC Director:

On August 1, 1992, the Department of Education awarded the new three-year contract to operate ACCESS ERIC to Aspen Systems Corporation, Rockville, Maryland. Under the contract, Aspen Systems will undertake a range of new and exciting activities to increase awareness and use of the ERIC System and to complement the work of the other ERIC components. ACCESS ERIC will focus especially on the education information needs of school practitioners by conducting the following new initiatives:

- Providing online access to ERIC information via announcements and ordering systems on bulletin boards and computer networks serving school practitioners.
- Providing Internet access to information and referral databases through SURAnet.
- Conducting direct, proactive marketing to school systems.
- Establishing partnerships with each state department of education.
- Undertaking an ERIC preservice teacher training initiative with Teacher Education.
- Providing bibliographies of Spanish curriculum materials in the database for elementary and secondary school practitioners.
- Creating an in-service coordinator network to provide teachers in each state with a steady source of ERIC information.

An overview of Year 1 activities follows. As always, I welcome your questions, comments, and feedback on ACCESS ERIC’s efforts to increase awareness and use of the ERIC System. You can reach me by phone: (301) 251-5045; Fax: (301) 251-5767; or E-mail: bswanson@gwuvm.gwu.edu. Best wishes for a productive, successful year.

Sincerely,

Beverly Swanson
Project Director
1. Information and Referral File Development

Bulletin board access to ERIC reference and referral files. In order to increase outreach to school practitioners, ACCESS ERIC is working closely with administrators of bulletin boards and online systems used by teachers and school administrators. Already, we have noticed a ripple effect as teachers and administrators download full-text Conclusion Brochures and disseminate them to others not using the network.

America Online has created a message board for ACCESS ERIC to post information on ERIC products and services and to receive messages from their rapidly expanding audience of teachers. America Tomorrow, a network of education association members and business leaders, has posted the Conclusion Brochures in full text for their users. SURAnet is collaborating with ACCESS ERIC to provide information services via the Internet. (SURAnet offers national and international connectivity for the major federal network backbones with T3 (45 Mbps) access.)

OERI Early Alert Publications Catalog. ACCESS ERIC will no longer produce the OERI Early Alert Publications Catalog. Therefore, we will not need your staff to fill out data collection forms and forward them to us as your new Clearinghouse publications evolve. We appreciate the time and effort invested by your Clearinghouse to produce this publication in the past. This publication was discontinued because of ERIC budget reductions.

ACCESS ERIC reference and referral databases. We continue to need (and appreciate) your input for the ERIC Calendar of Education-Related Conferences, ERIC Partners Directory, Catalog of ERIC Clearinghouse Publications, ERIC Directory of Education-Related Information Centers, and Directory of ERIC Information Service Providers. We will send your liaison data collection packets for each of these products as production begins. As in the previous ACCESS ERIC contract, several of these databases are accessible to you online through GTE-ES.

2. User Service Activities

New 800 number. As you are probably aware, on August 22 ACCESS ERIC's toll-free number changed from 1–800–USE–ERIC to 1–800–LET–ERIC (538–3742). A recorded rollover message will refer callers to the new phone number for 3 months; however, we would appreciate it if you could update our toll-free number in any publications you will be distributing over the next few months.
User requests. Over the next three years, we anticipate receiving 700 to 1,000 requests for ERIC information per month, approximately 500 of which will require a written response or packet of materials. As always, we will continue to refer subject-specific calls and letters to the appropriate Component and post the number of referrals to each Component on E-mail each month.

Conferencing. ACCESS ERIC will attend 10 national and regional meetings from August 1992 to July 1993, performing two primary conference outreach activities: exhibition and presentation. Staff will exhibit and conduct ERIC users' workshops at five of the conferences (identified below), sponsor an ERIC Users Open House, and exhibit at or attend the remaining five conferences. Conferences include:

- Families and Youth Services Bureau
  - Youth Gang Prevention
  - Exhibit
  - October 6-7, 1992, Alexandria, Virginia

- American Association of School Librarians
  - Users Open House
  - October 22, Baltimore, Maryland

- National Middle School Association
  - Workshop
  - November 5-8, San Antonio, Texas

- National Association of Partners in Education
  - Workshop and Exhibit
  - November 20, Arlington, Virginia

- National Community Education Association
  - Exhibit
  - December 2-5, Detroit, Michigan

- Drug-Free Schools Conference
  - Workshop
  - December 14-17, Washington, DC

- United States Conference of Mayors
  - Winter Meeting
  - Exhibit
  - January 17-19, 1993, Washington, DC

- Association for Supervision and Curriculum Development
  - Exhibit
  - March 27-30, 1993, Washington, DC

- National School Boards Association
  - Workshop
  - March 27-30, 1993, Anaheim, California
American Educational Research Association  
Attend  
April 12-16, 1993, Atlanta, Georgia  
(tentative)

Education Writers Association  
Attend  
April 1993, Boston, Massachusetts  
(tentative)

American Library Association Annual Conference  
Exhibit  
June 24-July 1, 1993, New Orleans, Louisiana

National School Public Relations Council  
Workshop/Exhibit  
ear early July 1993, San Diego, California  
(tentative)

Staff will solicit appropriate Clearinghouse materials for each conference on E-mail as they approach so you will have the chance to have your information distributed to these target audiences.

ACCESS ERIC Partners. ACCESS ERIC plans to target state and local education agencies, associations, institutions, and government agencies as General Partners. Staff will work with national organizations such as the American Association of School Administrators, the National School Public Relations Association, and the National PTA to identify and establish Partnerships with their state and regional chapters. Using regional chapters of larger organizations will enable ACCESS ERIC to respond to the unique education needs of urban, rural, and suburban audiences without infringing upon the Partner relationships established with these organizations by the ERIC Clearinghouses. In addition, staff will identify a contact person within each state department of education to serve as an ACCESS ERIC liaison/General Partnership coordinator for that state in order to help us disseminate ERIC information at the state and local levels.

3. Publication/Dissemination Activities

Combined Systemwide publication. ACCESS ERIC is exploring the possibility of combining All About ERIC and A Pocket Guide to ERIC into one self-mailer organized to answer likely questions from readers (e.g., What is ERIC? What can it offer a teacher/administrator/student? How can I search the database? What do the Clearinghouses offer?) It would contain tabbed sections for easy reference and be sized to fit in a business envelope. The new All About ERIC would be the basic resource for all individuals interested in ERIC, from those who call a Clearinghouse or stop by a conference booth, to preservice and inservice teachers, librarians, and potential ERIC authors.
We would like to know what you and your staff think of this combined product. We recently asked the ERIC Technical Steering Committee for its feedback; Jane Henson is in the process of requesting and compiling opinions and comments from committee members at this time. If you have an opinion or comments, please contact Carol Boston (Phone: 301/251-5038, Internet: cboston@gwuvm.gwu.edu) by the end of October. All suggestions will be compiled and forwarded to OERI/ERIC and will be used to help decide how to go forward with these publications.

Spanish materials. In an effort to be responsive to the needs of our Spanish-speaking users, ACCESS ERIC will prepare bibliographies of the various Spanish language materials in the database. The first two will focus on curriculum materials for elementary and secondary populations. Approximately 5 to 10 pages each, the bibliographies will be reproduced by ACCESS ERIC, and made available free to callers. In addition, copies will be distributed within OERI/ERIC and the ERIC System.

The ERIC Review. The ERIC Review will be published three times in Year 1. The fall issue (now in the last level of Department of Education review) addresses education–community–business partnerships and should be out in November; the winter issue (now under development at ERIC/IR) will cover K–12 networking; the topic for the spring issue will be alternative assessment. We are now looking for suggestions for future issues of The ERIC Review. If you or your staff have any ideas, please contact Carol Boston (Phone: 301/251-5038; Internet: cboston@gwuvm.gwu.edu) and she will include your suggestions in the list we provide OERI of possible future topics.

Conclusion Brochures. ACCESS ERIC will continue to produce Conclusion Brochures that synthesize and summarize significant conclusions of education research on topics of interest to parents and educators. This year we will coordinate the development and revision of 8 brochures on areas selected for their relevance to the National Education Goals. These will be posted in full-text and announced via network bulletin boards. Five are already in progress; 3 will be added.

Titles currently in stock include:

- How Can I Be Involved in My Child's Education?
- How Can I Improve My Child's Reading?
- How Can Parents Model Good Listening Skills?
- How Can We Help Children Learn Geography?
- How Can We Help Children Learn To Be Responsible Citizens?
- How Do I Know If My Child’s Teacher Is Qualified?
- How Important is Homework?
- Should Gifted Students Be Grade-Advanced?
Attachments

What Do Parents Need To Know About Children’s Television Viewing?  
What Is a Quality Preschool Program?

Topics under development include:

How Can Parents Be Involved in Middle School? (Spanish)  
How Do I Help My Child Say "No" to Drugs?  
Information Resources for Financing Students’ Higher Education  
What Should Be Learned In Kindergarten?  
What Should I Know About School Testing?

Thanks to all the Clearinghouse personnel who have been active as authors and reviewers. If you or your staff have suggestions for future topics, or would like to volunteer to author a future Conclusion Brochure, please contact Carol Boston (Phone: 301/251-5038; Internet: cboston@gwuvm.gwu.edu) and she will include your suggestions in the list we provide OERI of possible future topics.

Outreach mailings and activities. While continuing service to other user populations, ACCESS ERIC’s primary target for Year 1 outreach is the K-12 education community, including classroom teachers, school librarians, administrators, school board members, teacher educators, and those involved in community-based school reform. Outreach to these groups will occur through direct mailings, networking with associations and agencies, article and announcement placements (both print and electronic), conference and workshop presentations, and special projects. ACCESS ERIC will kick off its targeted outreach efforts in the fall with a large direct mailing: a letter providing an overview of ERIC which will be mailed to 17,000 public school superintendents.

Collaboration with ERIC/SP on teacher education initiative. In cooperation with the ERIC Clearinghouse on Teacher Education, ACCESS ERIC is exploring how teacher educators training preservice teachers to use education information, including ERIC, information centers and hotlines, and computer networks. Teacher Education will publish an invitation to readers of the AACTE newsletter to respond to ACCESS ERIC with information about their training strategies and materials.

Inservice teachers project. In order to reach inservice teachers who do not know about ERIC, ACCESS ERIC staff have begun to contact inservice coordinators at each state board of education regarding their training objectives and potential use of ERIC systemwide awareness publications and referral services. We are following up with tailored packages for reproduction and distribution to local districts and schools.
4. ERIC System Coordination

Meetings. ACCESS ERIC will continue to provide logistical support for Systemwide meetings. Staff will coordinate the Directors'/Technical Meeting in April 1993. Tentative dates are April 26-29.

Striving for Excellence: The National Education Goals, Volume 2. ACCESS ERIC will coordinate the creation and production of a second volume of Striving for Excellence: The National Education Goals in Spring 1993. Like Volume 1, Volume 2 will be a compilation of ERIC Digests from each ERIC Component grouped around the goal areas. To aid in duplication, a loose-leaf version of Volume 2 will be made available to groups wishing to do their own reproduction. We will contact you at the appropriate time to begin collecting material.

System brokerage. In an effort to reach key audiences—school-based professionals, policymakers, parents, the media, librarians, students, and the general public—on behalf of the ERIC System, ACCESS ERIC will continue to broker ERIC System publications for any Clearinghouse that would like to take advantage of the program. We would be more than happy to announce your Clearinghouse publications in ACCESS ERIC publications and mailings, distribute your free documents, including Digests and publication order forms, and/or sell your Clearinghouse cost-recovery publications as requested. Simply contact Matt Soska (phone: 301/251-5264; Internet: matsoska@gwuvm.gwu.edu) if you would like to have us distribute any of your publications and he will make arrangements with you.

5. Project Management

Advisory Board. ACCESS ERIC's eight-member National Advisory Board will convene October 21 to provide guidance and oversight of our marketing and dissemination strategies, particularly those targeted toward education practitioners. The 1992 board members are:

- Ted Brandhorst, Director of the ERIC Processing and Reference Facility
- Jo Ann Carr, Incoming Chair of the Education and Behavioral Sciences Section of the Association of College and Research Librarians
- Clara G. Hoover, Library Media Specialist at Millard South High School in Omaha, Nebraska, and member of the Board of Directors of the American Association of School Librarians
- Edward P. Keller, Deputy Executive Director of the National Association of Elementary School Principals
Board members will work closely with ACCESS ERIC in order to promote the goal of greater awareness and use of the ERIC System by persons concerned with educational issues, particularly school-based professionals.

Assessment activities. In an effort to be continually responsive to current and potential user needs, staff will evaluate the usefulness of ACCESS ERIC products and services and assess users' unmet education information needs in Year 1. The assessment activities will involve the compilation of anecdotal information via product feedback forms and telephone and face-to-face interviews with selected individuals in key organizations; followups of reference and referral responses provided to ACCESS ERIC users; focus groups at conferences; and a survey of The ERIC Review readers.
ACCESS ERIC Focuses on K-12 Practitioners

ACCESS ERIC, the outreach and promotion component of the Educational Resources Information Center (ERIC) System, is undertaking a series of initiatives to increase awareness and use of ERIC by elementary and secondary school teachers, principals, and superintendents. ERIC includes the world's largest education database, which contains more than 750,000 citations of documents and journal articles, as well as a network of 16 subject-specific clearinghouses that acquire documents for the database, produce helpful research summaries, and offer customer service within their areas of expertise.

To help educators use ERIC to improve teaching and learning, ACCESS ERIC:

- Operates a toll-free education resource and referral line (1-800-LET-ERIC) from 8:30 a.m. to 5:15 p.m. E.S.T. weekdays.
- Produces free resources such as A Pocket Guide to ERIC, All About ERIC, and The ERIC Review, a journal published three times per year. The next two issues of The ERIC Review focus on education-community-business partnerships and K-12 networking (Call 1-800-LET-ERIC to order).
- Works with inservice coordinators to provide relevant training materials from ERIC for school districts.
- Posts education resources such as brochures for parents and teachers on reading, citizenship, homework, and other topics onto computer networks, including GTE, America Online, and America Tomorrow.
- Conducts mailings to school superintendents, K-12 education associations, and education media regarding free and low-cost ERIC resources.
- Exhibits and makes presentations at national conferences attended by teachers, school librarians, administrators, and school board members.

ACCESS ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. A contract to operate ACCESS ERIC for the next three years was recently awarded to Aspen Systems, 1600 Research Boulevard, Rockville, MD 20850-3172.
December 1992

Dear Superintendent:

Now that the school year is well underway, I want to take this opportunity to introduce you to (or reacquaint you with) the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. ERIC’s vast resources can help you make sound administrative decisions and provide dynamic school leadership.

Are you considering ways to use technology to improve instruction? Wondering how to involve parents and community members in school restructuring? Trying to minimize the effects of budget cuts? Exploring ways to measure teaching and learning? If so, ERIC has something to offer you.

The ERIC System maintains the world’s largest education database—containing citations for more than 750,000 documents and journal articles. ERIC searches can be conducted at more than 3,000 locations worldwide, including college and university libraries, state education agencies, city libraries, and school districts. Access to ERIC resources is also available via many computer networks. To locate the nearest source for an ERIC search or to learn more about accessing ERIC via computer networks, call 1-800-LET-ERIC.

You can read the documents you locate through an ERIC search on microfiche or order paper copies from the ERIC Document Reproduction Service (1-800-443-ERIC). In addition, 16 subject-specific ERIC Clearinghouses offer free and low-cost publications and services, including the popular ERIC Digests, 2-page research syntheses of timely topics, as well as bibliographies, handbooks, and search strategy consultations.

If you’d like an overview of the ERIC System or a free referral to the Clearinghouse that can best help you with your education information needs, call 1-800-LET-ERIC. You can use the same toll-free number to request a free subscription to The ERIC Review, an education journal published three times a year. You won’t want to miss our forthcoming issues on school–community–business partnerships and K-12 computer networking.

Education information is critical to effective school leadership. We invite you to put ERIC to work for you.

Sincerely,

Beverly Swanson
Director, ACCESS ERIC
For Immediate Release
Contact: Carol Boston
1-800-LET-ERIC/(301) 251-5038

Calendar of Education Conferences Now Available

ACCESS ERIC, the outreach and promotion component of the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education, announces the availability of the 1993 ERIC Calendar of Education-Related Conferences. The 1993 Calendar includes 525 international, national, and regional education conferences, seminars, and exhibitions scheduled for the 1993 calendar year.

Individual entries provide such information as the conference site, sponsor, topics, suggested audience, estimated attendance, contact person, registration details, and hotel rates. Events are listed chronologically, with extensive indexes to allow readers to look up conferences according to subject, sponsor, and geographic area.

The calendar is an ideal resource for:

- School administrators and teachers who are looking for opportunities for professional development and who need plenty of advance notice about education conferences in order to make budget and scheduling decisions.
- Professors and education students who want to remain current in their fields, network with practitioners, and present research findings to targeted audiences.
- Association personnel who are looking for opportunities to exhibit or collaborate with other organizations.
- Education writers who want to enhance their background knowledge and meet experts in various fields.

The 286-page calendar is available for $20, including U.S. postage and handling. (There is an additional $2 fee for orders from Canada, and a $4 fee for orders from other countries.) To order, phone 1-800-LET-ERIC (538-3742) or write to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850. Checks, purchase orders, and MasterCard/Visa are accepted.

The 1993 ERIC Calendar of Education-Related Conferences is also available online through GTE Education Services. Call 1-800-927-3000 for information about access.
Academic Therapy Publication
Novato, CA 94949-6191
CONTACT: Arista Quesada, Marketing Dir.
CH: EC START DATE: 92
LEVEL: 2 AUTHORIZER: A. Quesada
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Accelerated Development Inc., Publishers
Muncie, IN 47304-8896
CONTACT: Joseph W. Hollis, President
CH: CG START DATE: 92
LEVEL: 2 AUTHORIZER: J. W. Hollis
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Akron Public Schools
Akron, OH 44308
CONTACT: Brian G. Williams, Deputy Assistant, Accountability
CH: TM START DATE: 85
LEVEL: 1 AUTHORIZER: B. G. Williams
NOTE: Blanket, non-scope transfer, Delete: Dept. of Research & Evaluation
SEND MF TO: Organization Contact

Alabama Public Library Service
Montgomery, AL 36130
CONTACT: Vince Thacker, Government Documents Librarian
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: V. Thacker
NOTE: Blanket
SEND MF TO: Organization Contact

Alabama University
Evaluation and Assessment Lab
Tuscaloosa, AL 35487-0231
CH: TM
NOTE: Delete

American Association for Counseling and Development
Alexandria, VA 22240
CH: CG
NOTE: Now: American Counseling Association

American Association of Retired Persons
Special Projects
Washington, DC 20049
CONTACT: Catherine Ventura-Merkel
Senior Program Specialist
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. Ventura-Merkel
NOTE: Blanket, scope, observe copyright release, cite availability
SEND MF TO: Organization Contact

American Bar Association
Youth Education for Citizenship
Chicago, IL 60611-3314
CH: SO START DATE: 92
LEVEL: 1 AUTHORIZER: M. McKinney-Browning
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

American Council on Education
GED Testing Service
Washington, DC 20036
CONTACT: Jean H. Lowe, Director
CH: CE START DATE: 87
LEVEL: 1 AUTHORIZER: J. H. Lowe
NOTE: Blanket for specified documents, automatic, scope
SEND MF TO: Organization Contact

American Counseling Association
Alexandra, VA 22304
CONTACT: W. Mark Hamilton, Pub. & Comm. Dir
CH: CG START DATE: 90
LEVEL: 2 AUTHORIZER: W. M. Hamilton
NOTE: Blanket, monitor & request, cite availability. Formerly: American Association for Counseling & Development (AACD)
SEND MF TO: Contributor/Author

American Educational Research Association
Arts & Learning Special Interest Group
Columbus, OH 43210
CH: SO START DATE: 92
LEVEL: 1 AUTHORIZER: P. L. Stuhr
NOTE: Blanket for Arts and Learning Research Series. Now located at Ohio State University
SEND MF TO: Contributor/Author

American Educational Research Association
Arts & Learning Special Interest Group
Cedar Falls, IA 50613
CH: TM
NOTE: Delete

Annie E. Casey Foundation
Greenwich, CT 06830
CH: UD START DATE: 92
LEVEL: 1 AUTHORIZER: W. J. Rust
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

Arizona State Dept. of Education
Div. of Migrant Child Education
Phoenix, AZ 85007
CONTACT: J. O. Maynes, Jr., Ed. Prog. Dir.
CH: RC START DATE: 75
LEVEL: 1 AUTHORIZER: J. O. Maynes, Jr.
NOTE: Blanket, scope
SEND MF TO: Organization Contact
Center for Creative Leadership
Greensboro, NC 27438-6300
CONTACT: Marcia Horowitz, Editorial Administrator
CH: CG START DATE: 77
LEVEL: 2 AUTHORIZER: M. Horowitz
NOTE: Blanket, monitor & request, scope, cite availability
SEND MF TO: Organization Contact

Charles Sturt University-Riverina
Open Learning Institute
Wagga Wagga, NSW 2650
AUSTRALIA
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: P. A. Donnan
NOTE: Blanket for occasional papers in open and distance learning
SEND MF TO: Contributor/Author

Cleveland Public Schools
Research and Analysis
Cleveland, OH 44114
CONTACT: Celia Halafa, Section Chief
CH: TM START DATE: 78
LEVEL: 1 AUTHORIZER: C. Halafa
NOTE: Blanket, scope. Formerly: Special Projects and Continuing Education
SEND MF TO: Organization Contact

College Board (The)
Research and Development Planning
New York, NY 10019
EFAA: 270
NOTE: Delete

Collin County Community College
McKinney, TX 75070
CONTACT: John H. Anthony, President
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: J. H. Anthony
NOTE: Blanket
SEND MF TO: Organization Contact

Colorado State Library & Adult Education Office
Denver, CO 80203
CONTACT: James M. Schubert, Asst. Dir.
CH: IR START DATE: 78
LEVEL: 1 AUTHORIZER: J. M. Schubert
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Cook Inlet Tribal Organization
Anchorage, AK 99503
CONTACT: Ramona N. Suetopka Duerre, ANETAC Director
CH: RC START DATE: 92
LEVEL: 2 AUTHORIZER: R. N. S. Duerre
NOTE: Blanket
SEND MF TO: Organization Contact
CONFERENCE PAPERS: Acquired

Delaware State Dept. of Public Instruction
Div. of Vocational Education
Dover, DE 19903
CONTACT: Lewis L. Atkinson, Supervisor, Curr. Dev
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: L. L. Atkinson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Educational Media Corporation
Minneapolis, MN 55421
CONTACT: Don L. Sorenson, President
CH: CG START DATE: 92
LEVEL: 2 AUTHORIZER: D. L. Sorenson
NOTE: Blanket, monitor & request, scope, cite availability
SEND MF TO: Organization Contact

Essex University
Library
4300 Essen 1
GERMANY
CONTACT: Ahmed H. Halafa, Chief Librarian
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: A. H. Halafa
NOTE: Blanket
SEND MF TO: Organization Contact

Florida State Mental Health Institute
University of South Florida
Tampa, FL 33612
CONTACT: Ardis Hanson, Dept. Head
CH: EC START DATE: 92
LEVEL: 1 AUTHORIZER: R. M. Friedman
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Florida State University
Center for International Studies
Learning Systems Institute
Tallahassee, FL 32306-4041
CONTACT: Jerry Messec, Research Director
CH: EA START DATE: 92
LEVEL: 1 AUTHORIZER: J. Messec
NOTE: Blanket, scope, cite availability
SEND MF TO: Organization Contact

George Washington University
Center for Social Policy Studies
Washington, DC 20006
CONTACT: Sar A. Levitan, Director
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: S. A. Levitan
NOTE: Blanket, scope. Formerly: National Council on Employment Policy
SEND MF TO: Organization Contact

Georgia State University
Center for the Study of Adult Literacy
Atlanta, GA 30303-3083
CONTACT: Joanne R. Nurs, Director
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: J. R. Nurs
NOTE: Blanket unless otherwise noted
SEND MF TO: Organization Contact
Golden West College
Huntington Beach, CA 92647
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: S. Isonio
NOTE: Blanket
SEND MF TO: Contributor/Author

Hawaii University
Office of the State Director for Vocational Education
Honolulu, HI 96814
CONTACT: Barbara White, R & D Coordinator
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: B. White
NOTE: Blanket
SEND MF TO: Organization Contact

Hezel Associates
Syracuse, NY 13210
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: R. T. Hezel
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois Community College Trustees Association
Springfield, IL 62701
CONTACT: Kim Villanueva, Public Info. Officer
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: K. Villanueva
NOTE: Blanket for "Illinois Trustees and Collective Bargaining Report", cite availability
SEND MF TO: Organization Contact

Illinois University at Urbana-Champaign
Center for the Study of Reading
Champaign, IL 61820
CH: CS START DATE: 77
LEVEL: 1 AUTHORIZER: F. Lehr
NOTE: Blanket for technical reports
SEND MF TO: Contributor/Author

Indiana Historical Bureau
Indianapolis, IN 46204-2296
CONTACT: Pamela J. Bennett, Director
CH: SO START DATE: 90
LEVEL: 2 AUTHORIZER: P. J. Bennett
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Indiana State Library
Indianapolis, IN 46204
CONTACT: C. Ray Ewick, Director
EFAA: 367 START DATE: 92
LEVEL: 1 AUTHORIZER: C. R. Ewick
NOTE: Blanket
SEND MF TO: Organization Contact

Institute on Education and the Economy
New York, NY 10027
CONTACT: Erwin Flaxman, Assoc. Dir.
CH: UD START DATE: 92
LEVEL: 1 AUTHORIZER: E. Flaxman
NOTE: Blanket, Located at Columbia University, Teachers College
SEND MF TO: Organization Contact

International Joint Commission
Great Lakes Regional Office
Windsor, Ontario N9A 6T3 CANADA
CONTACT: Beverley Croft, Information Officer
CH: SE START DATE: 92
LEVEL: 1 AUTHORIZER: B. Croft
NOTE: Blanket. Also located in Detroit, MI
SEND MF TO: Organization Contact

Japan Audio-Visual Education Association
Tokyo 105 JAPAN
CONTACT: Jadaski Sato
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: J. Sato
NOTE: Blanket for Computer Networking in Japanese Education Today, AVE in Japan series
SEND MF TO: Organization Contact

Kansas University
Dept. of Special Education
CEC Div. on Mental Retardation
Lawrence, KS 66045
CH: EC
NOTE: Delete

Learning Enrichment, Inc.
Williamsburg, VA 23185
CH: SO START DATE: 91
LEVEL: 1 AUTHORIZER: C. C. Westland
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Lifelong Literacy
St. Paul, MN 55101
CH: CE
NOTE: Delete

Los Angeles City College
Los Angeles, CA 90029
CONTACT: Molly Ann Squire, Stat. Analyst
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: M. A. Squire
NOTE: Blanket for reports sent by authorizer
SEND MF TO: Organization Contact

Maryland State Advisory Council on Vocational-Technical Education
Annapolis, MD 21401-1949
CONTACT: Margaret Bartow, Acting Exe. Director
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: M. Bartow
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Michigan State Dept. of Education
Bureau of Information Management
Information, Research & Evaluation Services
Lansing, MI 48909
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: O. L. Christmas
NOTE: Blanket, scope
SEND MF TO: Contributor/Author
Midwest Philosophy of Education Society  
Chicago, IL 60641  
CH: SO START DATE: 91  
LEVEL: 1 AUTHORIZER: M. A. Oliker  
NOTE: Blanket, monitor & request. Location varies.  
SEND MF TO: Contributor/Author  

Migrant Education Programs  
Loudonville, NY 12211  
CONTACT: Barbara I. Wyman, Sr. Ed. Specialist  
CH: RC START DATE: 92  
LEVEL: 1 AUTHORIZER: B. I. Wyman  
NOTE: Blanket  
SEND MF TO: Organization Contact  

Minnesota Governor's Planning Council on Developmental Disabilities  
St. Paul, MN 55155  
CONTACT: Colleen Wieck, Executive Director  
CH: EC START DATE: 90  
LEVEL: 1 AUTHORIZER: C. Wieck  
NOTE: Blanket, automatic, non-scope transfer  
SEND MF TO: Organization Contact  

Minnesota State Board of Technical Colleges  
St. Paul, MN 55101  
CONTACT: Carole M. Johnson, Chancellor  
CH: CE START DATE: 90  
LEVEL: 1 AUTHORIZER: C. Johnson  
NOTE: Blanket. Formerly: Minnesota State Board of Vocational-Technical Education  
SEND MF TO: Organization Contact  

Minnesota University  
General College  
Learning Disabilities Transition Project  
and Project Extra  
Minneapolis, MN 55455  
CONTACT: Lynda A. Price, Project Director  
CH: EC START DATE: 87  
LEVEL: 1 AUTHORIZER: L. A. Price  
NOTE: Blanket for Postsecondary Transition Project for Learning Disables Youth series  
and Project Extra, automatic  
SEND MF TO: Organization Contact  

Minnesota University  
Institute on Community Integration  
Publications Division  
Minneapolis, MN 55455  
CONTACT: Vicki Gaylord, Publications Director  
CH: EC START DATE: 91  
LEVEL: 1 AUTHORIZER: R. Bruninks  
NOTE: Blanket, scope  
SEND MF TO: Organization Contact  

Minnesota University  
National Center on Educational Outcomes  
for Students with Disabilities  
Minneapolis, MN 55455  
CONTACT: Martha L. Thurlow, Assistant Director  
CH: EC START DATE: 92  
LEVEL: 1 AUTHORIZER: J. Ysseldyke  
NOTE: Blanket, automatic  
SEND MF TO: Organization Contact  

Minority Rights Group  
London SW9 7DE  
UNITED KINGDOM  
CONTACT: R. Webb, Pub. Marketing Director  
EFAA: 373 START DATE: 92  
LEVEL: 2 AUTHORIZER: R. Webb  
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