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ABSTRACT

The attempts of the Far West Laboratory for Educational Research and Development to disseminate information about their products to educators outside their "home area" are reported. The main focus of attention was on a multimedia information system, called ALERT (Alternatives for Learning Through Educational Research and Technology). ALERT impartially reports on actionable curricular instructional alternatives (K-12) that have a research and development base. Direct mailing and six regional demonstrations were chosen as the primary means to encourage the use of ALERT. A secondary plan was to follow up with some type of direct mail on the American Government Information Unit and also to demonstrate the unit at a convention. The results of these activities are illustrated with samples of promotional literature and letters received in response to the promotional campaign. The lessons learned in the campaign are summarized as a guide to those about to engage in similar activities. (JY)

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FINAL REPORT

A Project to Assess and Document Alternative Modes of Dissemination of Educational Research and Development Information Products

Contract No. OEC-0-70-4931

June 29, 1970, to November 30, 1971

Submitted to:

Department of Health, Education and Welfare

Office of Education

National Center for Educational Communication

Project Officer: Mrs. M. J. Thorne

by:

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Assisted by: C. L. Hutchins
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Acknowledgements

The Laboratory is especially grateful to the National Center for Educational Communication, U.S. Office of Education, for the basic support that made possible this experiment in dissemination. However, the opinions expressed in this final report do not necessarily reflect the position or policy of NCEC or USOE, and no official endorsement by either should be inferred.

Special thanks are due to Dr. Lee Burchinal and Mrs. Mildred Thorne of NCEC for their assistance and advice at critical points.

In addition, the Laboratory is indebted to Lu Ouida Vinson of the American Library Association and Mark Smith of the American Association of College Teachers of Education for their special help with direct-mail mechanics.

Laboratory staff who provided assistance or guidance at various times included: Paul Hood, Bela Banathy, Stanley Chow, Paul Spain, Del Turner, Walt Gimbert, Marianne Heyd, John Reynolds, Don Kechley, Doris Dupree, Noel Quarles, and Emily Hoffman. Each knows how much he or she contributed, even though there must have been moments when deadlines seemed incredibly demanding.

Most of all, the Laboratory wishes to thank the local sponsoring institutions who cooperated so wholeheartedly:

Adelphi University, Division of Continuing Education,
Dr. Leonard S. Stein
Chicago State College, Mrs. Rita Cobbs
Florida Education Association, Dr. Wally Johnson,
Mr. Dexter Hagman
Nova University, Dr. Abraham Fischler, Dr. Louis Rubin
Teachers College, Columbia University, Dr. Bruce Joyce,
Miss Christina Gullion
Washington State ASCD, Mrs. Ellen Herminghans

Finally, a note of appreciation to Dr. James A. Winter of CEMREL, Inc., and his staff for their enthusiastic participation in one of the most successful aspects of this dissemination experiment.

Abstract

The Laboratory, during a period of slightly over one year, carried out large-group hands-on demonstrations of its new information products at six major sites in New York, Seattle-Tacoma, Chicago, and Florida, with roughly 600 attendees participating.

Some 50,000 pieces of direct mail were delivered to superintendents, college professors, and members of the National Council of Social Studies.

News items were placed in nationally-distributed educational newsletters.

Visits were made, on a one-to-one basis, to 33 teacher-training institutions so that trainers of teachers could examine these information products prior to adoption.

A warm climate has been created for introduction of present and future Laboratory products in the regions where the demonstrations were concentrated. Knowledge about the Laboratory and its products and about educational research and development has been transmitted by direct mail on a broad scale outside its "home region."

As of November 1971, more than 700 of the Elementary Science Information Units are being utilized across the nation. More than 850 of the brand-new American Government Information Units are being used. Both are also being adopted widely for training future teachers. Approximately 100 sets of ALERT are being used in 45 locations prior to national release. Additional information units are nearing completion.

Much first-hand experience for planning and managing demonstrations, using direct mail, and penetrating the teacher-training domain, has been documented and will be shared with other non-profit D&R agencies. Finally, NCEC is being provided with several specific indicators for future action and a modest collection of cautionary notes that should help disseminators of other D&R products.

Introduction to the Problem

The most basic statement that can probably be made regarding educational dissemination and utilization is that very little has yet been learned or defined beyond the realm of marketing the standard textbook.

The educational publishing industry has certainly accumulated a vast amount of expertise in textbook production, marketing, and follow-up. Ample know-how exists for selling and servicing school libraries and college bookstores. National sales and rentals of 16mm films to schools and colleges operate functionally and efficiently. Moreover, ample documentation exists on mass communication, advertising, sales training, public relations, and allied functions related to the marketing domain.

But with the advent of the new multimedia educational products and processes, many of which have been created by non-profit development and research agencies, the lack of first-hand knowledge as to how to effect wide-scale dissemination and installation has become painfully obvious. These products often are not textbooks; in fact, they are often not books at all.

Hence, when the moment comes for the classic functions of marketing, regardless of to whom they are assigned, we discover that the originating agency may very likely be totally unknown to the potential user, that the product itself is almost equally unknown, and that the accepted way of using the product is often beyond the present operational scope of most of the intended users.

By analogy, we should look at a potential "user" of a news magazine. When he is approached (by mail or in person), he already "knows" the overall concept magazine (has seen some, may have read some in barber shops or beauty parlors); he already knows the concept news magazine (since these are widely distributed and can be sampled at little or no expense on over 100,000 newsstands); he is likely to have seen specific examples (Time or Newsweek); and he is aware of the concept of subscriptions (Reader's Digest sells over 10,000,000 per year).

Hence, when asked to subscribe to a given news magazine, this potential user needs merely decide if he wishes to commit a given sum in order to receive a weekly magazine in a given category at little or no risk ("your money back if not completely satisfied").

The contrast between this decision-making situation and that of the potential user of a new multimedia educational product or process needs no further explication for those involved in the massive undertaking of attaining dissemination and utilization. Few, if any, of the underlying concepts are now implanted in the potential user's mind. Few of the distribution networks have been developed.

Specifically, take the need of school personnel or trainers of teachers for impartial, actionable information regarding curricular or instructional alternatives. At a time when schools and colleges are in sore need of additional funds, when budgets for all but essentials have been pared to an irreducible minimum, when school bond issues are failing passage in too many localities, when teacher training institutions are being warned that federal money is to be reallocated to inservice training, how can the decision-maker afford the seeming "luxury" of learning how to make better educational decisions?

These were the underlying problems faced by this dissemination project. Because the products to be disseminated and installed were relatively new information units or information systems, there were few experienced "users" who could be recruited to encourage or comfort their peers. Moreover, the products could not be rented, so it was rarely possible for potential users to try them out on a limited basis. Moreover, the products were not created in a fashion that made them easily compatible with the past experience of the potential users (only one was a simple "book").

However, the project team felt it had certain strengths that might overcome some of these rather obvious difficulties. First, the funding source indicated that it wanted emphasis placed on effecting product dissemination rather than on collecting research data.

Second, although most new D&R institutions cannot yet afford marketing talent, the Laboratory had a handful of people with media and marketing experience. Third, the staff believed (perhaps naively) that once communication was effected, the relative advantage of adoption and use could be made apparent. And finally, the staff felt that it had a good sense of the target group (educators and administrators); the message (since needed information has now been packaged, rational decision-making is now feasible); the media (demonstrations, direct mail, news, personal visits, conventions); and the outcome (increased utilization of completed information products and practical experience in what to do and what <u>not</u> to do in the future).

Thus began the Laboratory's attempts to reach and to influence the intended users of its information products. The pages that follow document the events of just over one year's effort toward those goals.

Method and Scope of Activities

This project originally proposed to compare and contrast only two basic variables: hands-on active demonstration of materials versus direct-by-mail delivery of descriptive information. As we probed deeper into some of the problems outlined in the preceding section, we decided to expand the scope of our inquiry and the range of our methodology. Since we had been advised by NCEC to put our major emphasis on dissemination rather than on research, we applied the modest amount of funds originally earmarked for research and evaluation activities toward further dissemination efforts.

In determining method and scope, our first decision was to avoid activities in the Laboratory's "home" region of California, Nevada, and Utah, on the assumption that our products were more frequently field-tested and demonstrated in that area than elsewhere (not only because of proximity, but beacuse of the efforts of full-time field staff). Another basic consideration entailed our keeping tabs on adoption versus non-adoption states and localities, since we assumed that adoption states would offer fewer opportunities for short-term decision-making than would "open" states. Adoption states include:

Alabama	Idaho	Oklahoma
Alaska	Indiana	Oregon
Arizona	Kentucky	South Carolina
Arkansas	Louisiana	Tennessee
California	Mississippi	Texas
Florida	Nevada	Utah
Georgia	New Mexico	Virginia
Hawaii	North Carolina	West Virginia

In planning the direct-mail campaign, we considered these factors among others:

1. Size of mailing (how many names per category?).
2. Timing of mailing (certain moments are better than others for direct-mail to schools, to colleges, to individuals, etc.).
3. Quality of mailing (how fancy a format would we need?).
4. Type of message to be conveyed (hard-sell or low-key and informative).
5. Components of the mailing (is a business-reply card needed for this type of direct-mail? is an order card required?).
6. Where and how to print the mailing components.
7. The offer (which products, how many? what price?).
8. Avoiding overlap with the planned demonstration sites.
9. Copy testing.
10. Handling incoming orders.

For the deomonstrations, we had to examine a quite different set of variables and constraints:

1. Timing (weather, travel, etc.).
2. Avoiding holidays, vacations, overlap with major conventions.
3. Choice of local sponsor (types of institutions).
4. Geographical variety and localism vs. regionalism.
5. Need for active, hands-on program.
6. Audiovisual, facility, and parking requirements.
7. Scheduling to assure maximum participation and to avoid fatigue.
8. Task assignments and reimbursement to local sponsors.
9. Desirability of food or beverage service.
10. Assuring adequate attendance by stimulating advance interest (mailing invitations, seeking publicity).
11. Selecting presentation teams from Laboratory staff.
12. Recruiting early-adopters as resource consultants for each site.
13. Maintaining two-way communication prior to demonstrations.

A major consideration for both the mailing campaign and the demonstrations was the selection of products to be presented by both techniques. At the time our proposal was submitted to NCEC we had a clear view of what might be available for the dissemination experiment. By the time we had actually been assured of funding and had made long-range preparations for the experiments, the picture of available products looked slightly different.

We knew that we could not sustain a successful major national effort focused principally on the Elementary Science Information Unit,[1] since that product had been demonstrated at a series of AAAS-sponsored regional demonstrations that had just concluded. Moreover, Educational Products Information Exchange had already mailed some 60,000 brochures to potential users of that same product. Hence we recognized that most of the early adopters had probably been reached in the first 300 sales made by EPIE and in the AAAS demonstrations, as well as through articles in professional journals.

Moreover, it had become apparent that the American Government Information Unit,[2] though already completely developed and validated, would not have been placed finally with a suitable producer/distributor in time to be ready for adoption during the winter. Legal negotiations and the various stages of manufacture simply take more time than either D&R personnel or potential users can usually visualize.

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[1] A multimedia product that presents impartial information about six well-developed science curricula: SCIS, IDP, COPES, ESS, S-APA, and MINNEMAST. It is useful to trainers of science teachers, elementary school curriculum coordinators, and other educational decision-makers.

[2] An oversize paper-bound book that analyzes nine alternatives in secondary social studies. It is used by trainers of secondary social studies teachers, social studies department chairmen, and other educational decision-makers.

These factors brought ALERT (Alternatives for Learning Through Educational Research and Technology)[3] to the forefront of our attention. Although the product was not yet ready for final installation, its main-field-test format seemed quite presentable and the system seemed to be just on the verge of becoming operational. Hence, we decided to focus much of our attention - in both demonstrations and direct-mail - on seeking eventual installations for ALERT. We agreed among ourselves on an offering price of "no more than $100" per installation, even if the Laboratory should find itself unable to break even at that figure.

Thus, the final objective of the mailing and demonstration phase was that ALERT would get primary focus, with the completed information products receiving secondary treatment. Other Laboratory programs and products were to be mentioned in the audiovisual introduction at each demonstration and discussed after the intended users were fully comfortable with the information products developed by the Communication Program.

Furthermore, since these demonstration and direct-mail efforts could, after testing, prove less productive than hoped, we anticipated a possible future need to reduce the emphasis on them. Therefore, we were careful to conserve a reasonable amount of the total funds for alternative activities whose testing would require less lead time and a more modest investment of resources.

For this purpose, we also developed a secondary attack plan. Our strategy was to follow up with some type of direct-mail on the American Government Information Unit alone (when it came off press) or on other information units (if completed). Moreover, if possible, we would try to reserve enough funds to have the American Government Information Unit demonstrated, however minimally, at the annual convention of the National Council for the Social Studies in Denver at Thanksgiving time. We would also, following this strategy, set aside a modest number of "desk" copies of the AGIU for selective distribution to professors who train secondary social studies teachers; then we would seek some means (still undetermined at the time) of bringing products of this type to the attention of college and university personnel on a one-for-one basis.

Finally, as to scope, our final notion was that we would include, wherever possible, handout material describing the functions of NCEC (the sponsor) and of the CEDaR Information Office (Denver, Colorado) at each of the demonstrations, even though we could not include such material in the direct-mail campaign.

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[3] A multimedia information system that impartially reports on actionable curricular and instructional alternatives (K-12) which have an R&D base.

The Activities

Demonstrations:

In setting up the demonstrations, the first task was to obtain cooperative sponsors and sites, and then to set times and dates. The first point of agreement was to aim for weekdays, after lunch, within a time frame that would avoid committing too many Laboratory staff members in one place at one time. A second point of agreement was that serving some sort of informal refreshment would be preferable to becoming involved with a meal for participants. Finally, we decided that a time block of two or three hours would be roughly adequate to accomplish our objectives. Mondays and Fridays were to be avoided for administrative and psychological reasons.

Further, in addition to staying outside the Laboratory's region and paying close attention to state adoption situations, we decided to eliminate states like Texas and Alaska (too large), states where there were teacher organization problems at that time (Kentucky, Mississippi, Louisiana), states that had received NCEC grants (Utah, Oregon, South Carolina), and states that had single-text adoption policies (North Carolina, California). Our plan of approach was to solicit sites from a two-part list: (a) adoption states including Florida, Virginia, Arizona, Indiana, Oklahoma; and (b) non-adoption states including Hawaii, Colorado, Washington, Delaware-Maryland-Washington, D.C., and the metropolitan area of New York City (New York, Connecticut, New Jersey). We sought high concentrations of population in each instance. Our first overtures were made to Florida, Hawaii, New York, and Virginia - by mail. It quickly became apparent that state education agencies were not proving to be productive points of entry, because we did not happen to have personal acquaintances in those agencies. Hence we shifted to a tactic of approaching potential local sponsors on the basis of previous personal contacts, an approach which made possible quite a rapid "go" or "no go" decision.

As a result, we ended up with sites of varying characteristics, as follows:

Feb. 16	Chicago State College, Chicago, Illinois
Feb. 18	Washington State ASCD, Seattle-Tacoma, Washington
Feb. 23	Nova University, Fort Lauderdale, Florida
Feb. 24	Florida Education Association, Winter Park, Florida
Mar. 2	Adelphi University, Garden City, New York
Mar. 4	Teachers College, Columbia University, New York City

The sponsors included an inner-city college, a professional organization, an "experimental" university, a state teacher organization, a university continuing education division, and an urban graduate teacher-training institution. No state educational agency accepted an active role in any of these demonstrations, although many were invited to do so.

An individual local coordinator was appointed at each site, and all negotiations and operations were coordinated through that single person. A goal of roughly 100 participants was sought for each demonstration, although we had no way of determining in advance what would be the best group size for maximum effect. We did ask the coordinator to try for a broad spectrum of participants, with a view to having only one representative of each district or institution present. Our reasoning was that if the participants all represented only a single district or institution, we would not reach a broad spectrum of potential users.

Further, we sought a mixture that would include many categories of administration but did not seek to involve teachers, since the products in question seemed more focused on decision-makers in the school and training hierarchies.

We had hoped, originally, to time the demonstrations and the mailing for October, but the planning and lead time required that we aim instead for a mid-winter schedule. With the cluster of national conventions in mid-November, then with Thanksgiving and Christmas holidays, and the strong chance of winter snowstorms, we soon found ourselves aiming for late February and early March. One advantage of such timing was that the time frame now coincided rather well with a strong direct-mail potential, since fall adoption decisions are often being formulated in mid-winter and early spring.

We left the selection of lists of invitees in the hands of each local sponsor, after indicating our general criteria. Samples of their invitations are included in this report. An original rough draft invitation was presented to each sponsor to be reshaped for polish, local flavor, etc. Subcontracts were issued to each sponsoring agency so that there would be a clear written understanding in advance as to precisely which costs the Laboratory was prepared to reimburse. Detailed specifications as to audio-visual equipment, seating plans (informal), and other arrangements were sent by mail and checked by long-distance phone.

NCEC was invited to send observers to either of the New York City demonstrations, and two representatives were able to attend the workshop at Adelphi University.[1]

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[1] By chance, since a USOE-approved RFP for ALERT was ready at about the same time as the Chicago and New York demonstrations, interested Chicago firms were invited to attend the Chicago session to see the product in use and an additional meeting for potential publishers was scheduled (March 3, New York City) with the cooperation of the Association of American Publishers.

ChicagoStateCollege

6800 South Stewart Avenue
Chicago, Illinois 60621

Telephone 312/224-3900

29 January 1971

Mrs. Kathryn A. Cornia, Principal
Owen Elementary School
8247 South Christiana Avenue
Chicago, Illinois 60652

Dear Principal:

Making sound decisions about curriculum change for your district or organization in this era of instructional "reform" is often a time-consuming, difficult undertaking. To assist you in exploring a wide number of new instructional programs which have been developed by authorities throughout the country, Chicago State College and the Far West Laboratory for Educational Research and Development are sponsoring a demonstration workshop at the College.

This demonstration workshop will introduce you to these information units ...

Elementary Science Information Unit (COPES, ESS, IDP, MINNEMAST, S-APA, SCIS)

Secondary Social Studies Information Unit (SRSS, Amherst, HSCCGP, ERSCCP, Harvard, Utah State, etc.)

Early Childhood Information Unit (EDC, DARCEE, Englemann, Bank St., Responsive Environment, etc.)

ALERT (A second generation system that covers the 1,000 best-developed curricula, K-12, including IPI, PLAN, Geography in an Urban Age, Unit in Ethnic Relations, and many more).

Representatives of the Laboratory will be on hand to present films, tapes, and printed materials about these innovative approaches. The

session, which will be held at Chicago State College, 16 February 1971, from 1 p.m. to 4 p.m., is designed to aid school and/or organizational personnel concerned with curricular development in examining a large variety of instructional materials. Neither the Laboratory or the College is involved in the sale of any of the programs.

Because of limited space, attendance must regretfully be limited to two representatives from individual schools or organizations. We sincerely believe that the afternoon will be most informative for the participants and hope representatives from your organization or district will plan to attend.

Sincerely,

Rita Cobbs

Rita Cobbs
Executive Assistant

wh

Mrs. Rita Cobbs
ChicagoStateCollege
6800 South Stewart Avenue
Chicago, Illinois 60621

_____ will (not) send rep
(Name of School
or Organization)
Name and Title_____

_____

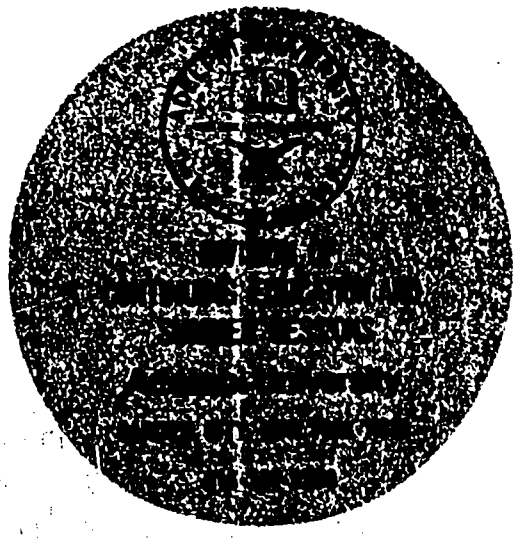
Name and Title _____

_____

R.S.V.P.
By February 10, 1971

March 2, 1971--*Please post or pass on*

EDU 734. New Curriculum & Instruction Information Units



A special multi-media demonstration offered by
The Department of Education *and*
The Far West Laboratory for Educational Research & Development

NO CHARGE; because of space limitations, however, no more than *two* representatives from your district can be accommodated.

Afternoon conference, Tuesday, March 2, 1971; 1:00-4:00 P.M.
Harley University Center, Room 201.

Curriculum-Instruction Decisions

With the plethora of new instructional methods and materials, and with demands for "more-relevant" curricula, it becomes ever-more difficult to make wise decisions on new curricular and instructional approaches.

In turn, this need has led to the production of a variety of *information units* that help you to find the information you need in order to evaluate new learning systems and materials.

This conference will introduce you to these information units . . .

Elementary Science Information Unit (COPES, ESS, IDP, MINNEMAST, S-APA, SCIS),

Secondary Social Studies Information Unit (SRSS, Amherst, HSCCGP, ERSCCP, Harvard, Utah State, *etc.*),

Early Childhood Information Unit (EDC, DARCEE, Englemann, Bank St., Responsive Environment, *etc.*),

ALERT (a second-generation system that covers the 1,000 best-developed curricula, K-12),

. . . and other self-contained products now ready for use in your schools, prepared by the Far West Laboratory for Educational Research and Development.

Presentations will be by Dr. C. L. HUTCHINS, *Director of Information Processing*, Far West Laboratory, and his staff from the laboratory.

For Whom?

This conference is recommended for district *superintendents*, school *principals*, *curriculum specialists*, and other school staff concerned with the planning and evaluation of new curricular and instructional methods and materials; at the option of local school districts, it is open to any interested teacher.

Some Typical Questions

If you're now making curriculum decisions, or are about to do so, here are some of the kinds of questions you're undoubtedly asking:

Should you build your own curriculum, or adopt one that's already well developed?

Which is the more economical--your current curriculum, or one of the new instructional systems?

Does a particular set of new instructional materials really fit *your* students' needs?

Are the salesman's *claims* completely accurate? How can you double-check?

Will new elementary curriculum "match" your secondary program?

Will the new curriculum be flexible enough for your teachers' individual styles?

Do local budget restrictions eliminate any consideration of certain curricula?

Is the prospective new program really based on well-researched learning theories?

Are methods for *individualizing* provided?

What kind of staff training will be necessary?

HOW MUCH EVALUATION TIME CAN YOUR STAFF SAVE BY USING AN INFORMATION UNIT?

The information units noted above can help you find meaningful answers to such questions; this conference will demonstrate how these information units and systems can help your school system to wiser curriculum decisions.

Conference Support

The costs of this conference are underwritten by the Far West Laboratory for Educational Research and Development, Berkeley, Calif., a public non-profit organization supported in part as a regional laboratory by funds from the US Office of Education, Department of HEW, under Title IV of ESEA.

EDU 734. NEW CURRICULUM & INSTRUCTION INFORMATION UNITS.
March 2, 1971. No fee.

Appr. 47 | Tkt.No. 233

Social Sec. # 056-38-6720 | Mr. Mrs. Miss MR | Last Name LOVITO

First Name Wbrew | M.I. | Street Address 29 Corey AVE

City BLUE POINT | State NY | Zip Code 11715 | Sex M,F M

Date of Birth 15 Oct 1933 | No. years Prev. Educ. 14 | Highest Degree attained MS

Occupation or Position Principal | Home Phone 821-3-6973

Employer or Agency Brentwood Public Schools | Phone at work 273-6600

DEAN'S COUPON

A/C | [ ] Bill | [ ] Paid by (Employer or agency) | Rec'd by | Date 3-1-71

EDU 734. NEW CURRICULUM & INSTRUCTION INFORMATION UNITS.
March 2, 1971. No fee.

Appr. 46 | Tkt.No. 232

Social Sec. # 125-09-7507 | Mr. Mrs. Miss MRS | Last Name STAMLER

First Name RHODA | M.I. | Street Address 24 JULLIARD DRIVE

City PLAINVIEW | State NY | Zip Code 11803 | Sex M,F F

Date of Birth 06 26 1921 | No. years Prev. Educ. 13 | Highest Degree attained MS

Occupation or Position Reading Consultant | Home Phone 01-1-2355

Employer or Agency Brentwood Public Schools | Phone at work 273-6600 X246

DEAN'S COUPON

A/C | [ ] Bill | [ ] Paid by (Employer or agency) | Rec'd by | Date 3-1-71

NEWS RELEASE

ChicagoStateCollege
6800 SOUTH STEWART AVENUE, CHICAGO, ILLINOIS 60621

OFFICE OF PUBLIC INFORMATION
ROOM 19 TEMPORARY OFFICE BUILDING
TELEPHONE: 224-3960
or
224-3900
EXT. 277

FOR IMMEDIATE RELEASE

Representatives from schools, school districts, and publishing companies in the Chicago metropolitan area will see a multi-media demonstration of recent innovations in educational programs on Tuesday, February 16, at Chicago State College.

The demonstration will be conducted by representatives of the Far West Laboratory for Educational Research and Development, a federally funded, non-profit organization, which is co-sponsoring the workshop with Chicago State College. They will use films, audio tapes, and printed materials in describing recently developed programs of instruction.

- 30 -

FOR FURTHER INFORMATION, PLEASE CALL CAROLE YOUNG AT AB 4-3900, EXT. 277.
(PI269--1/22/71)

Internal Memo to Our Professional Faculty

MEMORANDUM

TO:
Janet Shipman
Alice Barter
Charlotte Barr
Ramona Choos
James Chrones
Betty Churchill
Maurice Collins
Thomas DePasquale
Dorothy Dierickx
Lillian Dimitroff
Mary Dunn
Marie Foote
William Freebury
Marianne Garbel
Louis Hoover
William Hurley
Barbara Kardas
Frank Lanier
Sadie Lussenhop
Ruth O'Meara
Malvern Ore
Henry Patin
Diana Poll
John Rackauskas
Gershon Rosenstock
Barbara Schaller
Floyd Smith
Lindy Solon
Vilma Ujlaki
Paul Steinbach

FROM: Rita Cobbs

DATE: 10 February 1971

Subject: FAR WEST LABORATORY DEMONSTRATION

About 100 teachers and administrators from the Chicago metropolitan area will be attending a demonstration by the Far West Laboratory for Educational Research and Development to be held at Chicago State College on February 16th from 1:00 to 4:00 p.m. in Room 201A. Representatives of the Laboratory will present films, tapes, and printed materials about information units developed to evaluate new learning systems and materials.

This demonstration workshop will introduce these information units: Elementary Science Information Unit (COPES, ESS, IDP, MINNEMAST, S-APA, SCIS), Secondary Social Studies Information Unit (SRSS, Amherst, HSCCGP, ERSCCP, Harvard, Utah State, etc.), Early Childhood Information Unit (EDC, DARCEE, Englemann, Bank St., Responsive Environment, etc.), ALERT (second generation system that covers the 1,000 best-developed curricula, K-12, including IPI, PLAN, Geography in an Urban Age, A Unit in Ethnic Relations, and many others). Presentations will be by C. L. Hutchins and his staff from the Far West Laboratory.

As members of the professional education faculty, you are invited to attend this demonstration. If you have any questions about the presentation, please call Rita Cobbs, Extension 201.

RC:fs

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FAR WEST LABORATORY*
FOR
EDUCATIONAL RESEARCH AND DEVELOPMENT

cordially invites you to attend**
a special multi-media demonstration of
new curriculum and instruction
INFORMATION UNITS

.Elementary Science Information Unit
COPES, ESS, IDP, MINNEMAST, S-APA, SCIS)

.Secondary Social Studies Information Unit
(SRSS, Amherst, HSCCGP, ERCSSP, Harvard, Utah State, etc.)

.Early Childhood Information Unit
(EDC, DARCEE, Englemann, Bank St., Responsive Environment, etc.)

.ALERT (a "total" system that covers the 500 best-developed curricula, K-12, incl. IPI; PLAN; Geography in an Urban Age; Man, a Course of Study; Man and Myth: A Unit in Ethnic Relations; and many more)

...and other self-contained Laboratory-created products now ready for your schools - presented by Dr. C. L. Hutchins, Miss Diane Howland, and Dr. Ferucio Freschet.

HYATT HOUSE, Satellite Room
Seattle, near Sea-Tac
February 18, 1971
1:00 - 4:00 p.m.

Coffee will be served

R.S.V.P. (before February 9) on enclosed blank to:
Mrs. Ellen Herminghaus
753 County-City Building
Tacoma, Washington 98402

*The Far West Laboratory for Educational Research and Development, Berkeley, California is a public non-profit organization supported in part as a regional laboratory by funds from U. S. Office of Education, Department of Health, Education, and Welfare, under the Cooperative Research Act.

**If you are unable to attend, please send an alternate, but let us know.

There is no charge for this demonstration
COME TO LEARN

INTERMEDIATE SCHOOL DISTRICT NO. 111
1/71/828 al

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

ARE YOU EVER UNDECIDED ABOUT CURRICULUM?

With ALERT (Alternatives for Learning through Educational Research and Techniques), you will have at your fingertips multi-media, multi-level, mailable materials that inform you about new, well-developed, well-evaluated curricular alternatives. ALERT makes it easy for you to review all the new programs and products and to select those that you want to examine in depth. (Commercial textbooks are generally not included.)

Here's what ALERT provides:

ALERT Card File: A compact box of 500 large edge-punched sort cards summarizing the key features in about 300 words. You sort quickly with a rod to identify the alternatives that meet your school's needs.

Summaries: Brochures describing each program (Minnemast, CAI, Amherst Project, IPI, DARCEE, etc.) in about 1,000 words.

Reports: Detailed analyses of each program - goals, content, materials, teaching strategy, costs, evaluation, and much more.

Audiovisual Briefings: Coordinated filmstrips and audio tapes that show the major programs in action and focus on what happens when each child is learning.

Reviews of Trends: For selected areas where, as yet, few alternatives exist - to guide you to an interim course of action.

In ALERT you will find up-to-the-minute information - impartially comparative - on both curriculum and instruction, covering mathematics, early childhood, individualized instruction, drug education, language arts, and every other subject area.

Some prepackaged Information Units are already available. Come see them demonstrated!

IMPORTANT NOTE

You are cordially invited to attend this demonstration. If you cannot come you may send an alternate, but please, we do need to know who will attend. The Far West Laboratory will have materials to accommodate 125. There is no charge.

Mrs. Ellen Herminghaus
Intermediate School District No. 111
753 County-City Building
Tacoma, Washington 98402

Phone: FU 3-3311 Extension 563

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REGISTRATION BLANK

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
Special Multi-media Demonstration

Sponsored by
WSASCD

Sponsored by
WSASCD

HYATT HOUSE, Seattle, near Sea-Tac
February 18, 1971 1:00 - 4:00 p.m.

I will attend . . . . . /__/

I cannot attend . . . . . /__/

_____ _____
Signed Mailing Address

Return by February 9, 1971 to:

Mrs. Ellen Herminghaus
Intermediate School District No. 111
753 County-City Building
Tacoma, Washington 98402

NOVA UNIVERSITY

Nova University

and

The Far West Laboratory for Educational Research & Development

Berkeley, California

cordially invite you* to attend

a special multi-media demonstration of

new curriculum and instruction

Information Units

*Elementary Science Information Unit
(COPES, ESS, IDP, MINNEMAST, S-APA, SCIS)

*Secondary Social Studies Information Unit
(SRSS, Amherst, HSCCGP, ERCSSP, Harvard, Utah State, etc.)

*Early Childhood Information Unit
(EDC, DARCEE, Englemann, Bank St., Responsive Environment, etc.)

*ALERT (a "total" system that covers the 1,000 best-developed curricula, K-12, incl. IPI; PLAN: Geography in an Urban Age; Man, a Course of Study; Man and Myth: A Unit in Ethnic Relations; and many more)

...and other self-contained Laboratory-created products now ready for your schools

Auditorium

Nova University

February 24, 1971

1:00 - 4:00 p.m.

R.S.V.P. (before Feb. 15) to: Mrs. Renee M. Stevens, Nova University, College Avenue, Fort Lauderdale, Florida 33314

*If you are unable to attend, perhaps you may want to send an alternate; however, we regret that no more than two representatives from your district can be accommodated.

Association of American Publishers, Inc.

One Park Avenue
New York, N.Y. 10016
Telephone 212 689-8920

February 11, 1971

M E M O R A N D U M

To: School and College Division Official Representatives and Members of the School Division Research Committee

From: Paul L. Millane

Re: Meeting on ALERT system -- Far West Laboratory for Educational Research and Development -- Carnegie International Building, UN Plaza at 46 Street, NYC. March 3, 1971 at 9:30 am.

The Far West Laboratory for Educational Research and Development is sponsoring a meeting of book publishers at the Carnegie International Building (penthouse) to describe their newly developed resource for curriculum planning called ALERT. It is a system describing innovative developments in education and contains objective unbiased information about new programs in education. You are hereby invited, without charge of course, to attend this meeting.

Although ALERT is still under development, approximately 100 schools and districts in 5 states (California, Colorado, Nevada, Pennsylvania, Utah) will be using ALERT this year and making suggestions how to improve its operation. During the summer of 1971 Laboratory personnel will be busy revising the materials, and during the 1971-72 school year an expanded number of schools will use the materials.

Attached is a copy of the ALERT booklet with further details about the program. DR. C. L. HUTCHINS and FRED S. ROSENAU will make the presentation at the meeting on March 3, and it is hoped that as many of you as possible will attend.

Please fill out the enclosed form and return it to Paul Millane at the AAP at your earliest convenience so that he can make proper arrangements for the approximate number of publishers planning to attend the meeting at Carnegie International Building. He will also inform the Far West Laboratory about the publishers planning to attend this meeting.

PLM:vs
enc.
#269

Return to:

Paul L. Millane
Association of American Publishers
One Park Avenue
New York, N.Y. 10016

March 3, 1971 from 9:30 am. to 12:30 pm. meeting on ALERT system -- Far West Laboratory for Educational Research and Development -- at Carnegie International Building (penthouse) UN Plaza, NYC.

This is to let you know that the following members from our company plan to attend the meeting noted above:

Name _____

Name _____

Name _____

By _____

Company _____

Date _____

Association of American Publishers, Inc.

One Park Avenue
New York, N.Y. 10016
Telephone 212 689-8920

ALERT System Meeting at
Carnegie International Building - penthouse
March 3, 1971 9:30 am. to 12:30 pm.

The following have indicated their intention to attend:

APPLETON-CENTURY-CROFTS	.. Suzanne Matthews Hyung W. Pak
AMERICAN BOOK COMPANY	.. Edward W. Smith
THOMAS Y. CROWELL COMPANY, INC.	.. Herbert J. Addison James Bergin Ken Winslow
EDUCATIONAL DEVELOPMENTAL LAB INC.	.. Mrs. Elaine Scheier
GROLIER EDUCATIONAL CORP.	.. Alex B. Platt
HAMMOND INCORPORATED	.. Martin A. Bacheller
HARPER & ROW, PUBLISHERS, INC.	.. Lane Akers Caroline Lanford Raleigh Wilson
D. C. HEATH AND COMPANY	.. A. H. Drummond, Jr.
HOLT, RINEHART AND WINSTON, INC.	.. Vincent Alexander
INSTRUCTIONAL MEDIA OF AMERICA, INC.	.. Norman C. Franzen
McGRAW-HILL NATIONAL BOOK COMMITTEE	.. M. Ann Heidbreder
NOBLE AND NOBLE, PUBLISHERS, INC.	.. Charles H. Murphy
PARENTS' MAGAZINE ENTERPRISES, INC.	.. Patricia Ayres
PITMAN PUBLISHING CORPORATION	.. Margaret Bushnell Theodore B. Dolmatch John Kirk Fred Schmidt

RANDOM HOUSE, INC.	.. Steve Brown Charles Smyth
READER'S DIGEST SERVICES, INC.	.. John P. Ware
SCHOLASTIC MAGAZINES, INC.	.. M. W. Barnes Sturges Cary Priscilla Lynch
SCIENCE RESEARCH ASSOCIATES, INC.	.. Stephen Lewis
SCOTT, FORESMAN AND COMPANY	.. Phillip Livingood
VAN NOSTRAND REINHOLD COMPANY	.. Patricia Klossner
WESTINGHOUSE LEARNING CORPORATION	.. Lyell C. Dawes

AAP STAFF	.. Thomas Griffin Paul L. Millane

* * *

Resource experts were sought for each session, but only two were able to attend. One was a University of Florida science coordinator who drove from Gainsville to one of the demonstrations, at our request, to explain how she had used one of the products in her training of teachers. The other was a science resource expert who attended the Puget Sound demonstration.

Handout packets were prepared (100 for each demonstration) and shipped in advance of the meeting, since sheer bulk often prevented our carrying by hand the AV software and the products as well as boxes of bulky printed matter.

We chose as presenters for each demonstration a team that included one member with product development knowledge and one member with marketing and field experience. As indicated, we had hoped to have, for each site, one local resource person who had actually used the product(s), but we failed partially in this aspiration. We aimed for a lively non-technical mode of presentation, starting with a brief audiovisual overview of the Laboratory's work (slides and audio tape). This introduction, at each site, was followed by a full hands-on demonstration of ALERT, a user-oriented information system that encompasses a broad variety of actionable, R&D-based curricular and instructional alternatives. Next the participants as a group, or in small groups, were permitted to use and examine the other information units, but no provision was made for special-interest interactions. After a break for refreshments, participants were shown other Laboratory products, such as Minicourses and the Parent/Child Toy-Lending Library.[2]

At the end of each demonstration, before receiving the handout packets, each participant was asked to fill out an evaluation form. (Sample is enclosed with this report; see next section for results.)

Direct-Mail:

For the direct-mail campaign, the planning was somewhat less complex since the only "outside" considerations were choice of a lettershop and rental of mailing lists. Negotiations over a period of time led to the belief that appropriate lists would be available from the USOE computer, since precisely the sort of lists we were seeking were known to be stored there. We obtained a printout (DDM-10-A) indicating quantities and types of mailing-label subject lists, but attempts to obtain more precise information on list characteristics were unavailing. NCEC labored hard to facilitate Laboratory usage of these lists, but red tape evidently overcame everyone's best efforts.

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[2] Minicourse installation and utilization in areas where demonstrations were held has been highly encouraging. The toy library did not become available nationally until November 1971.

Thus, at the last minute, we turned to a reliable West Coast list broker and rented computer lists that seemed to offer the general characteristics we sought. In order to make certain geo/alpha selections (e.g., eliminating some states), we were obliged to take a goodly quantity of names in each of two basic categories: (a) trainers of teachers, at their home addresses; and (b) superintendents of school districts. We were able to get appropriate Cheshire labels for each on a short delivery schedule, and then arranged for a select list of school-library supervisory personnel (through AASL) and another of AACTE institutional representatives. What we failed to obtain, due to the fact that we were unable to penetrate the USOE computer barriers, were such highly-desirable specialized lists as: Title III centers, intermediate agencies, Title I coordinators, science educators, science supervisors, Catholic school superintendents, educational materials centers, state research coordinating units, etc.

The mailing components (except envelopes which were purchased on a bid basis) were produced by multilith on Laboratory equipment for reasons of economy and efficiency. We had decided against an elaborate mailing and against setting type (which would have required external services) and in favor of using a "plain pipe rack" approach. A two-part order form was created so that the user would recognize that the information units were ready for shipment from one resource while his reservation for ALERT would be held here in the Laboratory until shipment could be effected. Folding, inserting, sealing, affixing postage, sorting, bundling, tying, and mailing were carried out in a commercial lettershop selected on an open bidding basis. A sample of the mailing is enclosed with this report.

Supplementary Activities:

A number of supporting activities supplemented these two major efforts. An Elementary Science Information Unit went to Dr. Mary Gaver of Rutgers University (an attendee, by invitation, at the AAP-sponsored publisher meeting in New York) so that this item could be listed in her revision of the basic "Elementary School Library Collection." The American Government Information Unit, when it finally came off press at Technicon Education Systems, was sent to a number of book listing and review media (Bowker, Wilson, ASCD, NCSS, etc.) and was given to a modest number of key decision-makers in the social studies discipline. A few personal letters went to key media personnel at such publications as Education USA, Education Summary, etc., but of necessity these events occurred well after the mailing and demonstrations were concluded.

Negotiations were attempted that might have led to the Social Science Education Consortium at Boulder serving as an agent to demonstrate (and perhaps even sell) the American Government Information Unit at the NCSS Convention in Denver.

When this attempt appeared fruitless, we negotiated an agreement with U.S. Educational Marketing Corporation that will result in having this product offered to NCSS members at Denver in late November as part of the Media Fair exhibit. (At its own expense, the Laboratory hopes to send an observer to check the effectiveness of this effort, since the event will occur just at the time of the project's expiration date.)

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1 GARDEN CIRCLE, HOTEL CLAREMONT • BERKELEY, CALIFORNIA 94705 • TELEPHONE (415) 841-9710

HOW TO SAVE HUNDREDS OF HOURS . . . AND A LOT OF WORRY

Visualize a compact "recipe box" on top of your desk or in your drawer. The box contains 500 edge-punched cards. Each card describes concisely one actionable, well-developed curricular alternative - ranging all the way from a complete K-6 program like SCIS to a simple index to computer-assisted instruction.

You pick up your sort needle and slide it through appropriate holes along the edges of your cards. This process selects from such variables as grade level, target audience, content, time required, and other distinctive features.

A few cards drop onto your desk. These (and these alone) fit your own school's criteria. Your search time is reduced without wasted effort, needless expense, or frustrating guesswork. And you run no risk of overlooking an option, because the overall system will be continually kept up-to-date for your daily use.

NEW R & D PRODUCTS TO SIMPLIFY YOUR CURRICULUM DECISIONS

The "recipe box" is only one component of a comprehensive new K-12 curriculum information system nicknamed ALERT. It is now being field-tested (in Colorado, Pennsylvania, Utah, Nevada, and California) by the Communication Program of the Far West Laboratory for Educational Research and Development. The Laboratory is a non-profit public organization that researches, creates, field-tests, and evaluates educational products for the nation's schools and colleges.

ALERT is only one of the products designed to help educators make better curricular and instructional decisions. Two new products (both eventually to be included within ALERT) are ready now - the Elementary Science Information Unit and the American Government Information Unit. Both are described in the enclosed folder.

Each of these important information packages enables administrators, teachers, curriculum coordinators, board members, parents, and teacher trainers to compare and contrast new programs in terms of:

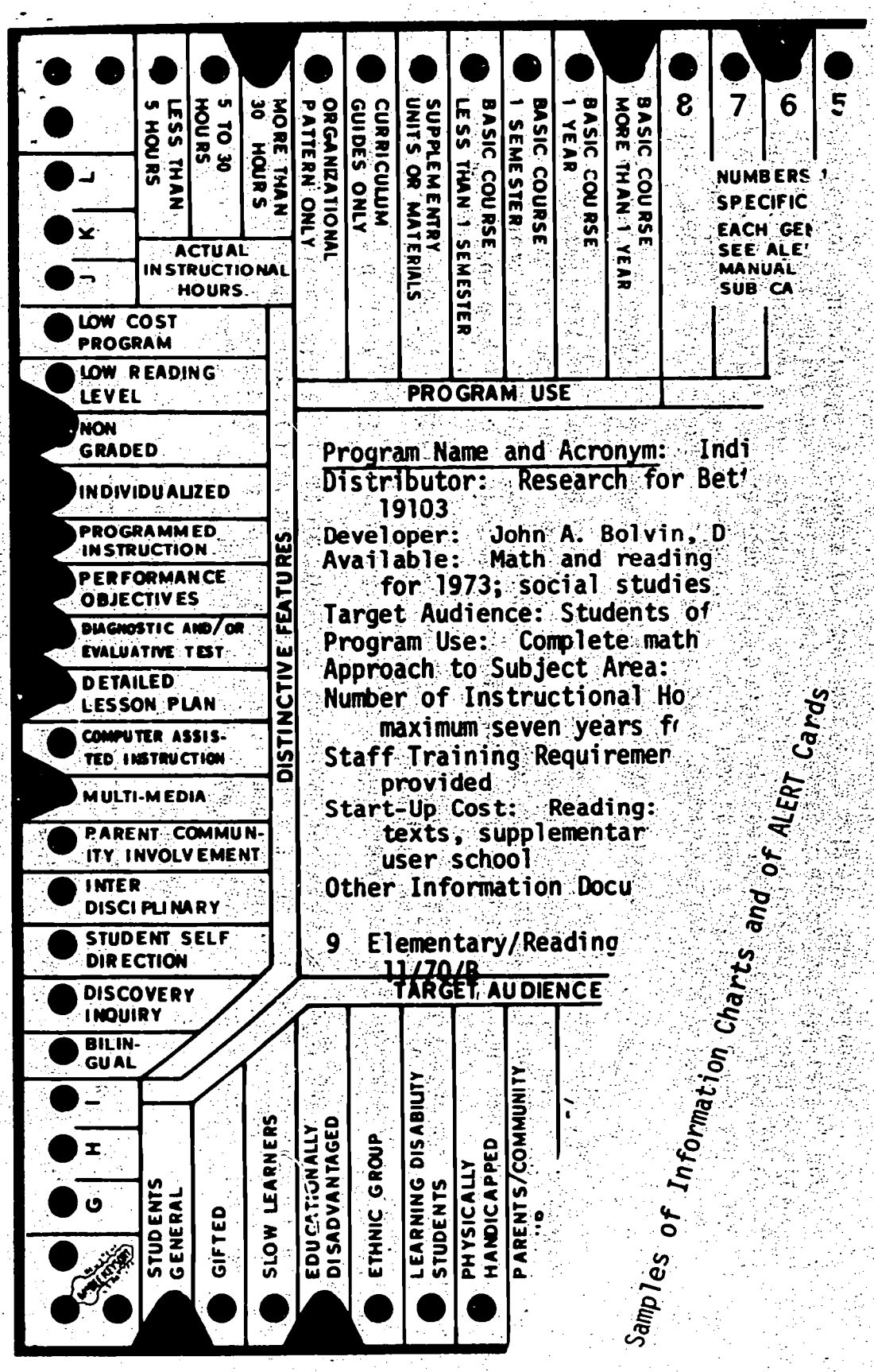
*goals and objectives
*content and materials
*classroom strategies and activities
*implementation requirements
*evaluation
*project history

BEFORE YOU COMMIT FUNDS . . . BEFORE THE NEXT DECISION

You can obtain two of the Information Units immediately. Or you can enroll your district or institution in the operational field-test phase of the emergent ALERT system. The costs are modest in either case, but you should act promptly by mailing a purchase order this week.

A postage-free reply envelope is enclosed - along with a two-part reservation form. Won't you send both of them along to your business office today, so that you can begin using these rigorously tested products immediately?

C. Kopfstein



Program Name and Acronym: Indi
Distributor: Research for Bet
19103
Developer: John A. Bolvin, D
Available: Math and reading
for 1973; social studies
Target Audience: Students of
Program Use: Complete math
Approach to Subject Area:
Number of Instructional Ho
maximum seven years f
Staff Training Requiremer
provided
Start-Up Cost: Reading:
texts, supplementar
user school
Other Information Docu

9 Elementary/Reading
11/70/B

Samples of Information Charts and of ALERT Cards

MAJOR CHARACTERISTICS

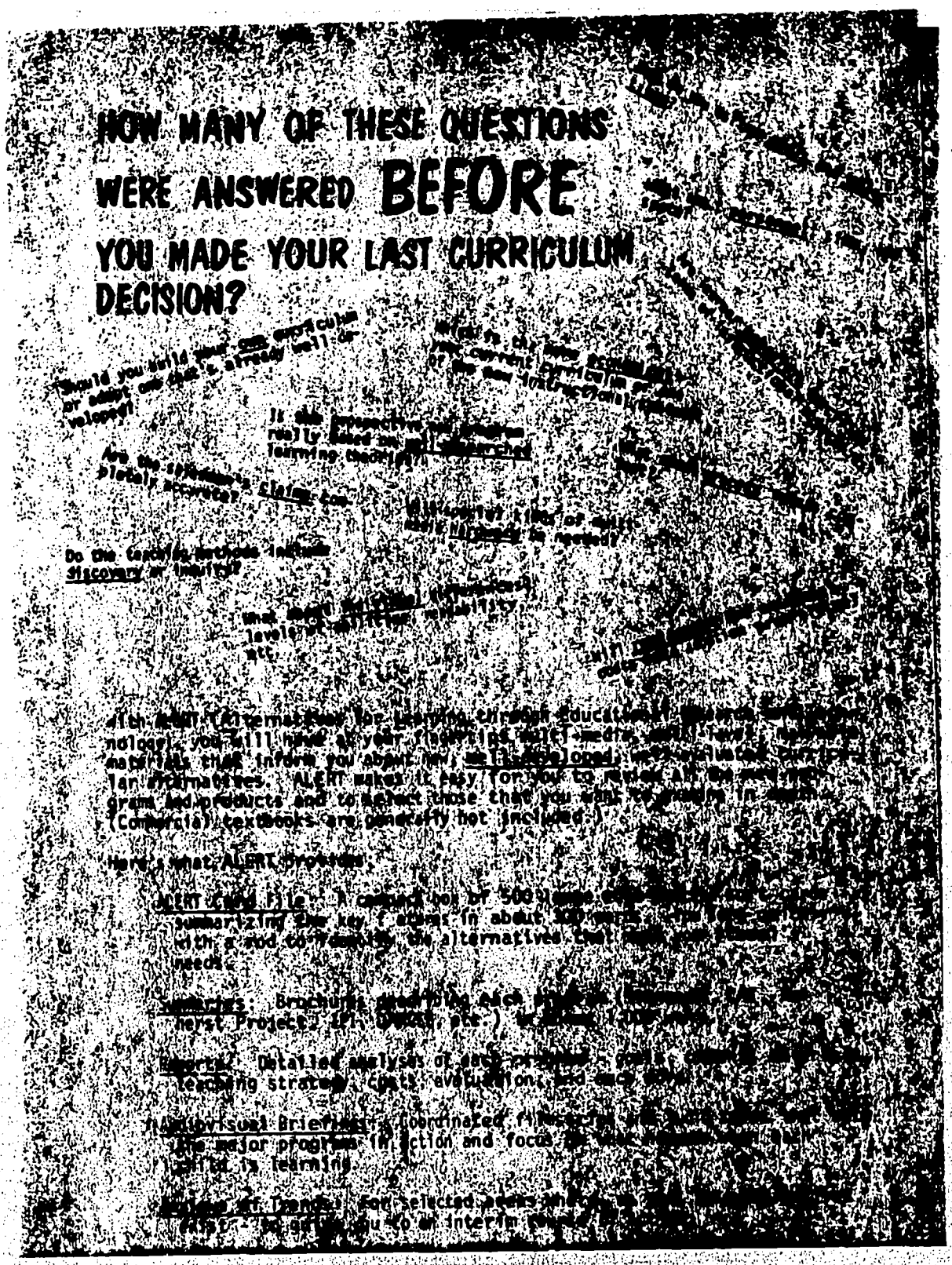
CHARACTERISTICS	PROGRAMS, BY NUMBER			
	1.	2.	3.	4.
Program Name	Sociological Resources for the Social Studies (SRSS)	The Amherst Project	Law in American Society Project	High School C Center in Go Project (HS
Materials Relevant to American Government	About half (12 of 27 Episodes)	Most (24 of 40 Units)	All (6 Units)	Am rican Behavior
Content Perspective*	Sociological problems, issues	American History topics	Law, legal issues	Americ behavi and g
Suggested Curriculum Use	Supplementary, approx. 2 weeks per episode	Supplementary, approx. 2 weeks per unit, or teacher-structured program	Full-year, self-contained course or supplementary units	Ful cor
Suggested Grade Level	Any secondary	Any secondary	Grade 9	
Dale-Chall Readability Level**	9th grade	12th grade	9th grade	
Availability of Student Tests	Not provided; sample essay questions suggested	Not provided; suggest teacher-constructed tests around discussion questions in guide	Information not available	
Cost of Student and Teacher Materials***	$3.63 to $5.73 per Episode for a class set (includes 10 student manuals and an instructor's guide)	$7.20 per Unit for a class set (includes 10 student manuals and a teacher's manual)	Information no available	
Teacher Training Requirements	None (NSF sponsors summer training institutes in sociology, using SRSS materials)	None (Each year, Project offers one-week inservice workshops on discovery learning)	None (Proj summer-in teachers)	
Availability of Materials (Spring 1970)	9 Episodes from publisher	13 Units from publisher; public domain edition in ERIC	All 6 U publis	
Program Director/ Developing Agency	Robert Angell/American Sociological Association, 503 First Nat'l Building, Ann Arbor, Mich. 48108	Richard Brown/Committee on the Study of History Newberry Library, 60 West Walton St., Chicago, Ill., 60610 and Hampshire College, P.O. Box 93, Amherst, Mass.	Rober cago tion Ass Sa 11	
Publisher	Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210	Addison-Wesley Publishing Co., 2725 Sand Hill Road, Menlo Park, Calif 94025		

*Refers only to materials listed as relevant to study of American go

**Allow for a standard deviation of one year from grade level specif formula.

***When applicable, amounts represent cost after deduction of 25% s

HOW MANY OF THESE QUESTIONS WERE ANSWERED BEFORE YOU MADE YOUR LAST CURRICULUM DECISION?



First Class
Permit No. 2082
Berkeley, Calif.

Business Reply Mail No Postage Stamp Necessary If Mailed In United States

Postage will be paid by

Far West Laboratory for Educational Research and Development
Room D
1 Garden Circle, Hotel Claremont
Berkeley, California 94705

THE WORK OF THE LABORATORY

The overall goal of the Far West Laboratory for Educational Research and Development is "helping children have more - and better - opportunities to learn." To achieve this self-renewal mission, the Laboratory has adopted a product-development strategy. It shapes research from the academic world into exportable, self-contained products for use in schools and teacher-training institutions.

The institutions that helped create the Laboratory in 1966 include the Regents of the University of California, the California State Board of Education, the Regents of the University of Nevada, and the Utah State Board of Education.

Each Laboratory product (like those described in this folder) must pass through a careful development cycle - review of research, needs analysis, creation of a prototype, preliminary field test, development of the product, main field test, revision, operational field test, and final revision prior to national installation. Each development stage may be recycled if evaluation by actual users indicates the product is not meeting their requirements or the Laboratory's specifications.

THE COMMUNICATION PROGRAM

The principal goal of this development group is to reduce the gap between educational research and development and its application in schools. To achieve this objective, the program uses a systems development approach. It creates the necessary technology and designs and validates specific products for use by educational decision-makers.

Products like those described here will provide schools with more accurate and impartial information on new curricula and new techniques. Other products from the same development team will help educators to plan and manage their instructional programs more efficiently. Two training units are now being field-tested - one for problem analysis and the other for goal-setting.

MORE LABORATORY PRODUCTS

The Laboratory's Teacher Education Program has developed a series of highly-effective Minicourses for inservice and preservice teacher training. Films and handbooks provide the instructional materials for microteaching practice using videotape equipment. One Minicourse teaches basic questioning skills. Another trains teachers to individualize mathematics instruction. Another enables primary teachers to use small-group instruction.

The Laboratory's other major development program is called Education Beginning at Age Three. The staff uses a responsive environment model in its work with Head Start and Follow Through districts across the nation. In addition, Parent/Child Toy-Lending Libraries are being installed at many sites.

Descriptive materials on all Laboratory products are available on request.

USE POSTAGE-FREE ENVELOPE FOR ALL ORDERS

Purchase Order for Information Unit to:

INSERVE
P.O. Box 504
Sunnyvale, Ca. 94088

Purchase Order #

_____

Ship the following:

___ boxed multi-media sets, Elementary Science Information Unit ($75.00 ea.)

___ books, American Government Information Unit ($7.95 ea.)

Ship to: _____

_____

Address: _____

City: _____ State: _____ Zip: _____

BOTH SENT TO YOU FOR NO-RISK EXAMINATION

Reservation Order for ALERT to:

Far West Laboratory for Educational Research and Development
Hotel Claremont, Room D
Berkeley, California 94705

[ ] Send invoice on Aug. 1, 1971 (amount not to exceed $100.00)

Name of Institution: _____

Attention of: _____

Address: _____

City: _____ State: _____ Zip: _____

FIELD-TEST RESERVATIONS FILED IN ORDER OF RECEIPT

Specialized Mailing:

After the mailing to compiled lists was completed, and once the American Government Information Unit came off press, we hand-carried a copy of the new product to NCSS's executive secretary and opened negotiations for their mailing list of active members. From a direct-mail point of view, the time of year (May) was very inauspicious, yet we were then uncertain as to whether or not the original completion date (June) of the project could be extended (as it was later). Thus, we made a committment to mail to the NCSS list at the very end of the school year, since it was the single best available list for this new product. In this instance, we used a low-key newsletter format (again buying envelopes commercially but printing the two insert items on our own multilith) and did not even ask the recipient for an order. We were determined at this point to have some sort of "test" (without a formal research design) that might give us a sense of the effectiveness of this approach in the educational field as contrasted to the more aggressive hard-sell technique employed earlier. All foreign names on the NCSS list were omitted, for both postal and policy reasons. A sample of this mailing is also enclosed with this report.

Preservice Campaign:

We also needed to learn if it would be cost-effective to make personal calls on key professors who train future teachers in order to show them the information products on a one-to-one face-to-face basis. The Laboratory had already launched a joint venture with NWREL in Portland and CEMREL in St. Louis whereby each laboratory's field staff would learn about and begin to diffuse the products of the other two. Dr. James Winter of CEMREL kindly offered, under a subcontract, to carry out this experiment for us. After the necessary legal agreements had been executed, there was no time available to train his field staff to criterion. Nonetheless, his field men did, during the summer, carry the information units on science and government to a number of campuses in Kentucky, Tennessee, Missouri, Illinois, and Texas.

Though the full impact of this experiment will not be known for some time, preliminary results are reported in the next section.

NEWS FROM

THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

a public non-profit agency in Berkeley, Calif., funded under the Cooperative Research Act by the U.S. Office of Education

AMERICAN GOVERNMENT INFORMATION UNIT just published

At the two previous NCSS national conventions the Laboratory appeared on program sessions to demonstrate field-test versions of its first social-studies information unit. Many NCSS members asked to be notified when the finished "product" was available.

Just off press - a large, oversize paperbound book entitled "American Government Information Unit: Curriculum Alternatives for Secondary Schools" - ready in time for summer institutes, fall course adoptions in colleges, curriculum planning in school districts, informing school boards and communities about the "new social studies," and making '71-'72 adoption decisions for secondary government, civics, problems, and other social-science courses.

Major Characteristics of Nine New American Government Programs

The new programs compared and contrasted in the information unit encourage teachers to challenge students with issues, ideas, and raw data. Each has been tried in actual classrooms and revised during development. Each provides student materials that offer new approaches to the study of American government. Each provides a teacher's guide. Each is available for your use now.

Some of the nine programs probably aren't right for your students. All involve some degree of "inquiry" and "discovery," social-science concepts and issues, skills and processes that the social scientist uses. But just which ones will fit the goals of your social-studies curriculum?

What the Reports Contain

Nine full-scale reports are bound into this big paperback. They cover: Thinking Reflectively About Public Issues, American Political Behavior, Episodes in Social Inquiry, Public Issues Series, Comparative Political Systems, LFC Secondary Social Studies, Justice in Urban America, The Price of Freedom, and The Amherst Project.

Each detailed report considers in depth: Goals and Objectives, Content and Materials, Classroom Strategy, Student and Teacher Prequisites, Implementation: Requirements and Costs, Program Development and Evaluation, and Project History. (It looks like nine books in one.)

Helping to Simplify Curriculum Decisions

All educators find the Laboratory's information units useful - especially those focused on their own special field of experience. With these information units, groups have already been trained in making curricular and instructional decisions; for the first time administrators, teachers, and trainers of teachers have available in a single unit everything needed to make rigorous and impartial decisions.

Field reports indicate that decisions can be made more quickly and less expensively when a group of options can be examined comparatively and without bias. Another reported advantage is that the decision-maker can now be confident he has not overlooked some actionable alternative that was looming just beyond his horizon.

No-Risk Examination

The Laboratory's publisher/distributor will mail a copy of the American Government Information Unit to a school or college address with an invoice for $7.95. If the institution decides it does not wish to keep the book, it may be returned and the invoice will be cancelled. Address: INSERVE, P.O. Box 504, Sunnyvale, Calif. 94088. (If payment accompanies order, the distributor absorbs postage costs.)

CONFRONTATION: A Human Relations Training Unit

The Laboratory has demonstrated this multi-media product at the last two NCSS conventions. The product consists of films and handbooks that enable a school district or training institution to sensitize a group of secondary teachers or administrators to the human relations problems that can arise between teen-agers and adults.

Four workshops deal with school-community relations, verbal and non-verbal communication difficulties, rules and regulations, and racial conflicts in the schools. In addition, discussion-leader training is provided so that the user can prepare local small-group facilitators.

The complete experimental training unit is now available from the Anti-Defamation League, 315 Lexington Ave., New York 10016, or from any of its 30 regional offices. Price: $410 (or rental at $50), including all films and printed materials. Write ADL for a preview.

MINICOURSE 9: Higher-Cognitive Questioning

To be released in the fall, this newest of the Laboratory's inservice teacher-training Minicourses uses school (or college) videotape recording equipment to train teachers in higher-order questioning skills. The course focuses on questioning skills needed by teachers in grades 4 to 8.

The Minicourse is self-instructional and self-evaluative. Over a period of five weeks - that is, one hour per day for some 12 days, with flexible scheduling to meet school requirements - the trainee microteaches in a small room, then views his practice session via VTR playback. Roughly four to eight teachers can take the Minicourse at the same time.

Besides improving the quality of student answers, teachers learn how to use analysis, synthesis, and evaluation questions by watching films, planning short lessons, microteaching, and reteaching. Coordinator and teacher handbooks, follow-up activities, and a research supplement are provided along with a full set of instructional and model films.

For further details, write to: Macmillan Educational Services, 8701 Wilshire Blvd., Beverly Hills, Calif. 90211

CEMREL, Inc. 10646 St. Charles Rock Road, St. Ann, Mo. 63074 314-429-3535

June 10, 1971

Mr. Fred Rosenau
Assistant to the Director
Far West Laboratory for Educational
Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Dear Fred,

Interest is running rather high among my diffusion team about your proposal to check out the "market strategy" for the ESIU and the AGIU. We are ready to give it a try.

We would propose to do the following:

1. Make interview contacts with at least fifty college professors in at least twenty different institutions. The effort would be to contact at least one person in each area of interest at each institution.

2. Utilize college graduate students to do the legwork after we had thoroughly trained them to discuss the products. They would first make telephone contact, set up appointments, then make the interview visit.

3. Provide you with a report compiled from the proposed CEMREL/FAR WEST CONTACT REPORT that we plan to use. A copy is enclosed for your information.

4. Complete the assignment by August 15, 1971. This would give us 25 working days if we could begin by June 28, 1971.

In order to do the above, we would need:

1. To have from you or Lockheed, a sufficient number of handouts, price lists, etc. Do you think we could get those in the next couple of weeks?

2. To have two additional sets of the Elementary Science Information Unit and two more copies of the American Government Information Unit. We'd like to have three of each, but could get by with two more of each.

3. A budget that would be approximately $850. A more specific breakdown would look something like this:

Continued...

a. The contact person would average at least 5 hours of time on each institution, even though only 2 persons were contacted. Arrangements plus travel, plus interview, plus planning time, equals 5 hours.

b. Each interview is expected to average at least 30 minutes and the round-trip travel would average about 100 miles or about three hours.

c. Our business office would handle the payroll. Our field men would train the "contacter", and monitor his activity. I would compile the final report.

d. Cost per institution:

Time:	5 hours @	$5.00	= $25.00
Travel:	100 miles @	.10	= $10.00
Telephone:			= $ 2.50
Adm. Cost:			= $ 5.00
Total			$42.50

THEREFORE: Twenty institutions at $42.50 each would be $850.00 Thus a minimum of 50 contacts would cost $17.00 each.

Please let me hear from you on this matter as soon as possible.

Sincerely,

Jim Winter

Jim A. Winter,
Director of Diffusion

JW/as

Enclosure

cc: Dr. John Hemphill
Dr. C. L. Hutchins
Mr. Carl Defibaugh
Mr. Robert Smallridge
Dr. David Alexander

Results

Overall, the project was successful, but not necessarily in the fashion that those who planned it would have predicted.

Attendance at the demonstrations was larger than recorded on the evaluation forms; the absolute minimum head count follows:

Chicago	76
Washington	81
Nova	55
Rollins	65
Adelphi	40
New York	29

It should be noted that the actual number of attendees was much larger at the first four locations, but that not everyone present stayed for the full demonstration and not all those who stayed filled out the forms. In New York City a local snowstorm severly reduced attendance. Approximate cost per attendee, assuming cross-country travel by two staff members, would average $5. (About 400 invitations are probably required to assure 100 participants.)

An approximate breakdown of the participants by category shows:

Chicago

Virtually all participants represented the Chicago public schools, with little participation from outside that system. 43 were teachers, master teachers, or aides; 5 were professors or teacher supervisors; 14 were principals or assistant principals; 10 were supervisors, coordinators, or curriculum personnel; 4 were "miscellaneous"; and only one was an assistant superintendent. No one, including the Laboratory presentation team, was certain whether the products demonstrated could be utilized locally since it was not known when they would be added to the approved Chicago purchase list.

Washington

Principals and assistant principals numbered 28; supervisors, coordinators, and curriculum personnel, 31; teachers or master teachers, 7; professors or instructors, 4; superintendents or assistant superintendents, 4; and miscellaneous, 7. A wide range of Puget Sound districts and institutions was represented.

Nova

Supervisors, coordinators, curriculum, 31; teachers, TV teachers, 8; principals, 4; professors, instructors, 3; superintendents, 2; and miscellaneous, 6. A heavy percentage of the participants represented Broward County, in which Nova is located.

	Instit. Type?				Heard of FWL Before		Plan to Purchase?					Need More Info.		Attend Again?		Key Decision Up to $100				Key Decision $100-$2500				Quality Pres.				
	P.S.	Pvt.	Col.	Oth.	Yes	No	Yes	Bud-get	Con-sult	No	Oth.	No	Yes[3]	Yes	No	Supt/ Dean	Dept Head	T/ Prof	Oth/ Prin	S/D	DH	T/ Prof	Oth/ Prin	Exc	Gd	Ad	Fair	Poor
Site A	60	9	5	2	7	68	5	10	38	17	6	22	29	58	6	15	11	9	36	20	8	1	29	15	25	20	10	3
Site B	61	12	6	4	58[1]	22	4	10	40	12	11	34	18	61	7	8	19	8	47	27	8	0	32	12	47	15	5	2
Site C	49	2	2	2	23	30	10	5	49	9	3	23	20	50	1	4	21	7	28	16	11	3	21	10	37	7	0	0
Site D	48	4	14	1	25	38	2	7	36	18	6	20	29	51	5	11	20	5	29	20	10	0	23	7	31	16	6	3
Site E	35	2	2	2	11	25	7	6	22	4	2	17	10	34	4	6	17	6	13	15	8	2	10	13	21	3	1	0
Site F	20	1	6	5	13	14	3	5	17	2	1	8	11	25	1	6	10	2	10	14	3	0	10	8	16	3	0	0
Number:	273	30	35	16	137	197	31[2]	43	202	62	29	124	117	279	24	50	98	37	163	112	48	6	125	65	177	64	22	8
Percent:	77%	9%	10%	4%	41%	59%	8%	12%	55%	17%	8%	51%	49%	92%	8%	14%	28%	11%	47%	38%	17%	2%	43%	19%	53%	19%	7%	2%

[1] A professional organization, as sponsor, or a site closer to "home," evidently produces a group that knows more about the Laboratory.

[2] The data suggest that cost per "sale" would come to roughly $100.

[3] Packets containing handout material were not released until evaluation forms had been collected.

Winter Park

Supervisors, coordinators, curriculum, 21; master teachers, teachers, 14; principals, assistant principals, 11; students, 7; associate professors, instructors, 6; superintendent, assistant superintendent, 2; and miscellaneous (migrant project, federal program, etc.), 4. Acceptances to the invitation came from Jacksonville and Gainesville, Sarasota and Okeechobee, so the geographical spread was broad.

Adelphi

Principals, assistant principals, 12; supervisors, coordinators, consultants, 16; teachers, assistants, 9; superintendent, 1; professor, 1; and miscellaneous, 1. The participants represented a variety of districts and institutions on Long Island.

New York City

Coordinators, curriculum supervisors, 16; teachers, 4; superintendent, commissioner, 2; principals, 2; professor, teacher supervisor, 2; miscellaneous, 3. Connecticut had 7 representatives present, New Jersey, 10, and New York, 12. This small group met in a large, formal auditorium with fixed seats.

A few comments should be recorded regarding the chart which analyzes the evaluation form data. The question that asked about "key decision" did not elicit an accurate reflection of the real world in terms of the "Other" category. Many of the forms included "Principal" or "Me" on the one hand, or "Combination" or "Committee" on the other. "Central Office" was written in fairly often as well. These indicators suggest that the questionnaire may not analyze "key decision" with sufficient precision.

Some of those who checked the box requesting additional information before making a decision indicated that they wanted more definite word on "cost" or "availability." This response reflected the presenters' uncertainty as to what the final cost of ALERT would be, when it could be installed, and what it would contain (number of entries; K-6 or K-12; etc.). Additional information, where requested, has been or will be provided to all in accord with their professed needs and wishes.

But what about utilization as an outcome of this dissemination effort? Clearly many hundreds of educators learned about the Laboratory and its products, particularly about ALERT and the information units. Many of these can be expected to act on the information they gained, but at this point there is no statistical evidence that shows extensive purchase and utilization. ALERT is still not ready for broad-scale use, but soon will be. A number of those who filled out reservation forms will actually begin using ALERT during the 1971-72 school year, but not really a large enough number so that this type of demonstration could yet be construed as being cost-effective. A few copies of the American Government Information Unit were purchased by those who heard about it before publication at these meetings, but only a few.

What is the explanation? Possibly that ALERT wasn't ready for immediate installation and that its final price and full scope and content were not then precisely explicable. Of course, this back-up information will be provided to participants when they are ultimately invited to install the completed product.

Moreover, a significant minority of those who attended these demonstrations came with expectations of seeing curricular materials per se,[1] rather than decision-making packages that would help them make curricular choices. Since they were quite accustomed to looking at curriculum materials at educational meetings, it is likely that some of them felt uncomfortable when these tried-and-true items were not laid out for them to examine. Premailing of specific pre-conference information packets to those who accepted invitations would have avoided any such misunderstandings.

Another difficulty lay in the fact that some science supervisors wanted to look only at science options, a few language arts experts were disappointed that there wasn't anything special in their field, and so on. Secondary school personnel were sometimes disappointed that the main field-test version of ALERT contained principally items that are actionable in elementary schools. All of these factors combined to reduce the immediate impact that we might have hoped for under more ideal circumstances.

Still, the groundwork has been laid in these six geographical areas for the ultimate installation and utilization of ALERT when the system completes the Laboratory's full developmental cycle. All the names and addresses of attendees can then be employed to shorten the normal diffusion time-lag. But clearly we cannot recommend this demonstration technique, in the form that was employed, to the rest of the D&R community.

Turning to the first direct-mail campaign, we find the results were no more productive. Educators in teacher-training institutions appear to have built up a resistance to hard-sell direct-mail techniques. Some used the business-reply envelope that was provided in the mailing to vent their irritation at what they consider "junk mail." A few ecologists among them complained that trees had been cut down to provide the paper for the mailing. Thus, the small quantity of complaints very nearly equaled the small quantity of purchase orders, most of which came from small towns or rural areas. Since all the lists used were compiled, we were communicating with an audience that is not conditioned to purchasing by direct-mail. The most productive direct-mail lists have always been those containing names of active buyers, and as a public non-profit agency we had no leverage of any kind that would have enabled us to arrange for rental of those. Commonly, active buyer lists, if available at all, are exchanged on a confidential basis between list owners.

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[1] "I had anticipated being able to see displays of material and possible demonstrations of use." -- Administrative Intern.

Another obstacle arose from the simple fact that college professors are accustomed to receiving desk copies on a gratis basis. Thus, this "adoption" experience makes them poor prospects for direct-mail purchases.

The USOE lists, on which we had counted for our direct-mail campaign, could not be obtained, unfortunately.[2] But since those lists are also compiled, in most instances, they might have proved only slightly more productive. Our first mailing failed, essentially, because we were unknown to the recipient, our products were unknown to him, and adoption of such products as a multimedia information unit or a total curriculum information system would have required a change in his habits. These factors made success just about impossible when mail was the sole mode of communication, with no follow-up visits being planned and with no local demonstration sites available.

On the brighter side, we enjoyed success in our other three dissemination experiments. Mention of the American Government Information Unit in an early fall issue of Education USA brought a deluge of orders for that book to the producer/distributor. Mention in other publications produced additional activity.

The NCSS mailing, even though it did not solicit orders, produced roughly a 2% response, which is quite satisfactory for a $7.95 item. This was a classic example of a good fit between list and product, since the mailing list is composed of those who have paid for membership in a national organization devoted to the same goals as those of that particular information unit. The list is obviously quite clean and well maintained. The low-key mailing (in a plain "newsletter" format) evidently was effective.

The notion of arranging to have D&R-oriented field men make personal visits to those who train teachers at universities and colleges also proved encouraging, though the full impact of this experiment won't be known for some months.[3] 33 institutions were visited during the summer and early fall of 1971 by CEMREL field staffers, carrying the science and government information units. At the time of this report, eight purchases and four additional inquiries have already been directly traced (via Technicon's computer printout) to this handful of one-to-one contacts. Therefore, in the final section of this report, we will offer recommendations growing out of this promising beginning.

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[2] USOE later provided a set of mailing-list labels for a different NCEC-funded Laboratory demonstration of Minicourses. When used with a covering USOE letter, and with a low-keyed, no-pressure approach, this list of superintendents proved highly productive.

[3] A byproduct will be the effect of multiple use once a professor adopts the product. Additional copies should fan out to his students and colleagues, and these, in turn, should create an eventual impact on surrounding districts.

In sum, then, this dissemination project produced and distributed over 50,000 pieces of direct-mail, interacted with and provided handout materials to some 500 additional educators, and gained valuable first-hand marketing experience. At the conclusion of the project, the installation and utilization picture appeared encouraging for the information products of the Laboratory's Communication Program. Specifically, it can be noted that:

* More than 700 of the Elementary Science Information Units are in use.

* More than 850 of the American Government Information Units are in use.

* ALERT is now being used experimentally at approximately 100 sites. The participants at the demonstrations will be re-invited to install ALERT when the final form is completed in 1972.

* The Early Childhood Information Unit, not quite completed, will be offered when ready to all demonstration participants who are potential users of that product.

Furthermore, joint diffusion experimentation has begun with NWREL and CEMREL and a new type of local demonstration project (for a different group of products) has been launched under NCEC auspices. The experience of these various ventures is certain to strengthen the entire D&R community in its future dissemination and utilization endeavors.

DADE COUNTY PUBLIC SCHOOLS

DEPARTMENT OF STAFF DEVELOPMENT

150 N.E. 19th Street, Miami, Florida 33132

Phone 350-3207

DR. E. L. WHIGHAM
SUPERINTENDENT

J. L. De Church
Director

March 30, 1971

Dr. C. L. Hutchins
Far West Laboratory for
Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, Cafifornia 94705

Dear Dr. Hutchins:

I was fortunate to participate in a recent presentation at Nova University, Florida, of offerings currently available from the Far West Laboratory.

The Department of Staff Development of the Dade County Public School System has reviewed the materials demonstrated and would like to be informed about the future availability of the following systems:

1. Alert
2. Instructional Planning and Management Systems

Please let us know how we may avail ourselves of resources being developed.

Very truly yours,

Mildred B. Augenstein

Mildred B. Augenstein, Consultant
Department of Staff Development

MBA/mt

Phone (904) 567-5625

Pasco County School Board

Room 115 Courthouse

Dade City, Florida 33525

CHESTER W. TAYLOR, JR.
Superintendent of Schools

MISS MARY GIELLA
Language Arts Supervisor

February 26, 1971

Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkley, California 94705

Dear Sir:

I attended your meeting at Rollins College, Winter Park, Florida.

I left failing to pick up the manilla folder packet you had for each participant. Would you be kind enough to mail me one.

Sincerely,

Mary Giella

Mary Giella
Language Arts Supervisor

kb

Far West Laboratory for Educational Research and Development

CONFIDENTIAL

LABORATORY PROGRAM CONTACT

Laboratory Personnel

Diane Howland and Feruccio Freschet

Participants: Names, Titles, Organization, Address, and Telephone:

Alert Demonstration
Hyatt House
Seattle-Tacoma Airport

[ ] Telephone call
[ ] lab visit
[x] field visit
[ ] other

Date February 18, 1971

SUBJECT

Discussion

Approximately 110 people appeared which was 60 short of the 170 who had returned mailers indicating they would appear. A heavy rain and some snow in the mountains may have been responsible for the low turn-out.

Approximately 80 participants filled out evaluation forms and received envelopes of printed materials from the Laboratory, Denver D & R Office, and NCEC. The forms will be analyzed along with others collected at 5 more sites in the next few weeks and then compared with the returns from a concurrent direct mail campaign. We did not have the Laboratory Briefing so we started with a verbal briefing followed with the Science Information Unit, Government Information Unit, and Alert Briefing. We allowed participants to use Alert sort cards and summaries and this seemed to be a valuable experience for those involved. Answered questions such as:

1. How does the Science IU work with textbooks?
2. Does the Science IU present any information on the affective domain?
3. How did you select the 6 programs contained in the Science IU?
4. What kind of data is available to see what effect the box has had on teachers?

Continued...

Action required

NONE

5. Do you know if teachers or administrators do in fact take action based upon their exposure to the box?

6. Is it possible to get just one part of the box, such as ESS?

7. How many other disciplines are being treated in Information Units by your Laboratory?

8. When do you anticipate the early childhood IU being finished?

9. Should a small district with only two elementary schools buy it?

10. Are there replacements for parts of the Information Unit that might be destroyed or lost?

11. How often will you re-evaluate programs in order to update them?

12. It's not worth much to you after you've made your decision is it?

A science educator named Allen Buchanan from the Seattle area had previewed the box for a period of 10 days on a trial basis. He gave a short but effective talk during which time he made the following points:

1. The IU was particularly important to his district because they were revising their science curriculum.

2. The box is excellent because the multi-media aspects helped to make effective presentations.

3. The booklets are very good because they are comprehensive but they use language that is understandable to practitioners.

4. We definitely will purchase the box during this next budgeting period and will use it when going before the school board in helping to sell them on our choices for science programs.

5. The SIU was also used by educators at the University of Washington and they had many positive comments.

6. People who had used some of the 6 programs described in the SIU felt that the programs were well presented in the Information Unit.

Buchanan then went on to say that the $75 was a marvellous investment when you consider the amount of homework it would save a committee trying to make decisions on science programs.

Far West Laboratory for Educational Research and Development

CONFIDENTIAL LABORATORY PROGRAM CONTACT

Laboratory Personnel

Diane Howland & Ferucio Freschet

Participants: Names, Titles, Organization, Address, and Telephone:

IU Demonstration
Rollins College
Winter Park, Florida

[ ] Telephone call
[ ] lab visit
[x] field visit Date February 25, 1971
[ ] other

SUBJECT

Discussion

95 people attended from 13 counties in the Orlando area. They saw the Laboratory briefing, Science IU, Alert briefing, and Minicourse Introduction. These AV presentations were preceded by verbal presentations given by Diane Howland and myself and were followed by question and answer sessions. Some typical questions were:

a. What is the relationship between AASA and your Laboratory?
b. Is the Science IU box completely up to date?
c. What about prices of programs described in it?
d. When you field tested, did you field test in a wide-range of social economic areas?
e. Are you going to develop Information Units on other areas?

64 questionnaires were returned and this was remarkable considering problems incurred. For example, the projectionists did not appear on the scene until 25 minutes before the demonstration was to go on; the carousel tray for the Laboratory briefing would not function properly on their carousel projector, even though it had functioned properly at Nova the day before; this meant removing our slides and putting them into their tray - this would have worked fine except that their tray would only hold 80 slides and we have 89

Action required

slides so we had to ad lib a little. Also, the tape recorder for the presentations was 100 ft. away from the projector booth and none knew how to work the audio visual master control. The minicourse film has a new series of holes punched or torn into its right side and it was out of synchronization so it looked like a Grade "B" Italian movie.

On the positive side we had a couple of users on hand to help. Dr. Marian Young come down from Gainsville to tell of her experience with pre-service students using the IU box. In addition Mr. James Mould who is working with Dr. Joseph Shea, told of his experiences using Minicourses 1, 5 and 9 with pre-service interns at the University of Florida

FF:nq

FLORIDA
EDUCATION
ASSOCIATION

Special Economic Benefits
Dexter Hagman, Chairman
208 WEST PENSACOLA STREET • TALLAHASSEE, FLORIDA 32304 • TELEPHONE: 904/224-1161

March 5, 1971

To; Florida Education Association
From: The Far West Laboratory for Educational Research and Development
Re: Special multi-media demonstration of new curriculum and Instruction Units

On February 25, 1971, at Bush Science Center Auditorium at Rollins College, a demonstration was presented by Dr. Ferucio Freschet and an assistant by invitation of the FEA Special Services Committee for concerned educators from about 30 counties.

The enclosed map shows where invitations were sent and acceptances received by the coordinator of the conference, the Chairman of the Special Services Committee. About 125 attended the conference full or part time.

The program, supplied by the Far West Laboratory, is misleading as to what is to be demonstrated. Information Units are the main concern of the Laboratory but the program indicates that the media would be demonstrated as well as the Information Units.

Florida's educators are used to breaking into small groups in order of their specializations. The group met in a well equipped auditorium but did not divide into groups.

The program was of great value to elementary, science, and math supervisors but many of the secondary people felt left out. For example, social studies was mentioned for about five minutes and then dropped. As a result, some left the conference at the first break. The visuals were excellent and the program well organized.

Dr. Freschet showed that he has been in a classroom as a teacher and/or supervisor but it was evident that his assistant has not, although her delivery was excellent in presenting products that can be purchased from commercial company that the laboratory has researched and developed.

Over 700 invitations were mailed-400 personal and 300 in bulk. A little over 100 indicated they would attend;about 50 that they would not - by phone or mail. The breakdown of favorable replies follows:

7	Colleges and Universities
16	Counties
10	Principals (K-12)
40	Supervisors and Directors (inc. migrant,A-V, and Federal Projects)
5	School Dapartment Chairmen
3	Classroom teachers
16	College instructors,etc.
8	College students (Dept. of Education)

Universities and Colleges:
Bethune-Cookman College
Edward Waters College
Florida TEchnical U.
Florida Presbyterian U.
Stetson U.
Rollins College
University of Florida

Counties:
Marion
Seminole
Orange
Pasco
Sumter
Osceola
Okeechobee
Duval
Citrus
Columbia
Calhoun
Manatee
Highlands
Flagler
Volusia
Alachua

Overall evaluation
Overal evaluation of this conference would be average according to the program mailed out.

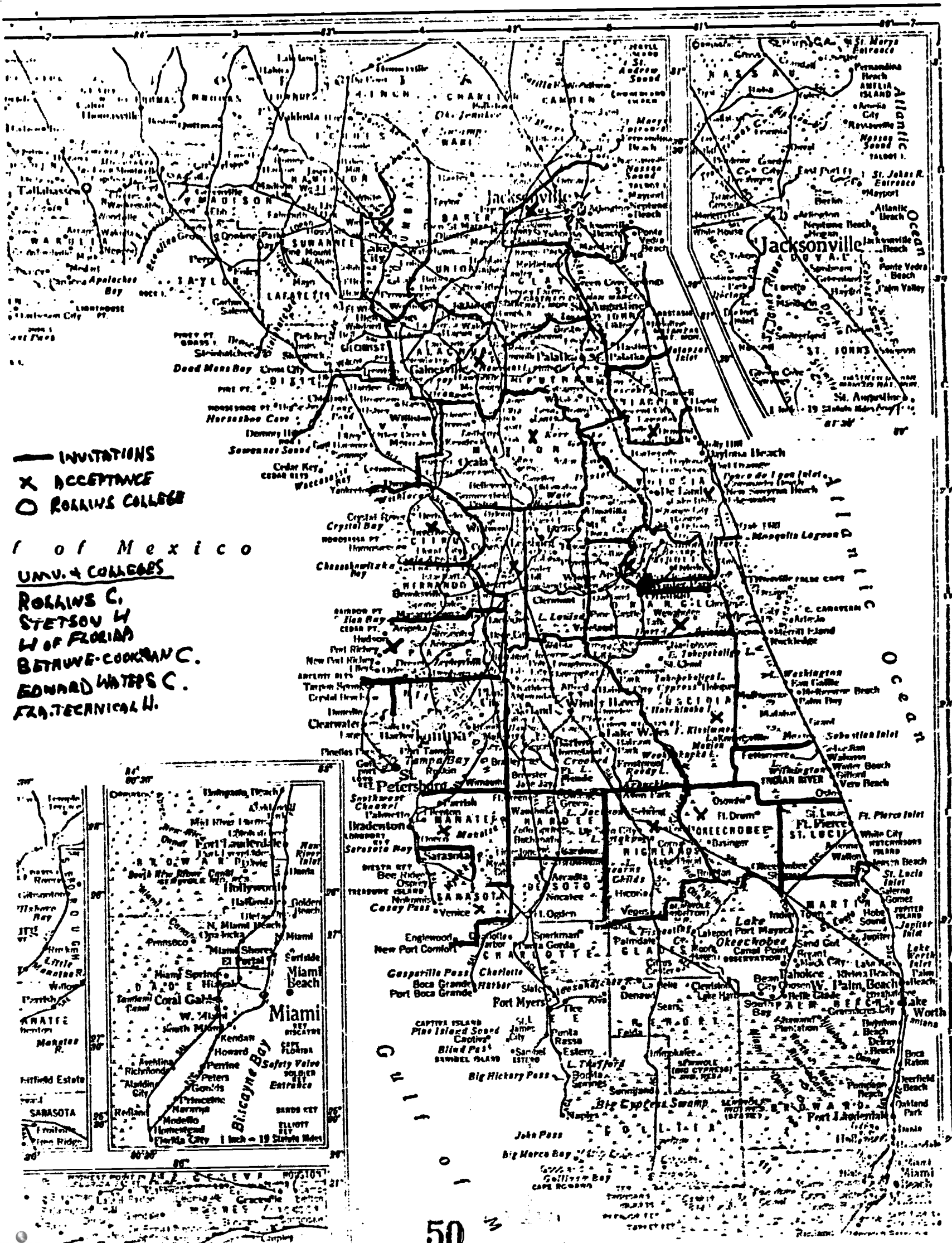
Recommendations
The Laboratory should make its program of events specifically clear in its mailouts so that there is no misunderstanding of what is to take place. Speakers should be used that have had classroom experience when demonstrating to practitioners. After the initial presentations have been made explaining scope, sequence, purpose, etc. the assembly should be divided into small groups by interest level. This will enable participants to handle the merchandise and raise questions in their own field as well as be able to give a general idea of what has taken place to the entire team "back home." It is unfortunate that materials were not delivered to the demonstrators as had been planned. I have found the U.S. Mails and the Greyhound Bus system very reliable in comparison with railroads.

The Florida Education Association should consider purchasing Information Units to be placed in our FEA centers to be distributed to the counties it serves. Individual schools do not often have the money to purchase curriculum materials needed for demonstration purposes or decision making. With proper routing , units could be kept in use year around. This would be another service that the FEA could render counties from the local school to the county-office level in an area that we do little - curriculum.

Sincerely yours,

Dexter H. Hagman

cc. Dr. Wally Johnson
Dr. Ferucio Freschet
Mr. Robert Lee



The SPECIAL SERVICES COMMITTEE of the
Florida Education Association

and

The Far West Laboratory for Educational Research & Development

Berkeley, California

cordially invite you* to attend

a special multi-media demonstration of

new curriculum and instruction

Information Units

Elementary Science Information Unit
(CCPES, ESS, IDP, MINNEMAST, S-APA, SCIS)

Secondary Social Studies Information Unit
(SRSS, Amherst, HSCCGP, ERCSSP, Harvard, Utah State,etc.)

Early Childhood Information Unit
(EDC, DARCEE, Engleman, Bank St., Responsive Environment,etc.)

ALERT (a "total" system that covers the 1,000 best-developed curricula, K-12, incl.:IPI;PLAN; Geography in an Urban Age; Man, a Course of Study; Man and Myth: A Unit in Ethnic Relations; and many more)

...and other self-contained Laboratory-created products now ready for your schools (for those interested,Mini Course demonstrations will be presented afterwards) - presented by Dr. Ferucio Freschet and staff.

Bush Science Center - Auditorium
ROLLINS COLLEGE - Winter Park

February 25, 1971 - 1:00 - 4:00 p.m.

R.S.V.P. TO: Mr. Dexter Hagman, Lyman High School, Longwood, Florida 32750 ; Tel.:305-831-5600 ext. 30

*If you are unable to attend, perhaps you may want to send an alternate or inform a colleague. The presentations will be of particular interest to school board members, superintendents, elementary and secondary supervisors, elementary and secondary principals,directors of federal programs, chairmen of departments, and Colleges of Education.

Direct Mail Costs

Postage - 2¢ to 5¢ range.
Envelope - unless self-mailer format is used.
Contents - how many, how fancy?
Fold, insert, seal, affix label, sort, bundle, tie, and mail - depends on quantity.
List rental - depends on quality, quantity, other requirements.

Estimated Range: $50 to $150 per M

E.g., cost per sale of $7.95 item: approximately $2.50/3.00 (NCSS mailing list)

Demonstration Costs (Each Site)

Invitations - quality, quantity, postage, addressing, etc.
Rental of space - usually not necessary.
Secretarial help, phone at local site.
Refreshments - if served.
Honorarium to sponsor - if necessary.
Travel and per diem for demonstration team.
Handout materials.
Evaluation forms.

Estimated Range: $500 per site

E.g., estimated cost per sale: $100.00

Costs of Visits to Inform Potential Adopters

Hourly rate of reimbursement for field staff - if not salaried.
Travel costs - mileage, parking.
Report forms.

Estimated Range: $10-30 per visit

E.g., estimated cost per initial sale: $30.00
Estimated cost per installation (after adoption): $2.00

NOTE: Start-up costs and Laboratory salaries <u>not</u> included in above estimates.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF SCHOOL DISTRICT 11
71 METROPOLITAN OVAL
NEW YORK, N. Y. 10462
TALMADGE 8-4200

CARMELLA NESI
DISTRICT SUPERINTENDENT

Irwin Altman
EXECUTIVE ASSISTANT

Far West Laboratory for Educational
Research and Development
Hotel Claremont, Room D
1 Garden Circle
Berkeley, California 94705

March 15, 1971

Gentlemen:

We are interested in being field tested by Project Alert and understand that much of the service would not be available to us until next year. However, in order to pay the required amount out of funds which are available to us, we would have to receive an invoice by June 15, 1971. The funds we have available for this purpose will not be available after June 30, 1971.

It is of prime importance that we have access to the use of the "Recipe Box" which is a part of this service during the month of June to locate some programs in areas we are involved in.

If it is possible for us to be invoiced by June and to have access to the "Recipe Box" by June, please include our district on the reservation forms you have for field testing.

Sincerely yours,

Carol Boss

CB:mo

CAROL BOSS
Office of School Integration
District 11

USE POSTAGE-FREE ENVELOPE FOR ALL ORDERS

Purchase Order for Information Unit to:

INSERVE
P.O. Box 504
Sunnyvale, Ca. 94088

Purchase Order # _____

Ship the following:

___ boxed multi-media sets, Elementary Science Information Unit ($75.00 ea.)

___ books, American Government Information Unit ($7.95 ea.)

Ship to: _____

_____

Address: _____

City: _____ State: _____ Zip: _____

BOTH SENT TO YOU FOR NO-RISK EXAMINATION

Reservation Order for ALERT to:

Far West Laboratory for Educational
Research and Development
Hotel Claremont, Room D
Berkeley, California 94705

[ ] Send invoice on ~~Aug. 1~~ June 15, 1971 (amount not to exceed $100.00)

Name of Institution: District 11

Attention of: _____

Address: _____

City: _____ State: _____ Zip: _____

FIELD-TEST RESERVATIONS FILED IN ORDER OF RECEIPT

Form letter sent to those who ordered ALERT:

July 26, 1971

Dr. Patrick Mooney, Director
North Central District
Dade County Schools
489 East Drive
Miami Springs, Florida 33166

Dear Dr. Mooney:

The purpose of this letter is to acknowledge your interest in securing the ALERT system and to bring you up to date on our plans for the coming year.

As you know, approximately 100 schools in five states have been using the ALERT materials since December. Analysis of data collected is now being undertaken and will be instrumental in determining changes to be made in the system.

Although the ALERT system was enthusiastically received by the test schools and much valuable feedback about the system's usefulness in facilitating the curriculum adoption process was received, the decision was made not to release the system in a final form at this time. However, consideration is being given to making copies of the test materials available at cost so that more schools than just those participating in the testing can avail themselves of the information.

Your interest in purchasing the system is greatly appreciated, and you will be notified as soon as more definite information is available regarding securing the interim form.

Sincerely yours,

Sanford J. Glovinsky, E.D.
Director
Information Systems
Communications Program

SJG:DFH:djh

Sent to names on attached list.

CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY, INC.

Cemrel Program Office
116 20th Avenue, South, Nashville, Tennessee 37203
Telephone: Area Code 615, 244-0230

September 30, 1971

Dr. Jim Winter, Director of Diffusion
CEMREL, Inc.
10646 St. Charles Rock Road
St. Ann, Mo. 63074

Dear Dr. Winter:

Enclosed are the reports from the contacts I made concerning the Elementary Science Information Unit and the American Government Information Unit.

The response to my letter to Department Heads seeking the names of professors to contact was gratifying. Out of 20 colleges/universities written I received an answer from 18. These 18 Science Education and/or Social Studies professors were contacted by mail. Of the 18 contacted, 8 answered my letter. I have talked with these people, some rather extensively, about the Unit(s) applicable to their situation and received, without exception, keen interest in the use of the Unit(s). Many assured me that they intended to purchase the Unit(s) as soon as possible.

I also had the opportunity to spend some time with educators from universities, Region Service Centers and school consultants while in Texas during late August. They also were interested and their reports are enclosed.

I also contacted Mr. Calvin Story, with the Texas Education Agency, and informed him about the Science Unit. He responded favorably.

I still have tenative appointments with three additional professors in Nashville and one in Clarksville, Tennessee. I hope to complete these as soon as possible.

Also enclosed you will find copies of letters mailed to each professor. Maybe the addresses will be of some future value.

Sincerely,

Fred L. Fifer, Jr.
Program Associate

ss
enclosures

12/11/71

GENERAL DIFFUSION CONTACT REPORT ON FAR WEST'S INFORMATION UNITS

Four graduate students were enlisted to carry out the assignment of contacting professors at colleges and universities concerning the Elementary Science Information Unit and the American Government Information Unit.

The following is a summary of the contacts made. Attached are examples of some of the individual contact reports and a summary report from one of the graduate assistants.

INSTITUTION AND LOCATION	REPRESENTATIVE	UNIT PRESENTED	
		ESIU	AGIU
1. Murray State University Murray, Kentucky	Ruby Smith	✓	✓
2. Western Kentucky University Bowling Green, Kentucky	Dr. Bob Stevenson Dr. Jim Koper	✓ ✓	✓ ✓
3. Motlow College Tullahoma, Tennessee	Dr. Major Richard Krebs	✓ ✓	✓ ✓
4. University of Tennessee Knoxville, Tennessee	Dr. Haaby Dr. Slawson	✓ ✓	✓ ✓
5. Covenant College Lookout Mt., Tennessee	Mrs. Steensma Jack Fenema	✓ ✓	✓ ✓
6. Southern Missionary College Collegedale, Tennessee	Dr. Kennedy and 15 staff members	✓	✓
7. University of Tennessee Chattanooga Chattanooga, Tennessee	Dr. Bibler Dr. Benson	✓	✓ ✓
8. Trevecca College Nashville, Tennessee	Dr. Covington	✓	✓
9. Middle Tennessee State University Murfreesboro, Tennessee	Dr. Brashears	✓	✓
10. Memphis State University Memphis, Tennessee	Dr. Cleminson Nelle Moore	✓ ✓	✓ ✓
11. George Peabody College Nashville, Tennessee	Dr. Kealey Dr. Tomlinson	✓ ✓	✓
12. David Lipscomb College Nashville, Tennessee	Dr. Brown	✓	✓
13. Metro Schools Nashville, Tennessee	Randy Randals	✓	
14. Tennessee State University Nashville, Tennessee	Dr. M.D. Williams	✓	✓

INSTITUTION AND LOCATION	REPRESENTATIVES	UNIT PRESENTED ESIU	UNIT PRESENTED AGIU
15. Belmont College Nashville, Tennessee	Dr. Glenn Kelley	✓	✓
16. Austin Peay State University Clarksville, Tennessee	Dr. Williams Dr. Crutcher	✓ ✓	✓ ✓
17. University of Missouri St. Louis St. Louis, Missouri	Dr. Paul Travers Dr. Ehrlich Doris Tradjak	✓ ✓	✓ ✓
18. Lindenwood College St. Charles, Missouri	Dr. Delaney	✓	
19. Florissant Valley Junior College Florissant, Missouri	Dr. Marty Dr. Aldridge	 ✓	✓
20. Fontbonne College Clayton, Missouri	Sr. Rosemary Cornell	✓	
21. Webster College Webster Groves, Missouri	Dr. Stopske		✓
22. Washington University St. Louis, Missouri	Warren Solomon Dr. Snrodin	✓	✓ ✓
23. Harris Teachers College St. Louis, Missouri	Dr. Duigood Dr. Wyrock	✓ ✓	✓ ✓
24. State Department of Education Jefferson City, Missouri	Dr. Richard King Al. Blackschmidt	✓ ✓	✓ ✓
25. Southern Illinois University Edwardsville, Illinois	Bob Rockwell Wayne Giles	✓ ✓	✓ ✓
26. Texas Education Agency Austin, Texas	Calvin Story	✓	
27. Fort Worth Public Schools Fort Worth, Texas	Joe Ross	✓	✓
28. Region VIII Education Service Center Mt. Pleasant, Texas	Katheryn Rathruff Shirley Temples	✓ ✓	✓ ✓
29. Tarrant County Junior College Fort Worth, Texas	Sandra Rose	✓	✓
30. East Texas State University Commerce, Texas	Dr. Bryant	✓	✓

INSTITUTION AND LOCATION		REPRESENTATIVES	UNIT PRESENTED ESIU	UNIT PRESENTED AGIU
31. North Texas State University Denton, Texas		Dr. Hardy	✓	✓
COLLEGES:	26	55	36	35
STATE DEPARTMENTS:	2	3	3	2
OTHERS:	3	4	3	2
TOTALS:	31	62	42	39

The average distance traveled was 57.2 miles

The average interview time was 65 minutes

CEMREL/FAR WEST CONTACT REPORT

Contact concerning: ESIU X AGIU X OTHER _____

Person Contacted:

NAME: Miss Nelle Moore POSITION Coordinator Student Teaching

ADDRESS: Department of Education COLLEGE Memphis State University

Memphis, Tennessee 38111

Date of Telephone Contact: 8 (month) 5 (day) 1971 (year)

Date of Contact Interview: 8 (month) 13 (day) 1971 (year)

Time In: 1:00 P.M. Time out: 2:00 P.M. Duration 60 minutes

Mileage begin 14891.2 Mileage end 15333.2 Total Travel 442 miles

RESULTS:

Already had ESIU - Want AGIU - Want more ESIU. Did not know they could purchase ESIU books separate. They use it in curriculum library and in graduate Science Methods courses.

CEMREL/FAR WEST CONTACT REPORT

Contact concerning: ESIU X AGIU X OTHER _____

Person Contacted:

NAME: Dr. Wendel Bryant POSITION Education Professor

ADDRESS: Dept. of Education COLLEGE East Texas State University

Commerce, Texas 75428

Date of Telephone Contact: - (month) - (day) - (year)

Date of Contact Interview: 8 (month) 18 (day) 71 (year)

Time In: 11:30 AM Time out: 1:00 PM Duration 90 minutes

Mileage begin - Mileage end - Total Travel - miles

RESULTS:

Very interested- Would like to have several ESIU's and AGIU's for their curriculum library. Also would like to use for Elementary Science methods courses.

CEPPEL/FAR WEST CONTACT REPORT

Contact concerning: ESIU X AGIU X OTHER

Person Contacted:

NAME: Dr. K. M. Kennedy and 15 members of Education Dept. POSITION Chairman Ed. Dept.

ADDRESS: Collegedale, Tennessee COLLEGE Southern Missionary College

Date of Telephone Contact: 9 (month) 8 (day) 71 (year)

Date of Contact Interview: 9 (month) 14 (day) 71 (year)

Time In: 11:00a.m. Time out: 11:50a.m. Duration 50 minutes

Mileage begin 50,171 Mileage end 50,232 Total Travel 61 miles

RESULTS:

Indicated they would like to purchase both ESIU and AGIU Units.

Smallridge:ib

AUSTIN PEAY STATE UNIVERSITY
CLARKSVILLE, TENNESSEE 37040

Departmental Purchase Order
PURCHASE ORDER NO 25096

Please supply the following Articles and or Services in accordance with terms set out below and or your Quotation on our Requisition

No._____ Your No._____

Make delivery to AUSTIN PEAY STATE UNIVERSITY, in Care of Dr. Carl Stedman, Science Education
(Name of person to receive articles)

All delivery charges are to be prepaid and are included in the prices shown unless otherwise indicated below.

To
Lockheed Education System
P. O. Box 504 (Dept. 56-70)
Sunnyvale, California 94088

NOTICE TO VENDOR
Purchase Order Number must appear on all Invoices submitted for payment or subsequent correspondence.

DATE	DELIVERY DATE	CONTRACT NO.	FUND	DEPARTMENT	SUB. ACCT.	OBJECT
10-14-71	as soon as possible		1	2551	000	89

The University is exempt from Federal and State Taxes. Exemption Certificates will be furnished on request.

Send Invoices *in duplicate* to AUSTIN PEAY STATE UNIVERSITY, CLARKSVILLE, TENNESSEE.

ITEM NO.	QUANTITY	UNIT	Catalog No. Brand or Grade	DESCRIPTION OF ARTICLE OR SERVICES	UNIT PRICE	AMOUNT Dollars	AMOUNT Cents
1	1			The Elementary Science Information Kit	75.00	75.	00
				TOTAL		75.	00

SPO | SAMS | 01196

(Also: Please send information regarding recently developed "mini courses" such as "Asking Questions.")

on your list
of personal
contacts.
BD 62

Signed: Carl Stedman
Department Head

Approved: Walter Nelson
Purchasing Agent

HOFSTRA UNIVERSITY

Hofstra University

HEMPSTEAD, LONG ISLAND, NEW YORK 11550

SCHOOL OF EDUCATION
Office of the Associate Dean

July 1, 1971

Dr. Fred S. Rosenau
Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Dear Dr. Rosenau:

Many thanks for your note and for the copy of the American Government Information Unit.

Concerning the intended use of the Unit, at this point I can only state plans. To avoid the explicit danger of dust-gathering on a reference library or curriculum materials shelf, I shall be circulating the copy directly in a graduate social studies class largely made up of in-service social studies teachers. In student teaching supervision I expect there will be additional exposure of the Unit, not only with prospective social studies teachers, but in direct conversations with cooperating teachers and at least a few social studies department chairmen in the Long Island area. These activities would be continuing over a period of at least two years and conceivably longer.

Sincerely yours,

Leonard F. Swift

Leonard F. Swift
Associate Dean

LFS:k

source, provide much information useful to curriculum planners and teachers of social studies. Recently completed by staffers at the Far West Laboratory for Educational Research and Development, An American Government Information Unit compares and contrasts these outstanding curriculum programs (listed here with development centers and publishers):

- Thinking Reflectively About Public Issues - Utah State University Social Studies Project (James P. Shaver) - Houghton Mifflin Co.
- American Political Behavior - High School Curriculum Center in Government, Indiana University (Howard Mehlinger) - Ginn and Co.
- Episodes in Social Inquiry - Sociological Resources for Secondary Schools (Robert C. Angell) - Allyn & Bacon, Inc.
- Public Issues Series - Harvard Social Studies Project (Donald W. Oliver) - American Education Publications
- Comparative Political Systems - High School Social Studies Curriculum for Able Students, Carnegie-Mellon University (Edwin Fenton) - Holt Rinehart and Winston
- LFC Secondary Social Studies - Lincoln Filene Center for Citizenship and Public Affairs, Tufts University (John S. Gibson) - Tufts University Press
- Justice in Urban America - Law in American Society Foundation (Robert Ratcliffe) - Houghton Mifflin Co.
- The Price of Freedom - Educational Research Council of America (Raymond English) - Allyn & Bacon, Inc.
- The Amherst Project - Committee on the Study of History, Amherst College (Richard H. Brown) - Addison-Wesley Publishing Co., Inc.

One special feature of the oversize, paperbound volume: a large chart capsulizing the main characteristics of each program--content perspective, format, grade level, suggested use, instructional strategy, readability level, sample topics, teacher training requirements, availability, publisher, and cost.

The unit is being marketed at $7.95 per copy by Technicon Education Systems, 590 E. Middlefield Rd., Mountain View, Calif. 94040.

SECONDARY CURRICULUM LETTER
VOL. 11, NO. 2 • SEPTEMBER, 1971

The Secondary Curriculum Letter, a component of the Croft Curriculum Service, is issued ten months each year and circulated privately to subscribers by Croft Educational Services, Inc. Senior editor, Carl J. Buehler; editor, John Fuller. General offices: 100 Garfield Ave., New London, Conn. 06320. Reproduction in whole or in part without permission of the publisher is forbidden. Printed in the U.S.A.

Conclusions and Recommendations

Demonstrations for invited participants may - or may not - be productive. One way of strengthening their effectiveness would be to intervene forcefully in the invitation process and to see that each registered-in-advance participant receives in advance of his arrival (about one week's lead time) a packet of descriptive materials to prepare him for the activity at the demonstration site. By clearing away all uncertainty as to the purposes and program of the session, the organizers can assure themselves that everyone present has at least had an opportunity to prepare fully for the experience and thus to benefit to the maximum possible extent.

A future demonstrator may wish to note that all those who made the presentations or handled the demonstrations in this project rehearsed their roles fully ahead of time, and at least one back-up person was always available in case of illness of another scheduled participant. Further, so far as possible, local resource persons with prior experience with the product(s) were available as a peer reference and their functions had been specified in advance. Those who were presenting the materials were not required to operate audiovisual equipment; it was handled in each case by someone with expertise and a knowledge of local idiosyncrasies. Auditorium-type settings were avoided so far as possible.

The presenters, coming from outside the area, had a good insight in advance into local adoption or purchase requirements, so they could offer items that would be acceptable to the local system(s).

All handout materials were carried by hand (if feasible) or else shipped long in advance. Neither REA nor the U.S. Postal Service is especially reliable.

It is important to emphasize to future demonstrators that the complete, final product should be available for handling and use at any demonstration. Otherwise, some unanswerable questions are likely to arise and can delay adoption. Inertia and resistance to change are imposing enough barriers without allowing uncertainty or doubt to create fresh obstables to innovation.

Rental options offer an easy way of permitting the user to try out a given product or process that seems new and different to him. If rental is not feasible, some sort of no-risk trial may be necessary to gain entree.

Rarely will the research base or the technical background be questioned. Therefore, a popular style of presentation is preferable to a technological or didactic approach.

For communication by mail, a hidden offer seems to offer more promise than a direct request for action. A hard-sell appeal will be effective probably only with a list of proven, active mail customers for a comparable product or service. In seeking action by professionals, the mailer might succeed better with an informative approach (such as a newsletter) which provides purchase details but does not solicit purchasing action. Either an invitation to send for further information or one to set a date for a visit

by a field representative will fit more comfortably with accepted "educational" habits. Selective, specialized lists will produce better response than general or compiled lists. A business-reply envelope seems more of a liability than an asset in this type of direct-mail.

In light of the strong likelihood of rising mail costs, our strongest recommendation would be that a much more extensive, better articulated experiment now be funded and executed to determine how the trainers of teachers at colleges and universities and the school district decision-makers can be reached by field-staff personnel or by "extension agents" knowledgeable about educational D&R output. These "extension" or field men would be recruited from graduate students and teaching assistants and "middle-management" educators in various sections of the nation. Their activities could be managed by key personnel in several regional educational laboratories or in regional offices of USOE. Some, as hourly-paid employees (probably part-time) of non-profit agencies, would make appointments in advance with professors so that once arrived at a campus, they could make all their visits at that institution in a single day. Others could be full-time salaried "extension" agents operating individually from federally-funded regional or local centers and working personally on a year-round basis with a manageable number of local school districts.

These men would be trained in advance so that they would be thoroughly conversant with and able to demonstrate (without audiovisual back-up) perhaps 6 to 10 completed, actionable D&R products or processes. At each institution one-to-one visits would be scheduled with the educator(s) or professor(s) most likely to be able to use each specific item in the field man's repertoire. The science methods professor would see only items in his field; the early-childhood authority would learn only about his particular interests; and so on. No orders would be solicited or accepted, but information as to how to obtain each item would be provided if requested.

These individual "non-profit" field representatives would be professionals in the highest sense - knowledgeable about educational D&R and its output, aware of the needs of the schools and of the teacher-training community, and themselves actively involved in the higher education and/or public education domain - though not yet placed in its highest echelons. They would be received as trusted "insiders" living in the region rather than as inexperienced carpetbaggers seeking immediate action.

Early indications make us believe that these same field representatives - especially if they live and travel in a fairly compact regional range - can obtain installation and utilization of educational D&R output in the colleges, state agencies, local school districts, and intermediate agencies of that same region. This assumption would be tested if and when such an experiment were funded and put to the test of broader application.

U.S. EDUCATIONAL MARKETING CORP.
29 Poplar Drive, Stirling, New Jersey 07980 201/647-5181

October 18, 1971

Mr. Robert McMenamin
Technicon Educational Systems
590 East Middlefield Road
Mountainview, California 94040

Dear Bob:

I phoned Fred Rosenau today concerning mailing of the 1,000 folders and order cards to be distributed via our service, MEDIA FAIR, at the National Council for the Social Studies Convention in Denver, November 24-27.

It would be most helpful if you could mail the folders and cards directly to this address:

MEDIA FAIR Booth 433
c/o Grosch-Tucker Warehouse
3899 Jackson Street
Denver, Colorado 80205

For: National Council for the Social Studies

It is important that the materials arrive prior to Nov. 22, 1971.

Many thanks.

Cordially,

A. M. Barnard
President

AMB:kl
cc: Mr. Fred S. Rosenau

Fred:

Thanks. We look forward to working with your Unit. Please note, by the way, our recent change of address.

Tony

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION
BUREAU OF EDUCATIONAL
RESEARCH AND SERVICE

February 24, 1971

Far West Laboratory for Educational
Research and Development
Hotel Claremont, Room D
Berkeley, California 94705

Gentlemen:

It was a pleasure to receive an announcement of some of your recent efforts. I have been interested in laboratories for some time, but have not had much information about the Far-West one. Thus, I was pleased to receive the announcement.

I am not a prospect for purchasing materials in the sense that public school administrators are, but I am interested in your products. Please send me what information is available and place me on your mailing list.

Sincerely,

Waldo Anderson

Waldo Anderson, Director
Bureau of Educational Research
and Service

WKA/lk

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

March 29, 1971

Far West Laboratory for Educational
Research and Development
Hotel Claremont, Room D
Berkeley, California 94705

Gentlemen:

This is to inquire as to the service that your ALERT package provides. I do not wish your sending one on trial. We have seen your materials and are aware of its values.

Our concern is: what are your charges after the initial purchase, on a year to year basis?

Your attention to the above will be appreciated.

Sincerely,

Neil V. Keaton
Assistant Superintendent
Central Area

NVK:jr:jbd

BOARD OF EDUCATION · THE CITY OF NEW YORK

William H. Maxwell Vocational High School

MURRY WEINMAN, Principal

145 PENNSYLVANIA AVENUE · BROOKLYN, N. Y. 11207

Telephone: 345-9100

March 8, 1971

Far West Laboratory for Research & Development
Berkeley, California

Gentlemen—

Since we were unable to attend the conference at Adelphi University on March 2, 1971, and are interested in the subject of new curriculum and instruction information, we would appreciate receiving whatever printed material, illustrative information you could make available for our use.

Yours truly,

[illegible]

[illegible]

nation's schools
A McGraw-Hill Institutional Publication

230 WEST MONROE STREET
CHICAGO, ILLINOIS 60606
TELEPHONE: (312) 368-6500

February 16, 1971

Mrs. Rita Cobbs
Chicago State College
6800 S. Stewart
Chicago, Ill. 60621

Dear Mrs. Cobbs:

Unfortunately, I was unable to attend the demonstration of the product (ALERT) in Chicago on February 16. I would, however, certainly appreciate receiving any available material on the product.

Thank you.

Cordially,

Sunnie Teplin

Sunnie Teplin
New Products Editor

Please send follow-up material also to Wesley Mifflin, Forest Glen School, Glen Ellyn 60137 - He was unable to attend but very interested

19 February 1971

Dr. C. L. Hutchins, Director
Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Dear Dr. Hutchins:

I was delighted to hear of the presentation on 16 February 1971 by representatives of your Laboratory. We appreciate the opportunity provided Chicago State College for introducing members of the Chicago Metropolitan Education community to your innovations. Please extend my personal thanks to Fred Rosenau and Stan Chow for their skillful demonstration. Although regretfully I was unable to talk with them, I was able to drop by for part of their presentation.

Let us know if there is any way that we can be of further help to the Far West Regional Laboratory. We would certainly like to be kept informed of future developments with these research projects.

Cordially,

Milton Byrd
President

MBB:kk

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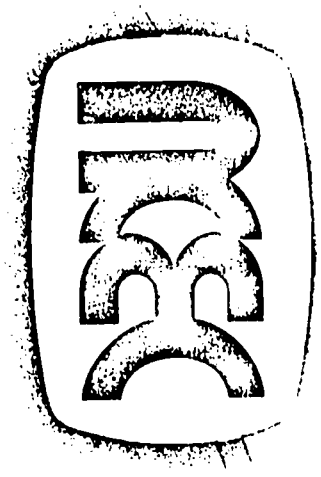
APPENDIX

(The following pages are xeroxes of brouchures describing learning packages mentioned in this report. We are aware that some pages probably will not be readable in microfiche or in a hardcopy form. However, this is the best available copy, and we feel that the document should not be withheld from interested readers on these unreadable pages alone.)



NATIONAL DISSEMINATION OF
RESEARCH AND DEVELOPMENT RESULTS:
SUCCESSFUL PROGRAMS & PRACTICES

NCEC: A NEW CONCEPT IN EDUCATIONAL COMMUNICATION

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

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

NCEC OBJECTIVES AND PROGRAMS

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

Accelerate the spread of exemplary programs and validated practices.

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

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

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

Assure access to current educational knowledge.

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

Disseminate interpreted information on priority educational topics.

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

Develop and articulate OE communication efforts.

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

UTILIZE THE UNIQUE RESOURCES OF NCEC

Use NCEC products and services to increase the effectiveness of your program:

- Keep up with current literature through monthly issues of **Research in Education (RIE)** and **Current Index to Journals in Education (CIJE).**
- Install and search ERIC master files on magnetic tapes.
- Apply results of PREP summaries and descriptions of exemplary programs.

Write or visit and observe NCEC information centers in action:

- Educational Reference Center at the Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.
- Educational Materials Center at Federal City College, 425 Second St., N.W., Washington, D.C. 20201 (mailing address: Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202).
- Learn about new ideas from ERIC documents available in microfiche and hard copy from the ERIC Document Reproduction Service (EDRS) at the National Cash Register Co., 4936 Fairmont Ave., Bethesda, Maryland 20014.
- Or check with the Director of Research at the OE Regional Office in your area for additional information about NCEC programs.

HELP EXTEND THE EFFECTIVENESS OF NCEC SERVICES

Help others become familiar with NCEC programs. Ask for informative brochures about ERIC, ERC, EMC, and PREP. Write or call your OE Regional Office or:

National Center for Educational Communication
Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 962-6346

Contribute to the national educational knowledge base. Send one copy of significant reports or descriptions of exemplary programs worthy of national dissemination to ERIC at NCEC headquarters at the above address.

Promote application of knowledge:

LIBRARIES:
Make NCEC publications available. Train others to use NCEC services.

STATE EDUCATION AGENCIES:
Provide linkage to local schools. Use tested information in technical assistance roles.

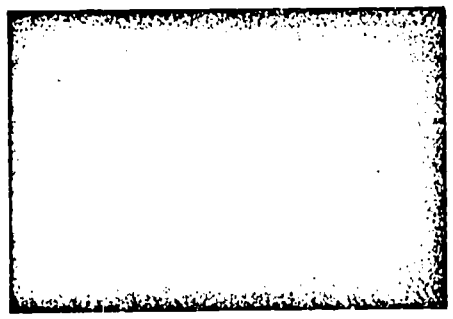
LOCAL SCHOOLS:
Use knowledge to guide decisionmaking. Extend transmission to teachers and other educators.

PROFESSIONAL ORGANIZATIONS:
Repackage NCEC materials for further dissemination.

COMMERCIAL FIRMS:
Publish and market OE-supported products and materials.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

ALERT



January 15, 1971

Volume 1, Number 1

This is a first. It's to introduce you to a new resource for curriculum planning.

WHAT'S ALERT?

It's a system describing innovative developments in education. It should save you time and money and enable you to involve a wide range of people in the curriculum decision process. ALERT contains objective, unbiased information. When it is fully developed it should serve as a consumer report about new programs in education.

HOW DO YOU USE ALERT?

First locate the "Recipe" or file box of *sort cards* placed in your school or district (probably in the principal's office or curriculum library). The sort cards in the Recipe Box describe innovative projects or programs in a number of elementary areas. These projects and programs were developed around the country, and all have materials available for adoption and use. The cards are edge punched so that you can easily sort for programs of interest to you. *Directions* for sorting are found in a pamphlet *in the box.*

After locating cards that interest you, read the corresponding *Summaries* which are available in another file box. If you still want more information, detailed *Reports* and *Filmstrips* have been prepared for some of the projects. The card tells you what additional information is available and how to get it.

Sound easy? We hope so!

IS THE ALERT SYSTEM COMPLETE?

No--ALERT is still under development. Your file box contains only a selected number of cards, although *additional cards* describing other projects *will be added* during the year. Also, when necessary, information will be updated to insure that you have the most recent facts about each of the projects covered.

Your school or district is using ALERT to help us test its strengths and weaknesses and to offer revision suggestions. *Built into certain points of the system are brief questionnaires. When you encounter one, please complete it and return it to the Laboratory in the envelope provided!* It will help us make ALERT more useful.

Approximately 100 schools and districts in 5 states (California, Colorado, Nevada, Pennsylvania and Utah) will be using ALERT this year and making suggestions on how to improve its operation. During the summer of 1971, Laboratory personnel will be busy revising the materials. Then, during the 1971-72 school year, an expanded number of schools will use the material. So ALERT will not be a fully operating system until at least the winter of 1972.

HOW WILL YOUR SCHOOL OR DISTRICT BE USING ALERT THIS YEAR?

This is a question only you can answer. We have asked your school or district to conduct a "curriculum review" in one area covered by ALERT. When and how you conduct this review is up to you. We hope that you will want to use the system to conduct reviews in other areas and generally to update your knowledge in a number of fields. Some personnel in your school will be asked to complete questionnaires which will enable us to test objectives which have been set for the system. And your revision suggestions are welcome at any time.

WHAT DOES ALERT COST?

All ALERT descriptive materials will be supplied to you free of charge. In order to secure actual program materials, however, you should contact the program's publishers. *These materials are not included in ALERT.*

WHAT IS THE FAR WEST LABORATORY?

Located in Berkeley, California, the Far West Laboratory for Educational Research and Development is a nonprofit, federally funded research and development organization. The Laboratory started operating in 1965 with funds under Title IV of the Elementary and Secondary Education Act, which established a number of regional educational laboratories. Having grown to a staff of approximately 250, the Laboratory has four operating programs: Communication, Teacher Education, Education Beginning at Age Three,

and Multi-Ethnic. The ALERT Information System is one project underway in the Communication Program. Staff working on this project represent a number of disciplines from information system specialists and media people to teachers on sabbatical leave. Subsequent issues of this newsletter will tell you more about the staff.

Throughout the development of any of its projects, the Laboratory actively involves school personnel to insure that the finished project is relevant. The ALERT materials now at your school have already been reviewed and then revised once on the basis of comments from school people. We are certain that you will provide us with further direction.

ELEMENTARY SCIENCE INFORMATION UNIT

One of the information sources which you can request through ALERT is the Elementary Science Information Unit. This multimedia package, prepared by the Far West Laboratory, presents complete information on six elementary science programs:

COPES Conceptually Oriented Program in Elementary Science--A general science program focusing on five conceptual schemes. K-6 sequence designed to develop skills and functional understanding of science. Lab oriented; no materials provided.--New York University.

ESS Elementary Science Study--A general science program focused on nondirected, free exploration of carefully selected natural phenomena. Units are used as complete K-8 program or as supplements. --Education Development Center.

IDP Inquiry Development Program--Physical science problems are focused on an inquiry process. The teacher assumes a nondirective role to encourage thinking. Consists of one full-year sequence or supplementary units. Grades 4-6.--Science Research Associates.

MINNEMAST Minnesota Mathematics and Science Teaching Project--Combines math and science processes and concepts in a spiral program for grades K-3. Structured activities lead students to observe and experiment. --Minnesota Mathematics and Science Teaching Project.

S-APA Science--A Process Approach--General science program developing skills in science processes. Sequential program, K-6. Behavioral objectives specified.--Commission on Science Education, American Association for the Advancement of Science.

SCIS Science Curriculum Improvement Study--Physical and life science program for K-6. Focuses on concept development. Units follow a structured sequence. A specially designed teaching procedure is used. --University of California.

All of these programs represent new trends in sharp contrast to traditional, text-oriented approaches to elementary science education. They attempt to involve students in basic science processes and concepts, rather than teach facts, laws, and theories. Rather than merely supplying reading matter, they help to create a laboratory environment by providing kit materials and related exercises for actual experimentation. All represent the belief that children are capable of understanding advanced levels of science. All encourage children to experiment and inquire, rather than just observe and listen. All but one are complete programs with laboratory materials and teacher's manuals. (COPES prescribes laboratory materials, but does not provide them.)

CONTENTS OF THE ELEMENTARY SCIENCE INFORMATION UNIT

All materials in the Information Unit are descriptive. No kit equipment or teacher materials from the programs are included.

Introduction and Instructions. A booklet for group leaders or individuals containing detailed instructions for use of the Information Unit, scripts of the audiovisual *Briefings*, and program information.

Review of the programs. Multiple copies included.

Audiovisual Introduction. A filmstrip and audiotape summarizing recent trends in elementary science education, introducing the six new programs, and describing the Information Unit.

Audiovisual Briefings (one per program). Filmstrips and audiotapes showing classroom scenes and summarizing major features of the program.

Program Reports (one per program). Covers such topics as goals, content, classroom activities, implementation requirements, and available evaluation data.

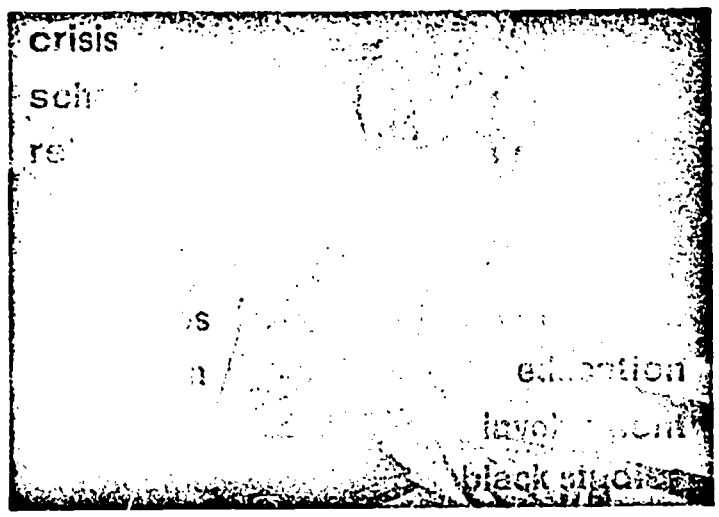
Curious about ALERT? Locate the Recipe Box and search for programs of interest to you. Hopefully, you will find programs that will help you provide a better education for your students.

Produced by FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, a non-profit public organization supported in part by funds from the United States Office of Education, Department of Health, Education, and Welfare.
The opinions expressed in this document do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

The Laboratory was established through a Joint Powers Agreement in February 1966. Signatories as of June 1969 include:

The Regents of the University of California
The California State Board of Education
The Trustees of the California State Colleges
The County Superintendent of Schools of the County of Monterey
The Board of Education of the San Francisco Unified School District
The Regents of the University of Nevada
The Nevada State Board of Education
The Board of Regents of the University of Utah
The Utah State Board of Education

A product of the Far West Laboratory for Educational Research and Development.



These words take on special meaning when you are responsible for deciding *what* children will learn and *how* they will learn it.

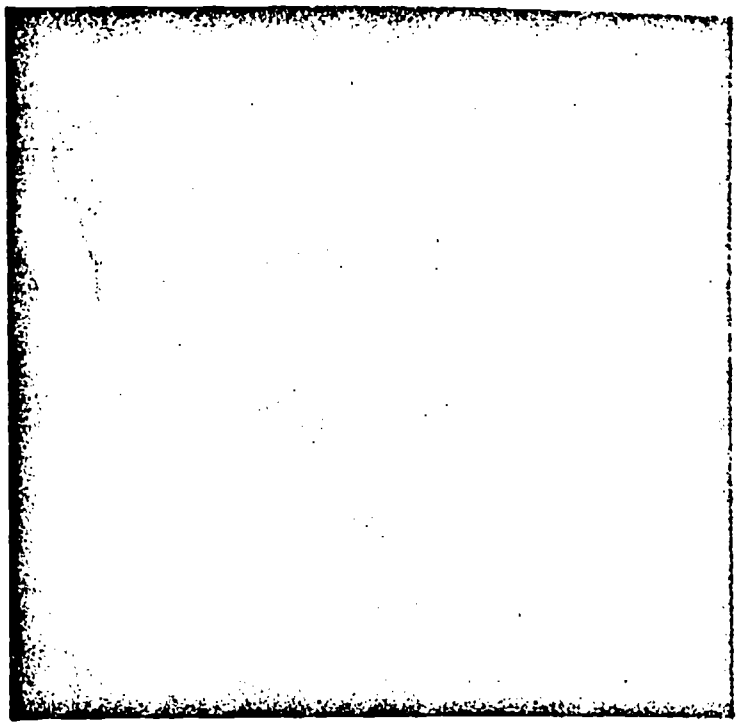
ALERT

To help you meet your responsibilities, we're introducing an information service that will ALERT you to the latest Alternatives for Learning through Educational Research and Technology.

The ALERT system provides objective, summarized, analyzed information at different levels of detail about the best developed and tested innovative programs and projects. Products of the system can be used effectively for:

Curriculum decision making
Inservice training programs
Preservice education
Staff involvement
Community participation
Public information

Products of ALERT



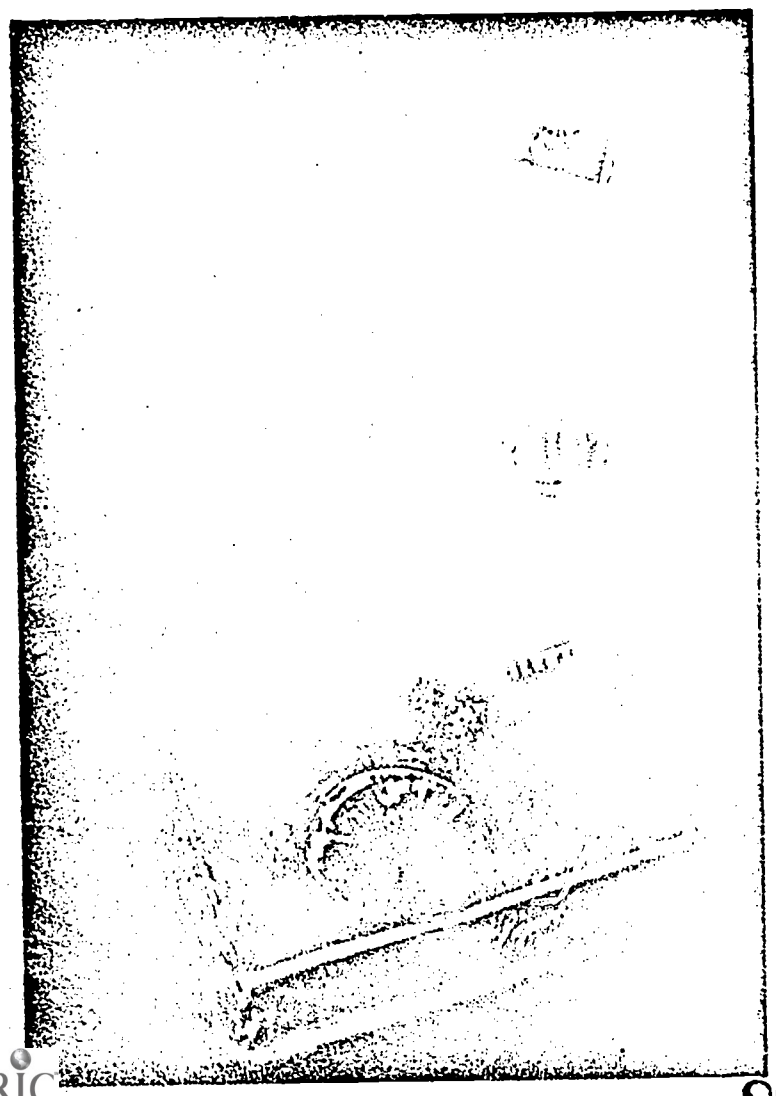
Sort Cards

An easy-to-use, time-saving ***index*** limited to the best several hundred new programs and projects developed around the country. Cards are packaged in a Recipe Box that you can keep on your desk for ready reference. Each card in the box represents a separate program, and is indexed according to categories such as grade level, subject area, ability level, and target audience. Basic facts about the program are printed on both sides of the card.

The cards are ***edge-punched*** so that you can easily sort through them for programs of interest to you.

When you have selected a set of programs to investigate, you can find more information about them through the ALERT system.

Products of ALERT



Multimedia-Multilevel Information Sources

Program Summaries: easy-to-read, chart-like descriptions of the programs you find through use of the Recipe Box. Distribute them to staff members for discussion.

Audiovisual Briefings: coordinated filmstrips and tapes showing the program in action in the classroom. They're ideal for use with groups.

Reports: detailed descriptions of programs in ALERT. These reports are independently and objectively prepared. There is no better source of consumer-oriented information on new developments in education.

You may use any of these products to review a new program, depending on the amount of detail you need. Cards and summaries are automatically sent to you; in-depth information is sent on request.

A specially designed program for staff involvement is also included in the ALERT system.

Products of ALERT

Information Units

The ALERT system has also developed multimedia packages of information in selected fields of high interest to decision makers. You can use the sort cards to find out what information packages are available. The units may contain summaries, comparative reports, and audiovisual briefings. Each unit also includes a review of innovative educational trends in the subject area to assist you in evaluating the alternative programs.

For example, the Elementary Science Information Unit analyzes six of the best developed and tested programs in the nation: COPES, ESS, IDP, MINNEMAST, S-APA, and SCIS.

Products of ALERT

The ALERT system will be constantly updated and expanded. Hundreds of the best new programs will be included in the Recipe Box, and new summaries, reports, audiovisual briefings, and information units will be developed.

Most important, all products of the ALERT system are developed by the Far West Laboratory, an independent educational organization, to insure objective and reliable curriculum analysis.

Information Units

The American Government Information Unit contains summary and detailed information about nine new programs suitable for high school American Government courses.

An Early Childhood Information Unit includes a discussion of the rationale for early childhood education, as well as descriptive material about a wide range of programs and projects.

Other information units will be developed by ALERT. Possible areas include Individualized Instruction, Ethnic Studies, Systems, Information Resources, and Drug Education.

For further information about the ALERT system, contact Dr. C. L. Hutchins at the Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705. Telephone: (415) 841-6950.

USE POSTAGE-FREE ENVELOPE FOR ALL ORDERS

Purchase Order for Information Unit to:

INSERVE
P.O. Box 504
Sunnyvale, Ca. 94088

Purchase Order #

_____

Ship the following:

___boxed multi-media sets, Elementary Science Information Unit ($75.00 ea.)

___books, American Government Information Unit ($7.95 ea.)

Ship to: _____

_____

Address: _____

City: _____ State: _____ Zip: _____

BOTH SENT TO YOU FOR NO-RISK EXAMINATION

Reservation Order for ALERT to:

Far West Laboratory for Educational
Research and Development
Hotel Claremont, Room D
Berkeley, California 94705

[ ] Send invoice on Aug. 1, 1971 (amount not to exceed $100.00)

Name of Institution: _____

Attention of: _____

Address: _____

City: _____ State: _____ Zip: _____

FIELD-TEST RESERVATIONS FILED IN ORDER OF RECEIPT

WORK OF THE LABORATORY

The overall goal of the Far West Laboratory for Educational Research and Development is "helping children have more - and better - opportunities to learn." To achieve this self-renewal mission, the Laboratory has adopted a product-development strategy. It shapes research from the academic world into exportable, self-contained products for use in schools and teacher-training institutions.

The institutions that helped create the Laboratory in 1966 include the Regents of the University of California, the California State Board of Education, the Regents of the University of Nevada, and the Utah State Board of Education.

Each Laboratory product (like those described in this folder) must pass through a careful development cycle - review of research, needs analysis, creation of a prototype, preliminary field test, development of the product, main field test, revision, operational field test, and final revision prior to national installation. Each development stage may be recycled if evaluation by actual users indicates the product is not meeting their requirements or the Laboratory's specifications.

THE COMMUNICATION PROGRAM

The principal goal of this development group is to reduce the gap between educational research and development and its application in schools. To achieve this objective, the program uses a systems development approach. It creates the necessary technology and designs and validates specific products for use by educational decision-makers.

Products like those described here will provide schools with more accurate and impartial information on new curricula and new techniques. Other products from the same development team will help educators to plan and manage their instructional programs more efficiently. Two training units are now being field-tested - one for problem analysis and the other for goal setting.

MORE LABORATORY PRODUCTS

The Laboratory's Teacher Education Program has developed a series of highly-effective Minicourses for inservice and preservice teacher training. Films and handbooks provide the instructional materials for microteaching practice using videotape equipment. One Minicourse teaches basic questioning skills. Another trains teachers to individualize mathematics instruction. Another enables primary teachers to use small-group instruction.

The Laboratory's other major development program is called Education Beginning at Age Three. The staff uses a responsive environment model in its work with Head Start and Follow Through districts across the nation. In addition, Parent/Child Toy-Lending Libraries are being installed at many sites.

Descriptive materials on all Laboratory products are available on request.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

1 GARDEN CIRCLE, HOTEL CLAREMONT • BERKELEY, CALIFORNIA 94705 • [illegible]

4

HOW MANY OF THESE QUESTIONS

WERE ANSWERED [illegible]

YOU MADE YOUR LAST [illegible]

DECISION?

Should you build your own curriculum or adopt one that's already well developed?

Which is the more [illegible] current curricul[illegible] of the [illegible] instructional system?

Is the prospective new program really based on well-researched learning theories?

Are the salesman's claims completely accurate?

What about [illegible] versus [illegible] cost?

Will special kinds of multi-media hardware be needed?

Do the teaching methods include discovery or inquiry?

What about individual differences, levels of abilities, readability, etc.

[illegible]

With ALERT (Alternatives for Learning [illegible] Educational Research and Technology), you will have at your fingertips, multi-media, multi-level [illegible] materials that inform you about new [illegible] curricular alternatives. ALERT makes it [illegible] programs and products and to select those [illegible] to examine in depth. (Commercial textbooks are generally not included.)

Here's what ALERT provides:

ALERT Card File: A compact [illegible] of 500 large edge-punched sort cards summarizing the key features of about 3[illegible] works. You sort quickly with a rod to identify the alternatives that [illegible] your school's needs.

Summaries: Brochures describing each program ([illegible]) in about [illegible] words.

Reports: [illegible] teaching strategies, [illegible]

[illegible]

Reviews [illegible]

In ALERT you will find [illegible] other [illegible] area.

[illegible]

ARE YOU EVER UNDECIDED ABOUT CURRICULUM...?

The Elemenatry Science Information Unit (1970)

This self-contained multi-media box contains:

*seven color filmstrips
*seven audio tapes
*seven fact-packed booklets
*introductory materials
*a comparison chart & selection guide

It describes the newest, best developed elementary science curriculum programs ready for your use:

COPES - Conceptually Oriented Program in Elementary Science - general science focusing on five major conceptual schemes (K-6). Developed by New York University.

ESS - Elementary Science Study - 54 units organized as a complete sequence or used as supplementary materials (K-8). Evolved from the Physical Science Study Committee at the Education Development Center.

IDP - Inquiry Development Program - physical science program (4-6 and up) emphasizing inquiry process. Developer: Richard Suchman and Science Research Associates.

Minnemast - Minnesota Mathematics and Science Teaching Project - Integrated general science and mathematics program (K-3). Developed at the University of Minnesota.

S-APA - Science - A Process Approach - general science program focusing on science processes (K-6). Developed by the Commission on Science Education of the American Association for the Advancement of Science.

SCIS - Science Curriculum Improvement Study - physical science and life science with emphasis on concepts (1-6). Developed at the University of California.

The Information Unit has many uses -

*for curriculum decision-making
*for inservice training
*for community relations
*for reference
*for preservice training
*for public information

Have you some tough decisions coming up? Use this fully-tested package to inform your staff now - before you commit any further funds. It's a "research" product that works. Even if you're not currently concerned about science, using these laboratory-proven techniques will train your colleagues in the processes of educational decision-making. Simply having this box in your office or materials center makes your work easier.

$75.00

48

The American Government Information Unit (1971)

This large paperbound book contains:

*discussion of the new social studies
*summary descriptions of nine secondary school curricula
*quick-reference chart
*"screening aid" to main design on curricula
*in-depth comparative analysis of these alternatives:

Amherst American History Project - source material units to supplement government courses

Educational Research Council Social Science Program - full-year ninth-grade course, "The Price of Freedom"

Harvard/AEP Public Issues Series - 16 public-issues case studies with general teaching guide

High School Curriculum Center in Government Project - full-year self-contained course, "American Political Behavior"

Holt Social Studies Curriculum - one-semester course, "Comparative Political Systems."

Law in American Society Urban Law Series - units dealing with law, legal issues, civic problems

Lincoln Filene Center Secondary Social Studies Project - individual narrative units or 4-year cumulative sequence

Sociological Resources for the Social Studies - episodes on poverty, civil liberties, leadership, etc.

Utah State University Social Studies Project - curriculum focused on thinking reflectively about public issues.

These detailed program reports provide information on goals and objectives, content and materials, classroom strategies, student and teacher prerequisites, requirements and costs of implementation, program development and evaluation, and project history.

All the programs analyzed in this book emphasize learning about issues and ideas and ways of dealing with them, rather than acquiring facts. Students use the processes of social science investigation to gain an understanding of the nature of the social sciences. Students discover concepts, theories, and generalizations that help to organize the factual information to be learned.

$7.00

3

TEACHING & LEARNING TOPICS

Published By
FAR WEST LABORATORY FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT
1 Garden Circle, Hotel Claremont
Berkeley, California 94705

laboratory products now available

AS THE [illegible] research and [illegible] lease the following [illegible] tion. All of these products [illegible] distributors listed below:

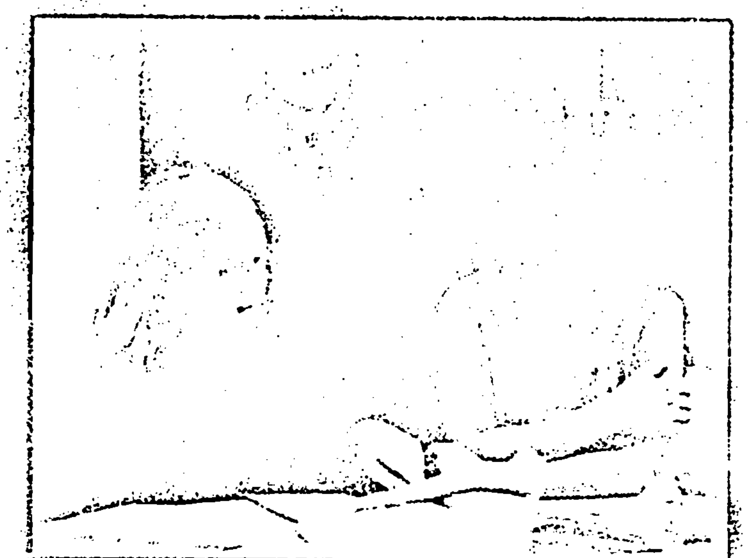
MINICOURSES

DEVELOPED by [illegible] tion department [illegible] structional packages intended for [illegible] and inservice teacher training. [illegible] microteaching and the [illegible] teachers' classroom skills. Each Minicourse deals with a different teaching method (e.g. discussion, tutoring, role-playing, lecture) and consists of instructional sequences in which [illegible] model films [illegible] lessons, the teacher replays the [illegible] lesson [illegible] when the [illegible] Field testing of Minicourses has demonstrated their effectiveness in improving teachers' use of [illegible] classroom skills.

Two Minicourses are currently available:

☐ [illegible] — In this course, which has been tested with more than 2,000 teachers, participants learn skills which increase the quality and amount of pupil involvement in class discussions. [illegible] indicate that, before the course, teachers talk about 52 percent of the time; after the course they talk only about 28 percent [illegible] participation. Before the course, only [illegible] percent of teacher questions called for [illegible] after the course [illegible] questions [illegible]

☐ [illegible] IN MATHEMATICS — This course is intended to help elementary school teachers improve their instruction in mathematics. Teachers practice a basic tutoring sequence consisting of four steps: asking diagnostic [illegible]



[illegible] the field testing of the particular Minicourse, the [illegible] Corporation's PROJECT PLAN [illegible] feedback during microteaching. Because the [illegible] [illegible] effective in helping teachers [illegible] INDIVIDUALIZED [illegible] IN MATHEMATICS [illegible]

Minicourses for purchase or [illegible] of Minicourses:

Macmillan Educational Services, Inc.
[illegible] Boulevard
Beverly Hills, California [illegible]

INFORMATION UNITS

[illegible] instructional strategy, and [illegible] — in a standard format which facilitates analysis and comparison.

[illegible] UNIT: This unit contains [illegible]

CENTER, LABORATORY DIRECTORY

Appalachia Educational Laboratory
Charleston, West Virginia

Center for Urban Education
New York, New York

Central Midwestern Regional Educational Laboratory
St. Ann, Missouri

Eastern Regional Institute for Education
Syracuse, New York

Education Development Center
Newton, Massachusetts

Far West Laboratory for Educational Research & Development
Berkeley, California

Mid-continent Regional Educational Laboratory
Kansas City, Missouri

Northwest Regional Educational Laboratory
Portland, Oregon

Regional Education Laboratory for the Carolinas and Virginia
Durham, North Carolina

Research for Better Schools
Philadelphia, Pennsylvania

Southeastern Education Laboratory
Atlanta, Georgia

Southwestern Cooperative Educational Laboratory
Albuquerque, New Mexico

Southwest Educational Development Laboratory
Austin, Texas

Upper Midwest Regional Educational Laboratory
Minneapolis, Minnesota

Center for the Advanced Study of Educational Administration
Eugene, Oregon

Center for Research and Development in Higher Education
Berkeley, California

Center for Occupational Education
Raleigh, North Carolina

Center for Research and Leadership Development in Vocational and Technical Education
Columbus, Ohio

Center for Social Organization of Schools
Baltimore, Maryland

Learning Research and Development Center
Pittsburgh, Pennsylvania

Research and Development Center for Teacher Education
Austin, Texas

Stanford Center for Research & Development in Teaching
Palo Alto, California

Wisconsin Research & Development Center for Cognitive Learning
Madison, Wisconsin

4

1

Now, specific information is available about current educational research & development.

Remarkable occurrences are reshaping traditional education. Some are negative; most are positive. Many of the reputable influences on the classroom result from educational research and development. And some of the most heralded accomplishments emanate from the network of university-affiliated research and development centers and regionally based educational laboratories.

For example, few educators are unaware of the Individually Prescribed Instruction (IPI) program produced by the University of Pittsburgh's Learning Research and Development Center and developed by Research for Better Schools; or the Wisconsin Multiunit School and its companion program, Individually Guided Education, as developed by the Wisconsin Research and Development Center for Cognitive Learning; or the teacher-training mini-courses developed by the Stanford Center for Research and Development in Teaching and refined and distributed by the Far West Laboratory for Educational Research and Development.

The list of such accomplishments is long. Yet more promising educational changes constantly emerge from field testing and revision stages of development within the laboratories and centers.

The centers and laboratories are young; none is older than seven years. Since their conception, all have been striving to research pressing educational problems and to produce meaningful solutions. Consequently, during this period little effort was made to keep the educational community and the general public cognizant of the work underway pending actual production and distribution of products. But now the network of centers and laboratories is ready to announce results: products are available; others are finished, awaiting marketing; still more are in final revision and testing stages.

To convey their message, the centers and the laboratories have established a cooperative Information Office. The Denver-based office is a centralized clearinghouse of information. It can supply both the educational community and the general public with specific facts about any project, program, or product being developed or researched within the system of centers and laboratories.

To use the Information Office, a firm, a school district, or even an individual must only specify a general category like "early childhood education" and the office will provide:

- Names of each laboratory and center conducting a project that falls under that heading;
- Names of the project directors from those laboratories and centers having such projects;
- Abstracts of each of the projects, including the expected outcomes, anticipated audience, and general benefits; and
- Availability of the completed project's end results, be it in the form of an "instructional package" or simply a research report.

The Information Office has cross-referenced the above information under these major headings:

1. Early Childhood Education
2. School Organization & Administration
3. Reading
4. Vocational Education
5. Adult Education
6. Higher Education
7. Bilingual Education
8. Disadvantaged Programs
9. Rural-Isolated Schools
10. Urban Education
11. Curriculum/Instruction
12. Individualized Instruction (IPI)
13. Teacher Education
14. Interpersonal Relations
15. System Approaches
16. Counseling-Guidance
17. Evaluation-Testing
18. Influence Groups

Information will be supplied to the inquirer on compact "fact sheets" that can be filed for later updating or reference.

The Information Office is a service; it serves the centers and laboratories by disseminating information about their activities and it serves the public by providing simple, no-cost information about innovations being produced by the federally financed Title IV research and development institutions. And, of course, it serves the nation's youth by informing educational decision-makers about the most up-to-date methods and materials available for educating students.

In addition to disseminating the fact sheets, the Information Office also prepares and distributes an internal newsletter. This periodical is designed to facilitate the flow of information about the activities within the centers and laboratories among their researchers and staff members. The newsletter is available, however, in limited numbers to outside agencies.

Both the fact sheets and the newsletter may be obtained by writing the Information Office.

FILMED FROM BEST AVAILABLE COPY

...effectiveness in helping educators and parents understand the nature of important new alternatives in science instruction has been demonstrated in field tests in the inner city and suburbs. This multimedia package can be mailed to your school for immediate use.

☐ SECONDARY SOCIAL STUDIES INFORMATION UNIT: This information unit presents carefully researched analysis of nine important new American government programs for high schools:

- Sociological Resources for the Social Studies
- The Amherst Project
- Law in American Society Project
- High School Curriculum Center in Government Project
- Educational Research Council Social Science Program
- Holt Social Studies Curriculum
- Lincoln Filene Center Secondary Social Studies Program
- Harvard Social Studies Project/AEP Public Issues Series
- Utah State University Social Studies Project

The reports contain information about target audience, goals, curriculum approach, classroom procedures, teacher training, implementation costs, and many other important facts about each program.

The Minicourse [illegible] and the Secondary Social Studies Information [illegible]

[illegible]

CONFRONTATION: a human relations training unit

THIS SELF-CONTAINED human relations "workshop" contains five filmed simulations of situations which teachers and administrators face. The films explore four different problem areas: school and community relations, alienating language, rules and regulations, and violent confrontation in the classroom. Included in the training unit is a *Discussion Leader's Guide* which suggests questions and techniques for developing maximum involvement during the discussions which follow viewing of the simulations.

For rental or purchase of *Confrontation*
Anti-Defamation League
315 Lexington Avenue
New York [illegible]

PARENT-CHILD TOY-LENDING LIBRARY

FOR THE PAST [illegible] Age [illegible] their preschool children [illegible] Carnegie Corporation [illegible] about the development of a child's [illegible] skills, and problem-solving ability. [illegible] child. Then the parents [illegible] discuss the toy's [illegible] take the toy home [illegible]

[illegible]

Two MINICOURSES—one on effective questioning, the other on individualizing mathematics instruction—are now available from Macmillan Educational Services, Inc., Beverly Hills. Both courses were developed for use in inservice and preservice education of elementary school teachers. The latest course released, **Individualizing Instruction in Mathematics,** has been successfully field tested with more than 200 teachers, grades 1–7. The following excerpt, which describes the content of the Minicourse, was taken from the *Teachers Handbook.* (Authors: Meredith Gall, Barbara Dunning, and John Galassi. Copyright © 1970 by the Far West Laboratory for Educational Research and De-

the types of math errors which students make most frequently.

Roberts (1968) reported a study of types of errors made by third-grade students on a Stanford achievement test in mathematics. About twenty percent of the errors were due to selection of the wrong number operation; for example, the student added instead of subtracted. Another twenty percent of the errors were due to incorrect recall of basic number facts in addition

the solution of examples would not become merely mechanized routine."

In the tutoring sessions which you will conduct as part of the Minicourse, you will be asked to emphasize understanding of mathematical concepts and processes rather than rote learning of rules. Techniques which promote understanding are: using expanded notation, using the number line, using manipulatives, and drawing a picture of the problem. Glennon and Callahan (1968), in their review of research in elementary school mathematics, also concluded that these methods should be recommended to teachers since they are effective in helping students develop understand-

INDIVIDUALIZING INSTRUCTION IN MATHEMATICS

velopment.)

Mathematics Tutoring Techniques

We reviewed the literature on mathematics education to discover techniques which contribute to effective tutoring in mathematics. These are the techniques which you will study in the Minicourse.

1. **Diagnosis.** Educators stress emphatically the importance of diagnosis in tutoring. Brueckner and Bond (1955), for example, stated that the continuous application of diagnostic methods is vital and emphasize that, "Diagnosis must precede treatment. Treatment must be based on diagnosis." Accordingly, in the Minicourse you will practice asking effective diagnostic questions prior to engaging in individual instruction.

2. **The Objectives of Diagnosis.** In their classic investigation *Diagnostic studies in arithmetic,* Buswell and John (1926) argued that the teacher needs to "identify the mental processes used by a given pupil and teach specifically those processes which are found to be inadequate." For example, if a student solves a problem incorrectly, you will want to find out *how* he went about solving it. A related objective of diagnosis is to discover the types of errors students make in mathematics. It is not enough to say that a particular student has difficulty in doing addition. You will want to learn, by asking appropriate diagnostic questions, the student's *specific* difficulties, e.g., does he lack understanding of place value; can he regroup; can he add long columns of numbers; can he add numbers involving zero? As Ramon Ross (1963) pointed out:

> *Adequate diagnosis should precede instruction. There is no point in spending hours of teacher and student time working with a skill that has been firmly established. . . . What is needed is a pinpointing of specific skills missed and concentrated work on those skills. (p. 24)*

In the Minicourse you will learn how to ask diagnostic questions to pinpoint a student's specific difficulty in mathematics.

3. **Common Types of Math Errors.** Researchers have conducted a number of investigations to learn and multiplication. The most frequent type of error (thirty-eight percent of the errors) was defective use of algorithms; that is, failure to carry out one or more steps of a number operation such as addition or subtraction correctly. A similar observation was made by Bernstein (1959), who noted that defective algorithms, particularly regrouping in addition, multiplication, and subtraction, are the most frequent causes of students' errors in mathematics.

Verbal reasoning or "story" problems also are a cause of considerable difficulty for many students. In fact, Arthur (1950) found that the most frequent type of difficulty in mathematics for students entering high school was inability to solve problems stated in verbal form. Ross (1963) noted several kinds of difficulties students have on these problems: inadequate word recognition skills, lack of fluency, inability to select significant information in the problem, poor organization of significant details, and selection of the incorrect process to solve the problem.

These research findings indicate that number operations and verbal reasoning problems cause the most difficulty for students. Thus, in the Minicourse the emphasis is on improving your skill in tutoring students who make frequent errors in number operations and verbal reasoning problems.

4. **Emphasis on Understanding.** Educators agree that rote learning of mathematical rules is not good tutoring technique. For example, Angeline Becker (1940) noted that explanation of mathematical rules was an important aspect of her remedial tutoring program: "Emphasis was placed on understanding so that ing of abstract mathematical concepts.

5. **Evaluation.** In all the tutoring programs we reviewed, continuous evaluations were made of the students' performance. Obviously, it is not enough for the teacher to demonstrate the why and how of number operations and other mathematical processes to the student. Unless the teacher evaluates the students' understanding and ability to solve an example of his own, the teacher will not know whether the tutoring session was successful. Therefore, an evaluation phase is an important component of the tutoring strategy which you will learn.

6. **Practice.** The right kind of practice at the right time can make a significant contribution to students' learning of mathematical concepts. In their classic study *The effects of premature drill in third-grade arithmetic,* Brownell and Chazal (1935) found that practice is helpful in consolidating and maintaining learning, *but* it must follow upon understanding. Harvey and Kyte (1965), among other educators, advocated preparation of exercises to provide *specific* practice on specific number operations which cause students difficulty. Class assignments can provide this opportunity for practice, and Glennon and Callahan (1968) noted that homework is effective also: "If the objective of the homework is immediate increase in computational skill, there is some evidence that this objective can be achieved by regularly assigned homework in the middle and upper elementary grades." Thus, practice is an important component of the tutoring strategy which you will study in the Minicourse.

In Summary

Our review of the literature demonstrates that individualizing instruction through tutoring is an effective method for raising the student's level of mathematics achievement. Also, we have identified specific techniques—diagnosis, use of techniques to develop understanding, evaluation, and practice—which combine to form an effective tutoring strategy. In the next four lessons you will practice this tutoring strategy with your students.