

INFORMATION TECHNOLOGIES
AND
CONTROL OVER LEARNING

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W. Va. textbook dispute gets violent

Associated Press

CHARLESTON, W. Va. — The violent and emotional dispute over fundamentalist objections to Kanawha County's school textbooks is continuing despite an apparent settlement two days ago.

One man was shot and his alleged assailant was beaten yesterday in one incident and the overall violence led School Supt. Kenneth Underwood to cancel today's classes for the county's 44,000 school children. He also post-

poned all weekend athletic contests.

"There's apparently no way that we can have law and order. Mobs are ruling and we're extremely afraid somebody will be hurt. The safety of our children is our paramount objective." Underwood said as 40 sheriff's deputies in riot gear patrolled portions of the county.

The dispute began over textbooks that fundamentalist religious groups described as "filthy," anti-

Christian and un-American. The groups set up picket lines around coal mines and factories.

On Wednesday, the Board of Education decided to take the allegedly objectionable material from the classrooms and set up a citizens committee to review them for 30 days.

But despite the apparent settlement, the protests continued with some leaders urging continuing demonstrations and others urging reconciliation.

32 THE NEW YORK TIMES, SUNDAY, SEPTEMBER 15, 1974

SHAKY TRUCE SET IN TEXTBOOK RIFT

West Virginia Protest Off
Pending Citizen Review

Special to The New York Times

CHARLESTON, W. Va., Sept. 14—The widespread picketing by adults to protest public school textbooks ended today with a fragile agreement by the Kanawha County Board of Education to withdraw the disputed books pending a fresh review of their contents by a citizens' committee.

Schools were closed yesterday after a wave of window-smashing, bomb threats, intimidation of school bus drivers, a beating and two shootings. As of this afternoon, Dr. Kenneth Underwood, the county school superintendent, was still unsure that he could order classes to resume on Monday. It was clear, he said, that the textbook crisis, which has closed coal mines and factories as well as schools, was far from over.

he embattled 46-year-old school superintendent this afternoon persuaded the Kanawha County Association of Classroom Teachers to defer a proposed faculty job action to protest the school board's agreement to allow a "nonprofessional" review of textbooks, approved originally months ago by a teacher committee.

Resolutions finally withdrawn at a two-and-a-half hour meeting of the teachers association would have called for a mass day of a "personal leave day" by the county's 2,500 teachers,

on whatever day the schools were reopened or for a one-day faculty "sickout" to stage a protest march at the state capitol here.

'Begging' the Teachers

Dr. Underwood said that he was uncertain that the agreement with the textbook protest leaders for an 18-member citizens' review committee would "stay on the tracks" if the teachers launched a counter-protest of their own over "academic integrity." Warning that "the fear and pressure of violence is still with us," the school superintendent said he was "begging" the teachers not to join in prolonging the closing of the schools.

Two men employed in the Upper Kanawha Valley 10 miles from here, were in critical condition in Charleston Memorial Hospital. One man had been shot, the other beaten.

The textbooks were approved by the board in June. A group called Concerned Citizens has criticized parts of the textbooks as being anti-Christian, pornographic and trashy.

By week's end, it was apparent that the textbook issue had become mixed with other issues. Demonstrations by parents became a minute part of picketing by miners and others. Mines in five counties outside Kanawha County were affected, prompting speculation that the miners may be trying to deplete stockpiles of coal before their contract expires in November.

Advocate of Book Burning

Demonstrations aimed at keeping students out of school began the first day of classes on Sept. 8, as a rally the previous night, a Concerned Ci-

zens leader, the Rev. Marvin Horan, denounced the textbooks and said, "We could use a big book-burning right here."

After the compromise offer from the county board Thursday, the group said it wanted complete removal of the books.

Despite injunctions issued in Federal and county courts, pickets had by Thursday closed coal mines employing several thousand miners and numerous businesses including the public bus system and the warehouse of a supermarket chain serving 52 outlets. Construction on highway projects and the state's \$10-million science and culture center was halted briefly.

Picketing had caused tensions at Smith's Transfer, a trucking terminal at nearby Belle, that led to the beating of Everett Mitchell, 52 years old, of Charleston. He is under intensive care at the hospital.

Man Shot in Chest

Philip Cochran, 30, of nearby Rand, was shot in the chest yesterday as he left work. Bill Noel, 27, of Rand, turned himself in to the authorities later, saying he had shot to frighten pickets who ran toward his car.

Local opposition to the books, many of them supplementary material, was first raised by a board of education member, Alice Moore. She is the wife of a Fundamental Baptist preacher, and she had conducted a campaign against sex education. She has denied any part in the school boycott.

Material designated as objectionable was reprinted by Christian American Parents, a group also opposing the books.

A poem by Roger McGough, "Mother, There's a Strange Man Waiting at the Door," was cited by the group. The poem was in a supplementary text for advanced seniors.

*Mother, there's a strange man
waiting at the door
With the familiar sort of face you
feel you've seen before.
Says his name is Jesus
and can we give 'im 'alf a crown
says 'e's run out of miracles
and now 'is luck is down.
Yes I think 'e is a foreigner,
Egyptian or a Jew.*

Another excerpt was from "Allen Ginsburg at Columbia," describing a prostitute he had known.

On the opening day of school, enrollment was 20 per cent below the expected total of 45,000.

INTRODUCTION

Information Technologies and Control over Learning

flowing through
Nikki Zapol, on the Program staff since the beginning, and Paul DiMaggio, a graduate student in sociology, ^{making process} plan to make a close comparison of the decisions that shape the information educational broadcasting and textbook publishing.

The commercial, legal, financial, and regulatory frameworks of publishing and broadcasting, the relationships among the participants in the flow of information from creator to user and the social control of information usage differ widely between these two educational media. What changes may we expect in the relative usage of print and broadcast, whether in school or in less formal learning situations? How are these changes likely to affect control over learning? Who are the policy-makers and what are their options? What are the likely consequences for which learners? For which industries? With what likely effects on individual values? On social values?

The proposed approach is a comparison of books and broadcasting aimed at American schoolchildren to develop an understanding of the extent to which differences in decision-making patterns in these two media are reflected in the choice of substance transmitted to learners. How are decisions made to publish or produce? How are materials adopted or accredited? How do materials reach the learner? How are the materials used by teachers? How do these decisions affect one another in the marketplace and the political arena? How do the flows of private and government funds affect all these processes? Preliminary findings

and more detailed questions)

(ii)

are gathered in this working paper.

In framing the questions and in gathering preliminary data, Zapol and DiMaggio have benefitted from the advice and criticism of Laurence H. Tribe, a Professor of Law, whose interest in how the choice of means for reaching desired ends can shape basic values of society was the original stimulus for this study. ^{Zapol and DiMaggio} Nikki and Paul have also had help in the preliminary stages from Paul Berman, of the Law School, and from many people in broadcasting and in publishing.

One unforeseen outcome of this study has been Nikki Zapol's decision to enter the Law School, resuming her academic career after eight years of varied professional work. She will work part-time on this research, as will Berman and DiMaggio. They will be joined by David Seipp, a sophomore, who first came to the Program's attention through his paper McGuffey in Wonderland: Educational Publishing, which ^{in the fall of 1973} he submitted to Natural Sciences 130, Communications in Society. The Program participates in teaching the course.

FOCUSING THE ISSUE

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Control over the flow of information to students is control over an essential part of the learning system; it is a power which deserves careful public scrutiny. Who determines what goes into a history text and how a teacher presents it in the classroom are classical examples of matters that have long been examined by courts and legislatures. As the familiar institutional context of compulsory education in the classroom continues under critical scrutiny and the traditional teacher-textbook technology is challenged by newer media such as television and computers, we may well ask whether and how control over information flow may change as settings do.

Asking how power may be allocated in the educational future need not imply crystal-ball gazing for an answer. Indeed, many areas might lend empirical data for examining this issue. Public compulsory education using teacher and textbook in the classroom is an obvious case in point whose analysis should help clarify for policy makers the likely ways of structuring power in new educational settings. How has power been allocated -- in theory and in practice -- in this now traditional setting?

Other vehicles for analysis derive from other technologies and institutional structures. The use of radio and television for transmitting educational material, for instance, makes it important to understand the power-allocating mechanisms in the broadcasting industry, mechanisms that have been forged in an out-of-school context, mainly the entertainment arena. To the extent that transmission is in the hands of private industry or direct to the home, there is need for a look at the allocation of power over information flow in private schools and other

private enterprises including broadcasting, telephony, computer-assisted-instruction services, etc., as well as at the allocation of power in the home (e.g., rights of children vis-a-vis parents).

Two of the preceding areas particularly recommend themselves: compulsory education using teacher and textbook, and broadcasting -- educational broadcasting, in particular. This choice is based partly on the fact that each of these areas has been with us for a relatively long time (nationwide compulsory education since 1918, educational radio since the 1920's, and educational television since the early 1950's), and partly on the judgment that each will continue to figure heavily in new educational enterprises. Sesame Street and the Electric Company are notable examples of instructional broadcasting in this country; the Open University, offering university degrees via television, radio, and programmed instruction is a new British institution; television is a basic element of in-school education in the Ivory Coast and El Salvador. And, looking to the future, the much-touted potential of cable television for education may surface issues of power allocation that arise from meshing the traditions of compulsory education and broadcasting.

In all these cases, at the very least the question arises of how consistent or inconsistent the allocation of power over information flow in the broadcasting tradition (as evidenced in the U.S. by the Fairness Doctrine, equal time requirements, etc.) is with the power allocation in the school tradition. But the issue may be even more complicated than one of mixing two possibly divergent traditions; there are those who attribute to the new media the potential of altering the very nature of schooling

as we know it, and of changing the intellectual background and perspective that pupils bring to the learning experience. Some tell us that the live teacher in the classroom, if not passé, might well become only one of many possible embodiments of the learning environment. How then, will policy be set regarding the flow of information to and from tomorrow's learners?

Focusing on compulsory education and broadcasting, this project will be concerned with the distribution of abstract rights, actual power and attendant responsibilities respecting information flow among those whose role are relevant -- speaker, writer, teacher, publisher, broadcaster, local, state or federal government, post office, telephone company, listener, reader, student, to name some from each tradition. Judicial and legislative decisions defining the theoretical rights of individuals will be considered to assess the powers derived from legal authority. Judicial and legislative decisions themselves reflect economic, political, social, technological, moral, and religious constraints whose influence will be weighed. And because everyday practice often differs from abstract legal rights, these same influences must be scrutinized for their impact on the allocation of power over information flow in a functioning system.

A clearer picture of how power has been allocated in each tradition will help to look for similarities and differences that may shed light on the following key question: how have particular information technologies

(vi)

and institutions influenced, or been influenced by, allocations of power among those involved with information flow?

For example, differences between the power and responsibilities of a textbook author and of an educational television script-writer may be, if only in part, analyzable in terms of the institutional and technological constraints in which each operates. Examining the interaction of technology, institution, and allocation of power should help to present policy makers with a clearer formulation of the issues and options posed by new institutions and technologies for learning. At the very least this analysis will make explicit the areas of conflict and of agreement between the patterns of power in each tradition.



FOCUSING THE ISSUE - REVISITED

Vii

To: Tony, John, Nikki

August 20, '74

From: Paul

Re: Some general thoughts about questions we should be thinking about.

- 1) Research Focus -- a: Several respondents, particularly individuals who have commented on the school survey, have been impressed with the comprehensiveness of the outline, but have felt that the task involved in answering those questions would be 'overwhelming,' both because of the scope of the questions and because of the extremely great diversity of organization and goals of both publishers and school systems. Before going much further it may be worthwhile to² evaluate the feasibility of attempting to understand all of the material outlined; to
 - 1) to think about the amount of time and other resources that will entail;
 - 2) to think about the methods, beyond interviewing that would be necessary; (this includes thinking about sampling and to what extent such a study would attempt to be somewhat 'scientific' or hypothesis-testing, how much merely descriptive and suggestive).
 - 3) if the task ~~is~~ is in fact 'overwhelming' then to think about how to break it down.

2) Research Focus -- b: The expression 'control over content' is a good shorthand for what we are studying -- however it is not apparently descriptive of the situation that exists -- content appears at this point to be determined by an extensive organizational network (or a series of interlocking organizations -- publishers -- education -- federal government, universities, etc.) with diffuse authority and sufficiently well-developed feedback systems so that no one is aware of making any very important discrete decisions.

The implications of this is that we may now need to break down the question 'who controls content' into several second-order theoretical questions --- less specific than the kind of 'how does it work?' questions on the research outlines, but more specific than 'who controls.' Such questions might include:

- How does the organization of production and selection affect the diffusion of scientific ideas?
- How does the organization etc. affect the diffusion of new pedagogic techniques?
- How does the organization etc. affect the dissemination of liberal or conservative social and historical perspectives?
- How does the org. etc. affect the dissemination of religiously controversial materials (e.g. evolution, sex ed.)
- How does the org. etc. affect (differentially) the development of curricula in different disciplines?

The reasons for breaking down the major questions are both methodological and substantive:

- 1) We may amass an incredible amount of descriptive data and then be faced with a very difficult task in integrating. Perhaps more importantly (since that task, while difficult would be soluble) is that

Steinbauer's
Perspective

breaking down into more manageable questions might help us a) be sensitive to what data is most important and conserve resources in that way and b) to the extent the project at present is so large as to be undoable, help us address important but more manageable questions.

2) Substantively -- there is no one control mechanism over content either in publishing or broadcasting. Different actors in the production-selection system are more important for different kinds of results ---e.g., hypothetically, authors and federal funding may determine what new scientific ideas are disseminated; teachers seem to play a great role, at least, in stalling dissemination of new pedagogical techniques; certain states and certain political groups seem to play an important (tho how important I don't yet have much of a sense for) role in setting political and cultural tone. Thus different 'control' type questions might yield different answers.

July 30, 1974

SOME STRUCTURAL MUSINGS

To: Tony

From: Nikki

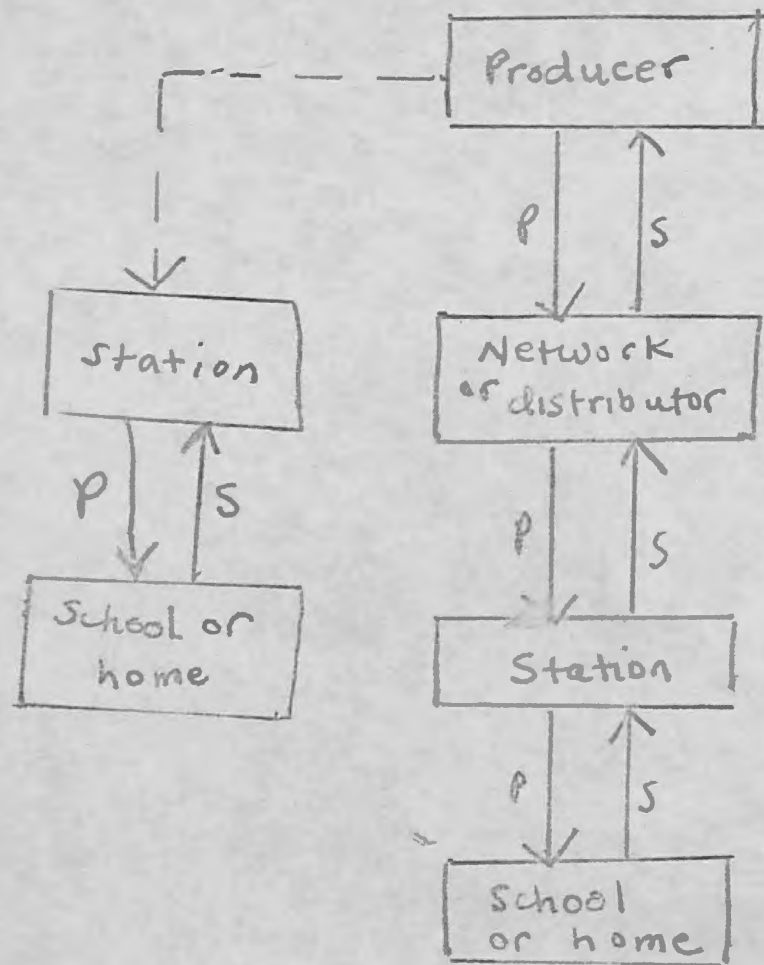
Attached is a chart that Paul and I devised during our discussion comparing the two industries. It depicts what we now see as the main points of control in each industry. By control we have focused on the capacity to promote or select a product. A few comments about the chart:

1. It does not deal with the legal framework within which each industry operates. Questions of federal, state, or local roles at any stage would be dealt with under the general question: To what extent can (and does) X promote or select?
2. It does not point up a key difference between text publishing and broadcasting: that the text product is in the hands of the consumer to use at will, and the broadcast program is not.
3. The dotted line at the left of the chart represents a process which does not involve promotion or selection: the distribution by a ~~state~~ ^{station} of its own programs. This is the mechanism by which a large portion (albeit diminishing) of the public "instructional" television programs are transmitted. How important is the fact that no promotional or selective processes are involved?
4. Possible analogies between the two structures should be kept in mind and tested: to what extent is a state network analogous to a state adoption board? a station to a local adoption board?
5. At each control point, the degree of control should be analyzed. A key line goes would be the dynamics by which promotion and selection influence each other at each stage: to what extent do ^(network promotional) ~~network promotional~~ efforts influence station choice? To what extent do school preferences influence station offerings? (Note that in this latter example the language of promotion and selection is not particularly apt; the chart may need modification to accommodate this objection).

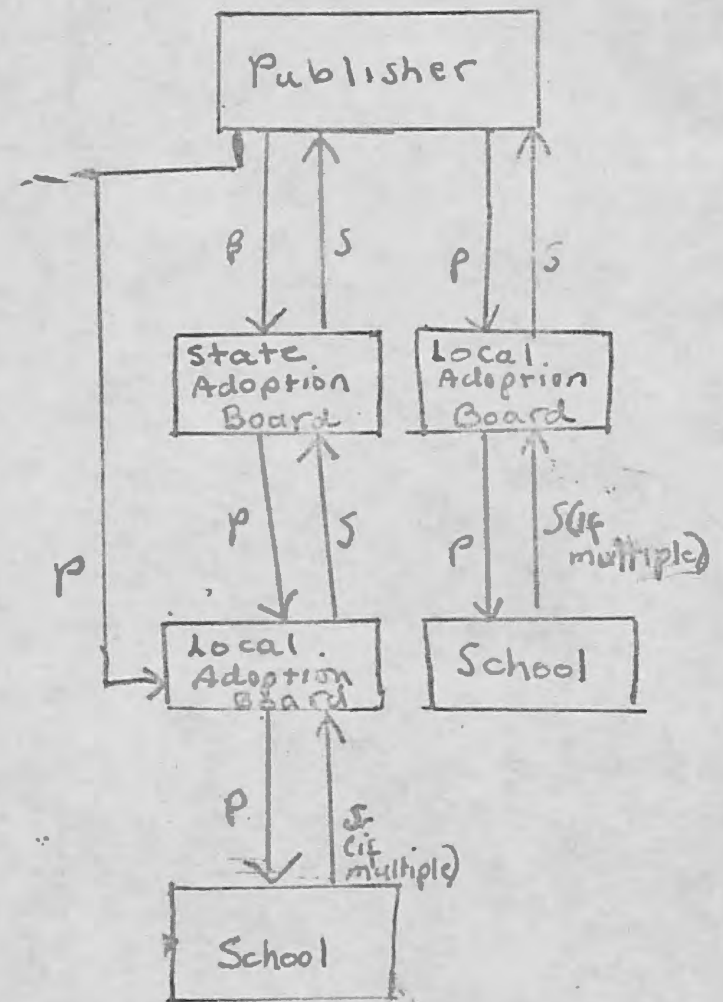


6. Another way to use the chart would be to ask: what are the organizations that comprise each box? What is their relative importance in terms of the control over final content reaching the learner? What are the costs involved at each stage? What are the dynamics by which new products are generated? etc. Clearly, these are the kinds of issues we are not trying to address in the study.

Handwritten signature or initials, possibly 'NF' or 'AF', written in dark ink.



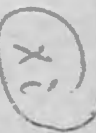
Broadcasting



Text Publishing

P = promotion

S = selection



The Broadcasting Side ①

Schooling and Beyond

This study is concerned with power allocation in the present and future of symbolic learning, that is, with power over the transmission of knowledge by written or otherwise recorded word or symbol. Symbolic learning, of course, is not the sole privilege of those who attend formal courses -- it can go on anywhere, although the learner may not receive "credit" for his efforts. Until recently, credit-granting has been limited to certain institutions, recognized as qualified to decide who can dispense learning and who shall receive "credit" for learning. The issues broached in this study are not limited to the context of formal schooling, but the study is based on the premise that we must understand the forces

at work in the traditional school setting if we are even to formulate clearly issues likely to be posed by future learning environments.

Questions to be Clarified

Some of the kinds of questions that are beginning to arise concerning allocation of power over information flow to tomorrow's learner include:

1. Of the many people who are involved in delivering programs via television directly to the learner, who is held responsible for its contents? The producer? The script writers? The committee that approves the course content? What rights and obligations attend this responsibility? What are the consequences for others?

2. What changes may occur as a result of the increasing use of private facilities for state-approved learning? Traditionally, private employers have had much greater freedom in hiring and firing employees than has the school board. Might the state use private contracting for services as a means of hiring only teachers espousing a particular political philosophy?

3. What happens to the traditional functions of the school board when portions of the curriculums are obtainable via computer or TV? Does the school board pass on materials to be shown on the channel in the way it now passes on textbooks used in the school? Might this be considered a violation of First Amendment traditions associated with other information media? Should it be so considered? Would an educational channel on a cable television system available at home and in school be under the jurisdiction of the local school board? If so: would broadcast principles hold?

4. What are a teacher's rights to switch to a non-curriculum channel? A student's? A parent's? Would the courts be likely to uphold First Amendment rights of the teacher, and reinforce these rights with the "right of the public to be informed"? Or might they reconsider the issue in the light of checks on teacher's free expression that have traditionally come from parents, community, school boards, etc.? What about the student at home? This latter raises the thorny issues of the rights of a child vis-a-vis the parent, and recasts them in the new expanded-schooling context.

One of the chief aims of this project will be to further refine and supplement this list so that policy makers can focus on key issues of the future with a better understanding of the current state of affairs and of the direction and strength of forces for change. Another is to outline how the schooling and broadcasting traditions shed light on possible alternate approaches to these problems.

* * *

The Control Structure of Broadcasting

This portion of the study frames questions concerning the control structure of the broadcasting industry. Comparisons with text publishing appear only insofar as they illustrate and illuminate the method of analysis used and issues raised within the broadcasting realm. Text publishing is considered in Section .

Questions are arranged under several functional categories, starting with the learner's use of material and working outward through the system that presents distributes, produces and accredits material. Following is a summary of these functions and the important issues associated with them:

1. Use: Who decides whether a program is watched and how is this affected by the technology and organizational structure of broadcasting?
2. Presentation: Whereas text material is presented to the learner by himself or a teacher, each presentation of broadcast material requires transmission from a local station. Who at this level decides which of the available video materials are presented to the learner?
3. Distribution: Whereas print material reaches teacher or learners via an established, system of delivery (truckers, post office, warehouses, etc.) broadcast programs not locally produced reach the station via distributors, networks, interconnections, commercial organizations etc., all of whose roles, in terms of controlling content, are not yet established. How are decisions now being made regarding material made available to broadcasters?
4. Production: Who are the major producers and to whom are they responsive?
5. Accreditation: Who decides what materials are accredited? Are there means other than formal accreditation by which material becomes included in, or has an impact on, the curriculum?

I. ACCREDITATION

No matter where or in what form information is delivered, the young learner -- required to attend school through age sixteen -- eventually seeks to receive "credit" for his efforts. We are therefore concerned with any material that acquires standing by virtue of its interaction with formal accreditation mechanisms. The material might be included in formal accreditation schemes, such as direct approval by school authorities (e.g. text adoption boards, curricular committee, etc.) or homework assignments by individual teachers (e.g. "Watch Alistair Cooke") or might become de facto accredited material, as might be the case when formerly unapproved material has an impact on learners important enough to require changes in the formal structure (as some have claimed has been the case with "Sesame Street") or eventual inclusion in the curriculum (both "Sesame Street" and "Electric Company"), or when material is used as part of the process of preparing for exams that bestow formal credit (e.g. College Level Examination Program - CLEP). It is quite possible that there are many programs and materials that fall into these latter categories. Indeed, if there were some documented evidence that such programs as "Startrek" or "I Love Lucy" had made any difference to young minds, we would be including these programs explicitly in our study. Thus, they are included potentially, and any data to support a closer look would be most welcome.

Questions

1. It would appear that non-approved texts, requiring literacy, have had less impact on the formal curricular structure than has

non-approved television, notably Sesame Street and Electric Company; is this the case?

2. Are there other forms of formal or de facto accreditation schemes that are of importance?

3. Are there any formal accreditation processes for broadcast material? To date, we know of only one state, California, which has a definite policy regarding the adoption of broadcast materials for the classroom. New York may have a new law which contains provisions for such adoption. Both should be investigated further. Do any other states have an official adoption procedure? On whom, then, does responsibility devolve? Note that Harold Wigren, educational telecommunications consultant to the National Education Association, felt that students now have more of a role in the selection process of video material than of texts.

II. PRESENTATION

Print or broadcast material is available to the learner in several places, including classroom, library, retail outlet and home.

A. In the classroom.

This is where approved material -- print or broadcast -- is presented. (Note that we do not yet know how broadcast material becomes "approved".) What percent of American classrooms are equipped with television receivers?

Broadcast material is not owned by the schools or learners as are texts, but is under the continued control of the broadcast



station, network or distributor. Once an approved text has been adopted for classroom use, it is up to the teacher and students when to use that text -- it is no longer under the publisher's control. Every airing of broadcast program material must be approved by station managers. This raises such issues as:

1. Who owns the stations?

a. Public: Attachment A lists four types of public television licensees:

- i) Institutions of higher education.
- ii) Local public school systems.
- iii) State authority, state education agency, municipal authority, and other licensee agencies.
- iv) Community organizations.

How does each of these types of licensee determine its responsibility for meeting the needs of in-school learners? Are some types of licensees more responsible to in-school needs than others? Why?

b. Private: Who owns these stations?

2. Where are station funds coming from?

a. Public: Attachment B shows the budget sizes of the four categories of public television licensees. Attachment C diagrams the sources of income of each type. Note that local school board and local government funds comprise but a small percent of the income of non-school board stations. This raises some interesting issues. Until now, the Corporation for Public Broadcasting has partially funded the production and fully funded the

distribution of Sesame Street and Electric Company (see Attachment G for details on CPB). With the new funding allocation scheme of the Corporation,* the stations must assume an increasing share of the production funding. Which of the station's funding sources will assume this burden? What are the implications of using non-school board funds for in-school programing for control by the school board over these programs? Attachment D indicates that non-school board stations are already assuming the major burden of in-school programing.

b. Private: Who is responsible for decisions concerning in-school programing?

3. a. Public: Who, in particular, at the station level is responsible for seeing that in-school programing needs are met? Attachment E indicates that the overwhelming number of public television licensees have someone called a "school service director". Who is this person? Who appoints him? What does he do? Who makes the decisions regarding school programing at non-school board stations?

b. Private: Who is responsible for decisions concerning in-school programing? What influence do advertisers have on these broadcasts?

4. To what extent does the federal government exercise control over presentation of broadcast material to schools: by invoking the fairness doctrine? By pressuring stations through licensing procedures? In the case of public stations, by funding processes? (Note that

* National Station Cooperative Plan

PBS, the national public television network, is totally funded, and subject to the programming approval of, CPB.) Is the effect of federal fairness doctrine regulation substantially different from the effect of state laws requiring equal treatment of minorities in textbooks? (Does the federal government exert any such control over textbooks, e.g. through funding mechanisms? Does school programming fill a public service broadcasting requirement for commercial stations? If so, to what extent is such programming under federal control?

B. Through libraries

Some schools and school systems have audiovisual libraries as well as book libraries, and there are national audiovisual libraries, such as the Great Plains Center and the National Instructional Television Library in Bloomington, Indiana. (Material from these latter two libraries accounts for 20% of the total instructional broadcast hours over public television stations.) A book can be check out and, with no intervening mechanisms, used by the learner. To be broadcast, audiovisual materials, must be shown by a broadcast facility. How does this affect the learner's control over the use of librated video materials? Since the station again becomes the delivery mechanism, answers to this delivery question involve inquiry into station structure and practice outlined above, as well as into the ways in which libraries make material available to learners. How are acquisition decisions made? Do catalogues help the learner know what video material he might want to use?

C. In the non-school market

For books, this means the home library, local drug or bookstore, book clubs, etc. For broadcast material, it might well mean the home television set. (Are there any video stores? Certainly there is a precedent for retail outleting of non-print material: record and audio cassette stores. But these sales are highly dependent on the availability of playback devices in the home.)

In either case, we must consider this market insofar as material made available to it has had enough influence on learners to affect the formal school structure. Are there examples of this other than, possibly, Sesame Street?

How did stations decide to broadcast Sesame Street? Were there differences in number of acceptances among the four types of licensees (Attachment B)? How might changes in the funding allocations of the Corporation for Public Broadcasting affect the willingness of these stations to continue to carry the program (now that they will foot an increasing portion of the bill -- see Attachment G)? Of what importance is CPB's full subsidy of the network, PBS, carrying the program?

III. DISTRIBUTION

A. To the classroom

Textbooks flow from publisher to adoption boards and into the classroom. The distribution structure involves long-established methods of mailing, trucking, warehousing, etc. that legally and practically are recognized to be pure conduits which do not affect content -- although postal rate increases and trucking strikes can

have serious consequences. With all but locally-produced and broadcast programs, broadcast materials flow through some form of distributor -- state, regional or national networks, commercial distributors, national libraries, etc. (see Attachment F). A public television program may be locally produced, say by WGBH, and placed in distribution by Public Television Library (PTL), transmitted by the national network, PBS, and accepted for broadcast by WGBH. The distributors and others seem not to behave as pure conduits, but to also have a role in content creation and selection.

Questions

1. What are the distribution mechanisms in commercial and public broadcasting?
2. Is a network considered by those in the industry to be a distributor? If not, what is it? How is it related to the distributor?
3. How does the distributor operate? How does he acquire program material? What does he pay for programing and how does he get paid? How does he inform local stations of his offerings? What connections does he have with local school authorities?
4. What are the economics of local, regional, and national distribution, and how does this influence the amount of programing produced at each level?
5. With the new funding scheme of the Corporation for Public Broadcasting, national public television programing is selected at the beginning of each year by all public television station program managers viewing all offerings available (see Attachment G). What has become of the role of the

distributor, particularly the national distributor, such as National Educational Television?

B. To libraries

How are video materials made available to local, regional, or national video libraries? Is the process a different one from the ways in which books are made available to book libraries? What is the importance of copyright issues?

C. To the non-school market

What is the role of distributor and network in the delivery of Sesame Street and Electric Company to the home? How will the new funding scheme of CPB affect the balance of control here? What role do distributors play in commercial broadcasting to the home?

IV. PRODUCTION

A. For the classroom

1. Who is producing the television programs viewed in the classroom?

Answering this question is complicated by the failure of available data to incorporate Sesame Street and Electric Company which, while not materials that were originally approved or "accredited" for the classroom, nonetheless are now being shown in classrooms across the nation. Omitting data on these programs depresses calculations of the actual amount of classroom programming that is nationally produced. One wonders whether a significant portion of the materials made available by the Great Plains and National Television Libraries is also material that was not officially classroom material, but which must now be so classified by virtue

of its classroom use. This raises the question of whether this pattern -- production for an out-of-school market, but eventual use in school -- is peculiar to broadcast video material; does it happen in the book trade? How important is this pattern in broadcasting, and how does it affect the pattern of control over material that reaches learners?

Attachment F shows sources of instructional programing for 1970, 71 and 72. Note that locally produced (and distributed) programing occupies the largest portion of classroom broadcast hours, but that this percentage has been declining with a concomitant increase in the number of hours coming from interconnections and national program agencies and libraries. This table raises a number of issues:

- a. Who is producing the programs in each category listed (e.g. What is going over the "interconnections"?)
- b. Who makes decisions, at each source, of how programing will reflect school needs? Where do these decision-makers get their information? What kind of school needs do they aim to meet?
- c. Under what circumstances -- political, economic -- do stations produce their own classroom programing?

Note that this table is based on number of broadcast hours, and not actual program hours. To determine who are the major producers of classroom television programing, we should include commercial stations in our enquiry and ask:

- d. In terms of the total number of production hours (not broadcast hours) aired, who produces what proportion?

e. What proportion of the total broadcast hours is occupied by each produced hour of programming? This would be analogous in the text industry to finding what portion of the market is occupied by any single title of a given publisher. Available data indicates that for a single week, only 16.3% of the programming to schools is new -- this excludes Sesame Street and Electric Company. We need to know how this figure breaks down by producer, and what it might be over a longer period, say a school year. Similar data should be sought from the commercial television industry.

2. What is meant by "national" programming?

This term is used frequently, and with political overtones. What does it mean in commercial and public broadcasting? National funding? National distribution? National transmission (e.g. over PBS. Note that control over PBS by the corporation for public broadcasting exists largely by virtue of CPB's funding of PBS. CPB and PBS each constitute half of a monitoring committee, a majority of which can in theory veto any PBS program. This veto has never been exercised.)

3. Economics of programming

Understanding the economics of this industry is basic to appreciating the dynamics of decision-making. We will be interested, therefore, in the basic question of how much return can be generated by a single hour of produced programming.

We must find out how these returns are generated: how common is a per pupil per program charge for school viewing

(as is the case with the 21" classrooms in Massachusetts)? What about charges for commercial TV classroom viewing? Do these stations pick up the cost in order to satisfy their "public service" programing requirement?

Note that the Corporation for Public Broadcasting is only now considering whether to lend support to classroom programing. To date, it has funded only the Children's Television Workshop; no other instructional programs have been made available to stations via PBS on a matching fund basis (see Attachment G). Further research should attempt to determine what this means in terms of the structure of the market for classroom television programs, and now this structure would be altered by a shift in CPB policy.

B. For libraries

Is there a large enough library market for instructional materials to sustain original video production for these repositories (e.g. Great Plains, National Instructional Television Library, local A-V libraries)? Who produces materials for these places, and how is the material made responsive to the needs of learners?

C. For out of school use

Broadcast television programs can reach learners easily at home. As has been stated, this study is concerned with those programs which, by so doing, have made a noticeable impact on the formal elementary or secondary school structure. The only things we see that might qualify are Sesame Street and Electric Company. How are decisions made regarding the content of these programs? To whom are the de-

cision-makers responsive? Answering these questions will require an in-depth study of the Children's Television Workshop, the agency which produces Sesame Street and Electric Company. To the extent that this programing is made available by funding provided by the Corporation for Public Broadcasting, we will be interested in the impact of the reorganization of this agency on the control mechanisms governing CTW. Stations have until now received these programs free, and now must decide whether to allocate their funds to help pay for Sesame Street and Electric Company; will stations thereby acquire greater control over the content of these programs? Will this reorganization affect decisions of funding agencies as to whether to choose the in-school route or the out-of-school route for channeling children's programs?

Does the broadcasting medium better lend itself to being used outside the formal system than does print? Here we should note that access to the video medium requires only the flick of a switch in some 98% of American households, whereas access to print requires a trip to the local library, bookstore, or magazine stand and, in the latter cases, an additional expenditure of money. How might this affect the control over out-of-school learning content in the future? How does it affect decisions by funding organizations such as CPB, Ford Foundation, etc. as to the channels through which to encourage educational innovations?

V. USE

A. In the classroom

1. If a teacher wishes to have his class view a curriculum program that is broadcast, what procedures are necessary? A non-curriculum program? What about individual student choices?
2. If a school is part of a district that receives a certain program, but this particular school does not pay the necessary per pupil cost, is there any way to prevent piracy? Brian Brightly of 21" classroom indicated that piracy problems are important to a school broadcaster. How does this affect the teacher's control over which programs can be watched?
3. Who pays the per pupil cost? Each receiving school? School district? State? Public or private agencies? Broadcaster (if program is "public service")?

B. In libraries

Issues are posed in section II. B.

C. Out-of-school

What is the nature of parental influence on viewing choices of their children? Is there any greater likelihood of children viewing a program at home than in school? How might this affect decisions by networks, funding agencies, et., re choice of a route to channel educational programming?

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ATTACHEMENTS

Table 37.--Public television licensees and stations on the air from the beginning of the fiscal year, by type of licensee, geographic region, and adjusted budget size: Aggregate United States, Fiscal Year 1972

| Type of licensee, geographic region, and adjusted budget size | Licensees and stations | |
|-------------------------------------------------------------------------------------------------|------------------------|--------------------|
| | Number of licensees | Number of stations |
| Type of licensee: | | |
| All types | 133 | 207 |
| Institutions of higher education | 45 | 62 |
| Local public school systems | 20 | 21 |
| State authority, State education agency, municipal authority, and other licensed agencies | 21 | 67 |
| Community organizations | 47 | 57 |
| Geographic region: | | |
| Aggregate United States | 133 | 207 |
| Northeast | 28 | 44 |
| Central | 37 | 50 |
| South | 36 | 78 |
| West | 28 | 29 |
| Outlying areas | 4 | 6 |
| Adjusted budget size: | | |
| All sizes | 133 | 207 |
| Under \$200,000 | 17 | 17 |
| \$200,000 - \$499,999 | 43 | 47 |
| \$500,000 - \$799,999 | 28 | 37 |
| \$800,000 - \$1,999,999 | 32 | 56 |
| \$2,000,000 and over | 13 | 50 |

Attachments A - F:

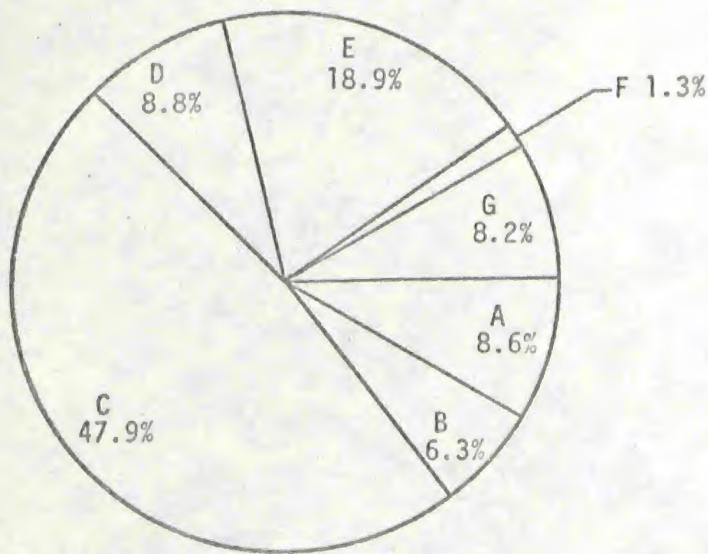
Source: Lee, Young J. and Ronald J. Pedone, "Summary Statistics of Public Television Licensees, Fiscal Year 1972". U. S. Department of Health, Education and Welfare and Corporation for Public Broadcasting.

Table 2.--Public television licensees and stations, by adjusted budget size and type of licensee:
Aggregate United States, Fiscal Year 1972

| Type of public television licensees | Licensees and stations, by adjusted budget size | | | | | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------|-------------------------|-------------------------|---------------------------|-------------------------|
| | All sizes | Under \$200,000 | \$200,000- \$499,999 | \$500,000- \$799,999 | \$800,000- \$1,999,999 | \$2,000,000 and over |
| Total, all types | 138 | 19 | 45 | 28 | 32 | 14 |
| Percent | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Number of stations | 223 | 20 | 52 | 38 | 57 | 56 |
| Percent (stations) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Institutions of higher education | 49 | 10 | 17 | 12 | 10 | 0 |
| Percent of total | 35.5 | 52.6 | 37.8 | 42.9 | 31.2 | 0.0 |
| Number of stations | 67 | 10 | 17 | 20 | 20 | 0 |
| Percent (stations) | 30.0 | 50.0 | 32.7 | 52.6 | 35.1 | 0.0 |
| Local public school systems | 19 | 5 | 5 | 6 | 3 | 0 |
| Percent of total | 13.8 | 26.3 | 11.1 | 21.4 | 9.4 | 0.0 |
| Number of stations | 21 | 6 | 6 | 6 | 3 | 0 |
| Percent (stations) | 9.4 | 30.0 | 11.5 | 15.8 | 5.3 | 0.0 |
| State authority, State education agency, municipal authority, and other licensed agencies | 21 | 1 | 5 | 2 | 6 | 7 |
| Percent of total | 15.2 | 5.3 | 11.1 | 7.1 | 18.8 | 50.0 |
| Number of stations | 74 | 1 | 9 | 3 | 17 | 44 |
| Percent (stations) | 33.2 | 5.0 | 17.3 | 7.9 | 29.8 | 78.6 |
| Community organizations | 49 | 3 | 18 | 8 | 13 | 7 |
| Percent of total | 35.5 | 15.8 | 40.0 | 28.6 | 40.6 | 50.0 |
| Number of stations | 61 | 3 | 20 | 9 | 17 | 12 |
| Percent (stations) | 27.4 | 15.0 | 38.5 | 23.7 | 29.8 | 21.4 |

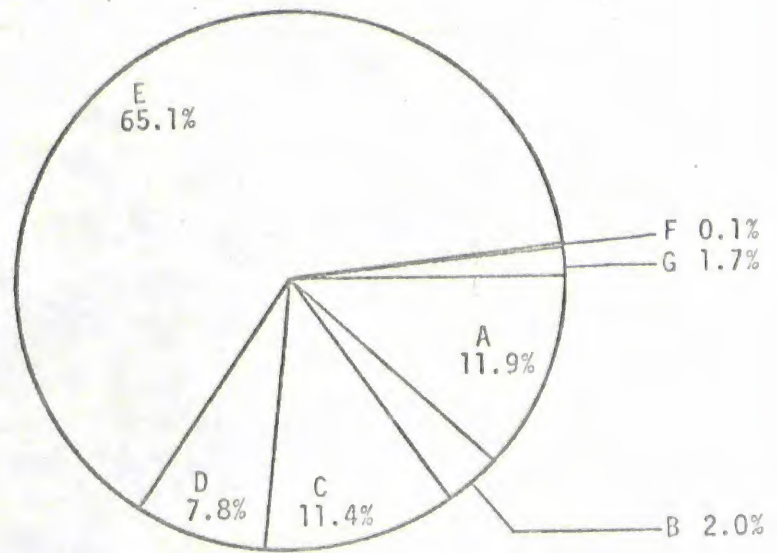
Source: Lee and Pedone.

FIGURE 3.--PERCENT DISTRIBUTIONS OF TOTAL INCOME FOR TELEVISION OPERATIONS OF PUBLIC TELEVISION LICENSEES, BY SOURCE OF INCOME AND TYPE OF LICENSEE: AGGREGATE UNITED STATES, FISCAL YEAR 1972



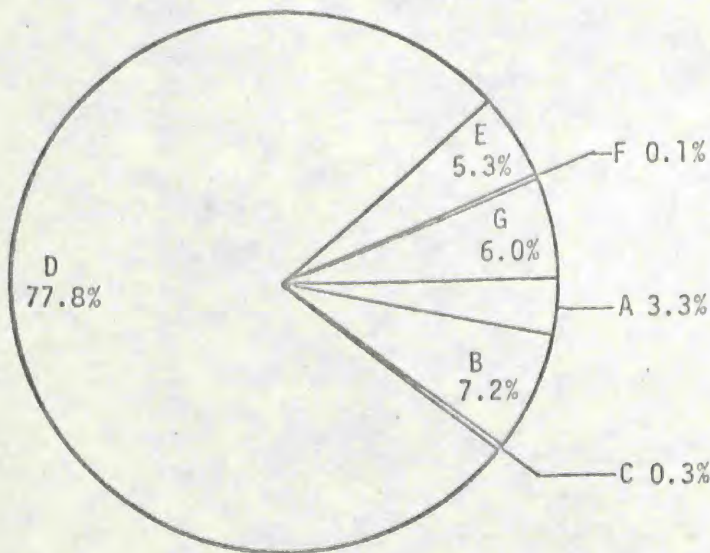
University

(Total income: \$31,241,486)



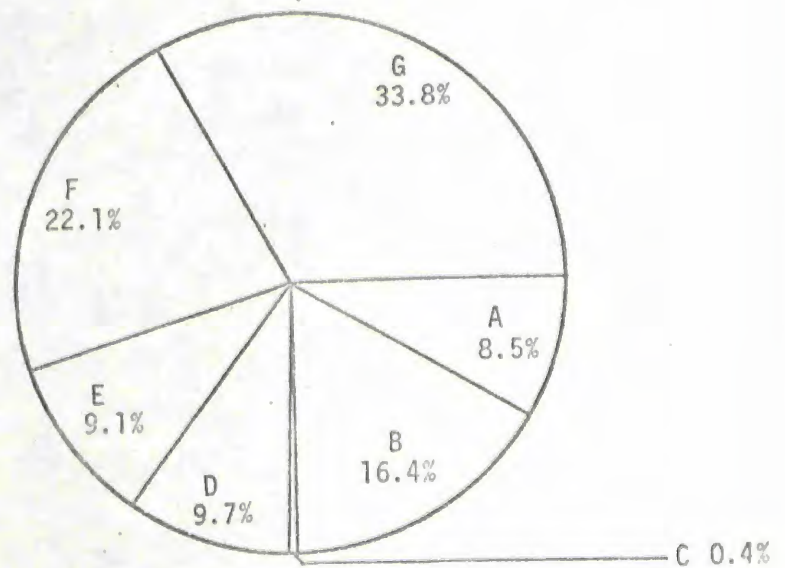
State/Municipal

(Total income: \$36,282,053)



School

(Total income: \$9,354,783)



Community

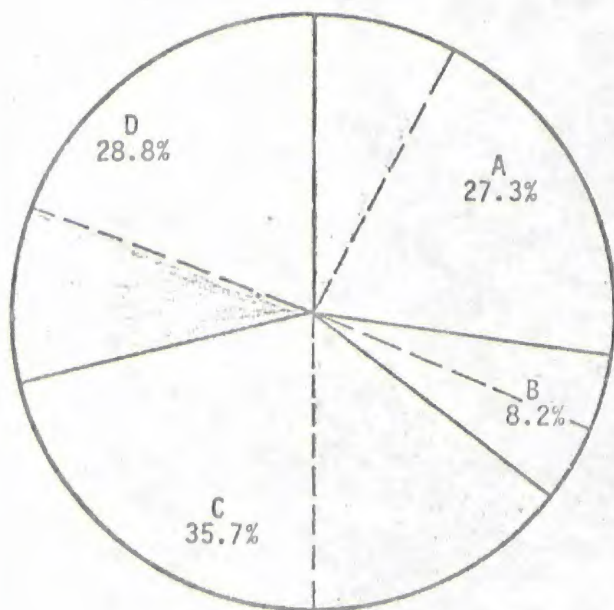
(Total income: \$81,036,420)

A = Federal Government
 B = Public Broadcasting Agencies
 C = Institutions of Higher Education
 D = Local School Boards and Local Governments

E = State School Boards and State Governments
 F = Foundations
 G = All Other Sources Combined

Source: Lee and Pedone.

FIGURE 12.--PERCENT DISTRIBUTION OF TOTAL BROADCAST HOURS OF PUBLIC TELEVISION STATIONS, BY TYPE OF PROGRAMMING AND TYPE OF LICENSEE: AGGREGATE UNITED STATES, FISCAL YEAR 1972



(Total broadcast hours: 710,303)
(207 stations)

Programming for general audience
Programming for classroom

A = Institutions of Higher Education

B = Local Public School Systems

C = State Authority, State Education Agency, Municipal Authority, and Other Licensed Agencies

D = Community Organizations

During Fiscal Year 1972, 34.0 percent of all air time was transmitted for classroom use and the remaining 66.0 percent was aired for general audience programming. This difference in air time by type of programming was most apparent among stations licensed to institutions of higher education and community organizations, while it was less distinct among those stations licensed to local public school systems and State/municipal authorities. For classroom programming, State/municipal stations were the largest in both total broadcast hours and mean broadcast hours per station; however, in proportion of hours devoted to such programs, public school stations were the largest (44.5 percent of the total).

For general audience programming, although State/municipal stations aired more time than any other type of licensee, in proportion of time devoted to such programs, institutions of higher education reported the highest percentage (72.9 percent of the total). In terms of mean broadcast hours of such programs, community organizations reported the largest percentage. Public school stations reported the smallest number of mean broadcast hours per station among all types of licensees during Fiscal Year 1972. (See Figure 12 and Tables 38 and 41.)

Source: Lee and Pedone

Table 28.--Male and female full-time employees of public television licensees, by adjusted budget size and type of occupation: Aggregate United States, June 30, 1972

| Type of occupation (Number of licensees) | Full-time employees, by adjusted budget size | | | | | | | | | | | |
|---------------------------------------------|----------------------------------------------|--------|-----------------|--------|---------------------|--------|---------------------|--------|-----------------------|--------|----------------------|--------|
| | All sizes | | Under \$200,000 | | \$200,000-\$499,999 | | \$500,000-\$799,999 | | \$800,000-\$1,999,999 | | \$2,000,000 and over | |
| | (138) | | (19) | | (45) | | (28) | | (32) | | (14) | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Total, all types | 4,426 | 1,642 | 125 | 28 | 661 | 233 | 706 | 269 | 1,443 | 475 | 1,491 | 637 |
| Percent | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Subtotal, management and supervisory | 2,001 | 487 | 91 | 9 | 374 | 92 | 367 | 102 | 618 | 143 | 551 | 141 |
| Percent of total | 45.2 | 29.7 | 72.8 | 32.1 | 56.6 | 39.5 | 52.0 | 37.9 | 42.8 | 30.1 | 37.0 | 22.1 |
| General manager | 124 | 5 | 15 | 0 | 43 | 1 | 20 | 2 | 27 | 2 | 19 | 0 |
| Station manager | 60 | 1 | 6 | 0 | 9 | 1 | 11 | 0 | 16 | 0 | 18 | 0 |
| Operations manager | 53 | 4 | 2 | 0 | 11 | 1 | 14 | 2 | 12 | 1 | 14 | 0 |
| Program manager | 112 | 8 | 12 | 0 | 31 | 2 | 25 | 2 | 25 | 3 | 19 | 1 |
| Traffic manager | 28 | 85 | 1 | 7 | 4 | 22 | 5 | 23 | 11 | 23 | 7 | 10 |
| Production manager | 109 | 3 | 7 | 0 | 22 | 1 | 22 | 0 | 29 | 0 | 29 | 2 |
| Producer-director | 471 | 67 | 11 | 0 | 78 | 9 | 82 | 10 | 163 | 17 | 137 | 31 |
| Business manager | 39 | 30 | 0 | 0 | 6 | 8 | 6 | 9 | 14 | 9 | 13 | 4 |
| Chief engineer | 141 | 0 | 18 | 0 | 40 | 0 | 29 | 0 | 34 | 0 | 20 | 0 |
| Supervisory engineer | 305 | 0 | 13 | 0 | 53 | 0 | 51 | 0 | 110 | 0 | 78 | 0 |
| Film director | 103 | 5 | 0 | 0 | 20 | 0 | 29 | 0 | 27 | 1 | 27 | 4 |
| Public relations director | 29 | 26 | 2 | 0 | 6 | 4 | 6 | 6 | 8 | 12 | 7 | 4 |
| Promotion director | 22 | 53 | 0 | 0 | 6 | 14 | 3 | 16 | 9 | 16 | 4 | 7 |
| Development director | 43 | 20 | 0 | 0 | 7 | 3 | 7 | 5 | 17 | 8 | 12 | 4 |
| Art director | 103 | 34 | 1 | 2 | 22 | 9 | 22 | 9 | 32 | 11 | 26 | 3 |
| School service director | 61 | 39 | 2 | 0 | 10 | 7 | 13 | 8 | 21 | 8 | 15 | 16 |
| Other management and supervisory | 198 | 107 | 1 | 0 | 6 | 10 | 22 | 10 | 63 | 32 | 106 | 55 |
| Subtotal, other employees | 2,425 | 1,155 | 34 | 19 | 287 | 141 | 339 | 167 | 825 | 332 | 940 | 496 |
| Percent of total | 54.8 | 70.3 | 27.2 | 67.9 | 43.4 | 60.5 | 48.0 | 62.1 | 57.2 | 69.9 | 63.0 | 77.9 |
| On-air talent | 95 | 82 | 3 | 0 | 12 | 19 | 10 | 13 | 33 | 35 | 37 | 15 |
| Production crew | 662 | 115 | 2 | 2 | 54 | 4 | 88 | 7 | 267 | 26 | 251 | 76 |
| Broadcasting engineer | 1,308 | 5 | 27 | 0 | 201 | 2 | 196 | 2 | 414 | 0 | 470 | 1 |
| Film editor | 110 | 11 | 0 | 0 | 5 | 0 | 20 | 3 | 48 | 2 | 37 | 6 |
| Clerical and secretarial | 99 | 907 | 1 | 17 | 0 | 115 | 8 | 140 | 24 | 269 | 66 | 366 |
| Manual and custodial | 151 | 35 | 1 | 0 | 15 | 1 | 17 | 2 | 39 | 0 | 79 | 32 |

Source: Lee and Pedone.

Table 48.--Percent distributions of broadcast hours of public television stations, by type of programming: Aggregate United States, Fiscal Years 1970, 1971, and 1972

| Source of programming | Percent of total broadcast hours, by type of programming | | | | | | | | |
|---------------------------------------------------------------------------|----------------------------------------------------------|-----------|-----------|---------------------------|-----------|-----------|----------------------------------|-----------|-----------|
| | All types | | | Programming for classroom | | | Programming for general audience | | |
| | FY 1970 | FY 1971 | FY 1972 | FY 1970 | FY 1971 | FY 1972 | FY 1970 | FY 1971 | FY 1972 |
| (Number of stations broadcasting) . . . | (185) | (193) | (207) | (185) | (193) | (207) | (185) | (193) | (207) |
| (Total broadcast hours) . . . | (586,718) | (639,611) | (710,303) | (201,275) | (226,165) | (241,806) | (385,443) | (413,446) | (468,497) |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Programs locally produced | 27.1 | 23.0 | 21.1 | 44.2 | 35.9 | 34.3 | 18.2 | 16.0 | 14.3 |
| National interconnection | 23.1 | 27.5 | 39.2 | 2.4 | 6.9 | 9.2 | 33.9 | 38.8 | 54.7 |
| Regional interconnection | 6.1 | 5.1 | 5.4 | 4.6 | 3.2 | 5.4 | 6.9 | 6.1 | 5.4 |
| State interconnection | | | 1.8 | | | 2.6 | | | 1.5 |
| Other interconnection | { 4.9† | { 3.9† | 2.0 | { 6.0† | { 5.5† | 4.0 | { 4.3† | { 3.0† | 0.9 |
| Film and tape from National Educational Television | 9.7 | 6.9 | 4.1 | 1.6 | 1.8 | 1.9 | 14.0 | 9.7 | 5.2 |
| Film and tape from regional networks | 4.9 | 5.2 | 3.7 | 7.0 | 6.5 | 5.3 | 3.7 | 4.5 | 2.8 |
| Film and tape from Public Television Library | 3.7 | 3.4 | 2.9 | 0.6 | 1.1 | 0.6 | 5.4 | 4.7 | 4.2 |
| Film and tape from National Instructional Television Center | 2.8 | 3.8 | 4.9 | 7.9 | 10.6 | 14.2 | 0.1 | 0.1 | * |
| Film and tape from Great Plains National Instructional Television Library | 3.4 | 3.4 | 3.4 | 9.2 | 9.0 | 9.8 | 0.4 | 0.3 | 0.1 |
| Film and tape from other public television stations | 3.4 | 3.3 | 2.6 | 6.4 | 5.6 | 3.1 | 1.9 | 2.0 | 2.3 |
| Film and tape from commercial syndicates | 4.3 | 3.1 | 2.1 | 1.4 | 0.8 | 1.0 | 5.8 | 4.4 | 2.7 |
| Film and tape from all others | 6.6 | 11.4 | 6.8 | 8.7 | 13.1 | 8.6 | 5.5 | 10.4 | 5.9 |

* Percent greater than 0 but less than 0.05.

† Percent from State interconnection in FY 1970 and FY 1971 were reported under other interconnection.

Note: Data pertains only to those stations on air from beginning of fiscal year.

Source: Lee and Pedone.

(Attachment G)

Reorganization of the Corporation for Public Broadcasting

The Corporation for Public Broadcasting was created by Congress in 1967 and incorporated in 1968. It was intended to provide the funds for programming to be shown on nationwide public television and to fund the public television network, Public Broadcasting Service (PBS). Until this year, all programming transmitted over PBS was made available at no charge to the local stations. In the fall of 1974, this will no longer be the case.

Now stations must begin to pay for all but a few programs that will be available on the national network. For each dollar that the stations must pay to receive a program, they will receive three dollars from a matching fund made of CPB and Ford Foundation money. It is planned that over the years, more and more of the matching fund burden will fall on the local stations. They will be receiving directly an increasing share of the money appropriated by Congress, and will probably also continue to seek funds from other contributors (mainly corporate funding and the U. S. Office of Education).

Stations will no longer simply have to make a yes-no decision about programs available at a given time on the network. At the beginning of each television year, they review program proposals and vote for their choices. What they pay is dependent on station budget, viewership, and the number of other stations also interested in that program. Computerized bidding rounds proceed until choices and prices stabilize.

The corporation's programming budget will continue to fund only those programs it began last year, some new pilot programs that will be funded for two-three years, and programming research.

In theory, this reorganization is intended to give more power over pro-

(2c)

graming to the local stations, but how this will alter the offerings is not yet clear. What has already emerged is that the stations are willing to put even more money into nationally distributed programing than had been planned under the new arrangements, and more than has been available for national programing to date. How many of these national programs are new -- and how many of the new ones differ in any substantial way from the kind of national programing that has been offered to date is not yet known.

The corporation has not allowed any "instructional" programs to be made available over PBS. Sesame Street and Electric Company are the only children's programing it has funded, but will no longer: stations must (on the matching fund basis) now pay half the cost; the U. S. Office of Education will pay the other half. Any further role of the corporation in instructional programing is now under serious review.

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3. Comments and Consultations

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Les. Brown, Television Editor, New York Times.

Nick Flannery, Director, Center of Law and Education, Harvard University.

Frank Fox, President, D.C. Heath Company.

Jeremiah Kaplan, Chairman of the Board, Macmillan Company.

Jack Lyle, Director of Communications Research, Corporation for Public Broadcasting.
Broadcasting, Corporation

Arthur Miller, Professor, Harvard Law School.

Erwin Krasnow, Esq., Kirkland, Ellis and Rowe.

Edward Palmer, Vice-President, Research, Children's Television Workshop.

Donald Quayle, Senior Vice-President and Director of Broadcasting Corporation
for Public Broadcasting.

David Riesman, Professor of Sociology, Harvard University.

Laurence Tribe, Professor, Harvard Law School.

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July 30, 1979

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Brian Brightly- 21" Classroom- 969 4340 (Newton, Mass)

People who should be interviewed *or to whom project proposals should be sent for review:*

Brightly-again for further questions re local station operation, particularly for ~~XXXXXX~~ information on the ~~mechanism~~ with 21" classroom, where the television agency is an arm of the Dept. of Ed., but needs broadcast time from WGBH, which isn't part of the Dept.

Aimee Leifer- she's had a great deal ~~xxx~~ to do with Sesame Street, and should be good for overall comments

Robert Donaldson- Children's Television Workshop- Palmer suggested him as the person who knows most about how Sesame Street and EC got promoted at the local station level.

Phil Collier- head of education, WGBH. 968-3700

Mike Rice or Mark Stevens: program division, WGBH. Would be useful in explaining how new program cooperative setup makes a difference. I spoke briefly with Rice already-- he seemed willing to help out again if we want him to.

Ed Cohen - National Instructional Television Center- Bloomington, Indiana

Paul Shupbach- Great Plains Library

Since these libraries are responsible for making available some of instructional material broadcast on public television, it would be worthwhile finding out how they operate.

Eventually, it seems to me we will want to ask questions of a sampling of local television broadcasters. In addition to those at WGBH listed above, I know of only one other who would be good to contact: Rick Breitenfeld at the Maryland Center for Public Broadcasting.

Action for Children's Television-- AGO suggested that "one of the Peggy's" would be good for general comments on the broadcasting section.

491-7681 Brenda Lansdowne- Cosmix, a children's science show produced by ABC but not yet on the air. Paul De Maggio found out about this. It would be interesting to find out how it was produced, who might sponsor it (it isn't yet sponsored) how stations will be asked to accept it, etc.

Ronald Brunner
insititute of public policy studies
University of Michigan
1516 Rackham Building
Ann Arbor, Michigan 48104

A copy of any proposal should be sent to him. I met him at Airlie House and his group has been trying to

set up a study of the decision making structure of the cable television industry. We might, in fact, wish to talk with him in depth when we get a little further along.

The Publishers' PerspectivePart II-A PREFACE

The Harvard University Program on Information Technologies and Public Policy is studying decision-making processes which shape the content of educational media. Our approach is to compare book publishing and broadcasting aimed at elementary and high school age learners in the United States. We seek to understand how differences in the decision-making structure of these two media are reflected in the material transmitted.

The focus of this part of the study is the way in which textbooks are produced and selected for public elementary and high schools in the United States. At this point we see three critical steps in a textbook's career:

- 1) the publisher's decision to publish;
- 2) the school's decision to adopt;
- 3) the teacher's decision to use the material and the way in which the teacher uses it.

We are concerned at this time with the second step -- adoption -- and with the production process insofar as it bears upon adoption. Our findings regarding formal textbook selection practices in the fifty states appear in the map on the following page. The questions we are addressing follow a brief note on terminology.



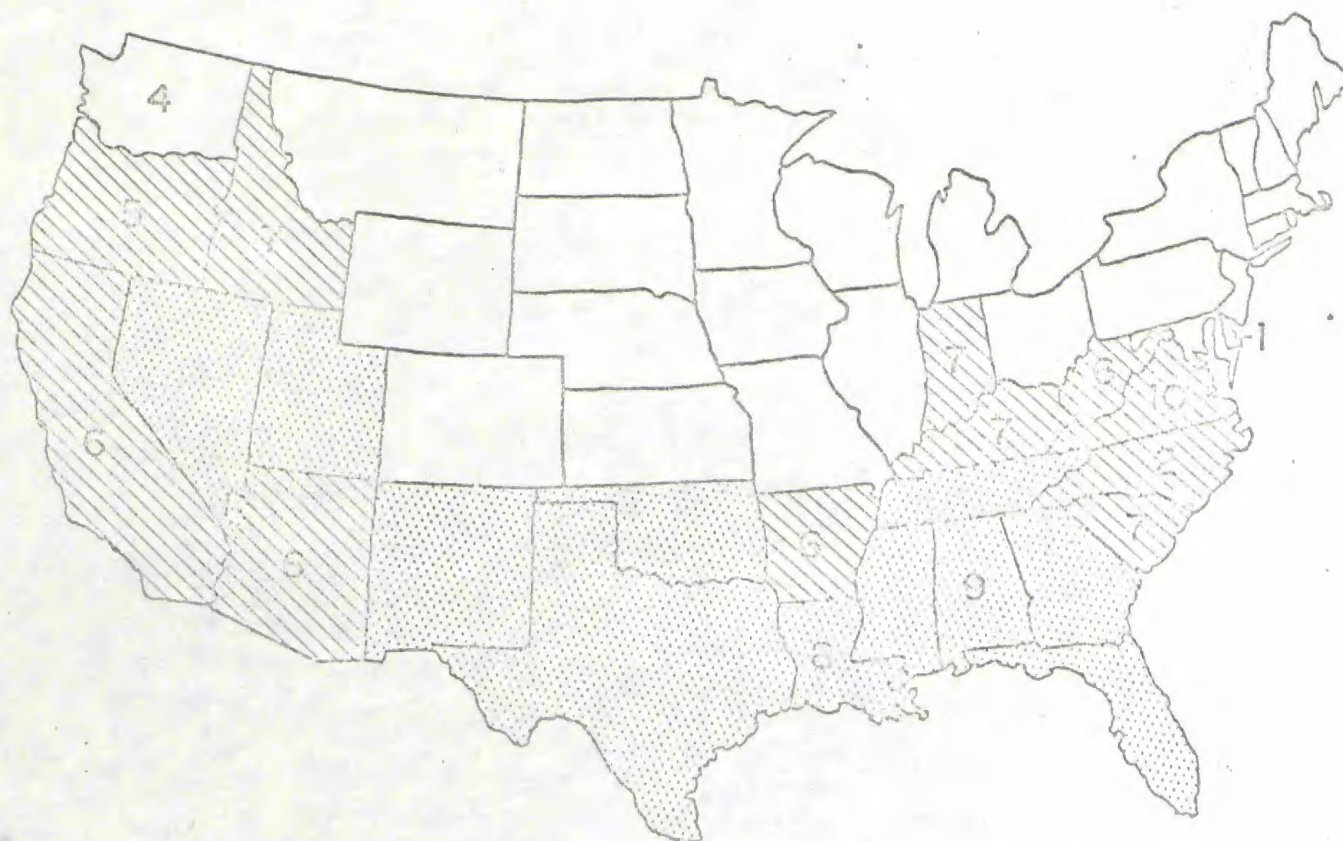
STATE ADOPTION



LOCAL ADOPTION



MIXED ADOPTION



1. State veto.
2. State provides money to buy much supplementary material at district discretion.
3. State operated schools (some rural, regional and military base) state adopted; others local.
4. District selection policies approved by state.
5. Districts with over 20,000 school-age children may adopt other texts; all districts may adopt others with OK of State Board of Education.
6. Primary state, secondary local.
7. May adopt others with state OK.
8. Except for Orleans Parish.
9. Cities of over 40,000 population may adopt own.
10. District may adopt if drops out of state support system.

I-C A NOTE ON TERMINOLOGY

We understand that in many classrooms the lone textbook has been supplanted by the package -- text with supporting printed and non-print instructional media.

Partly for brevity, partly because of the traditional and, for the present at least, continuing dominance of the textbook among instructional media, we use two terms -- textbook and basic instructional media -- interchangeably throughout this outline. The term textbook may be used to describe an instructional package in its entirety.

While the definition of supplementary materials may vary from school to school, in general we use this expression to mean instructional materials (print or otherwise) used instead of or in addition to a basic text or package. (A basic text or package is one which structures the bulk of the curriculum for an entire course.)

Because of the comparative thrust of this study, we do not include broadcast media within our definition of textbooks or supplementary materials. These two categories include only prepackaged materials (including audio or video tapes and cassettes) on hand in the school. Broadcast programs, while frequently prepackaged, are transmitted from outside the school.

In this usage, publishers includes producers of books, pamphlets, filmstrips, slides, video cassettes and other non-broadcast instructional materials.

Part II

II-A INTRODUCTION

Our questions are divided into three intimately related categories: production, marketing and adoption.

By production we mean the process which determines the form and content of the product which enters the marketplace.*

By marketing we mean the ways in which publishers determine which educational products are in demand and the activities of publishers which promote their products to state and local agencies.

In adoption we focus upon the behavior of public agencies which select textbooks for in-school use.

II-B PRODUCTION

Our questions about production are aimed at determining who makes decisions about textbook content before textbooks enter the marketplace, and what economic and other factors set parameters within which decisions are made. We divide our questions into the following categories: content, economic factors, product initiative, authorship and editorial preparation, out-of-house inputs and industry structure.

II-B-1 Content

In order to place subsequent discussion in context, we begin with several questions about the materials which the respondent company produces.

What percentage of the company's income is accounted for by elementary materials? High school materials? Other?

* This definition is broader than conventional publishing usage since it includes the functions of authors and editors as well as 'production' or 'manufacturing' departments.

What percentage of the company's income is accounted for by material in the language arts? Sciences? Social studies? Other?

What percentage of the company's income is accounted for by series of basic texts or packages? Single grade texts or packages (not in series)? Supplementary materials? Other?

What percentage of the company's income comes from print material? Audiovisual? Other?

Are any of the company's materials made available for broadcast? If so, which ones and how?

What (if any) trends characterize the kinds of materials which the company is producing? Are there any particularly exciting or important projects in which the company is presently involved?

II-B-2 Economic Factors

We would expect that, as in any business, in publishing considerations of cost and profit are implicit in every step of development and marketing, and we seek (in this section and throughout) to understand what these considerations are and what, if any, effect they have on the content which is transmitted to learners.

How is the number of copies of a text a publisher expects to sell related to the decision to take a chance on a new product? What kinds of market conditions are auspicious for the development of a new text? What kinds of information lead a publisher to feel that a new product will at least break even?

What extras do basic texts include in addition to the bound book? Are these included in the unit price? When optional, how generally are they purchased with the book? How large a share of the total income from the package do non-book materials represent?

What are the relative investments needed to develop the following:

- an elementary series
- a high school series
- a single subject/grade level package, elementary
- a single subject/grade level package, high school
- printed supplementary material
- audiovisual supplementary material

What are their relative production costs? Their relative potential profitability?

To what extent are there different economies of scale for materials in different subject areas? What factors make a difference? Do cost and demand interact to create greater diversity in some fields than in others?

Are there trends in the kinds of material schools are demanding which may lead to changes in the economics of textbook publishing? If so, what trends and what kinds of changes?

To what extent, if any, have the development of modular or mini-courses affected the textbook market? How are publishers responding to requests for materials for such courses?

How important is the federal impact upon the instructional materials market? To what extent and in what ways has government spending affected the textbook market in the last twenty years?

To what extent and in what ways would cutbacks in federal education spending affect the instructional materials market?

It has been suggested that the federal government may adopt as policy support for the right-to-read doctrine, bilingual education, and career education. How likely are these policies to be implemented? To what extent and in what ways would they affect the instructional materials market? How would publishers respond?

Do texts or series ever fail? At what point is a project considered a failure and aborted or withdrawn from the market?

II-B-3 Product Initiative

We seek to understand the sources of product initiative both within the individual publisher's organization and within the industry itself, with the expectation that different patterns of product development are likely to yield different kinds of finished products.

How does a publisher decide to publish a new textbook or series? What inputs influence the decision? Where does the final decision-making power lie?

II-B-4 Authorship and Editorial Preparation

We wish to examine the in-house career of a new text, with the expectation that the backgrounds and goals both of the authors and of the editors who play such an important role in the development of the 'engineered product' will affect the manner in which a project is executed.

Who writes textbooks? How are authors recruited? What attributes makes a potential author attractive to a publisher?

How are editorial production departments organized? How prevalent is teamwork of editorial specialists? What form does this take? What qualifications do publishers seek in their production staffs?

What if any further inputs does the author make once he turns in his manuscript? Does the author retain any veto power over the final product?

II-B-5 Out-of-House Inputs

We are interested in the role of concerned individuals and groups from outside the publisher's organization in the development of instructional materials. We surmise that the outside evaluations solicited during the project's course may indicate both who actually has influence on the production process and whom publishers perceive to have power in the adoption process.

What outside inputs enter into the production process? What out-of-house people see proposals? Manuscripts? Page proofs? At what point are projects reviewed by key adopting boards? Teachers' groups? Private organizations? Others?

How are comments solicited and responded to? Who requests them? Who sees them? To what extent are the editorial staff exposed to the perspectives of sales staffs? Of teachers? Of adoption boards? In what ways?

What role do subject-oriented teachers' groups (e.g., National Council of Teachers of English) play in curriculum development?

To what extent are projects pre-tested? When they are, how are sites selected? At what stage does pretesting occur and how are its results evaluated? To what extent are adopter demands for validation likely to affect this? When adopters demand extensive validation, who pays for it?

II-B-6 Industry Structure

We hope to learn in what ways and to what extent differences in size, ownership or location may effect the materials which publishers produce. We are also interested in the role of independently funded curricular development organizations.

To what extent do large companies tend to be more or less innovative than small companies? What cost and market factors affect this?

To what extent do publishers with parent corporations tend to take fewer or more risks than independents? Why?

To what extent, if any, are publishers from different regions dependent upon different markets or responsive to different constituencies? To what extent, if any, does the centralization of the industry in the east and to a lesser extent in the midwest affect the form or content of curricula?

To what extent do government funded curriculum development organizations play a role as sources of new material? In what way? To what extent, if any, does a publisher who produces a government funded curriculum have an advantage (in publicity, prestige, etc.) over a competitor who develops materials in-house? To what extent is profitability either limited (by contract terms) or enhanced (by the absence of in-house development costs)? Is there any trend in the role such curricula will play in publishing, or in the role of the NIE in curricular development?

II-C MARKETING

The aspects of marketing which interest us here are market research, strategy, operations, and market structure.

II-C-1 Market Research

The information which publishers receive about the kinds of materials which are in demand shapes their expectations of what will be commercially successful. These expectations, in turn, influence the nature of what they produce. If different sources of market information and different networks through which information is transmitted convey different kinds of information, then these factors are likely to influence the final product.

How do publishers gather information regarding what educational products and what approaches to educational media are in demand? To what extent is information gathering formalized into market research organizations, to what extent based on informal reports from the field? What are the initial sources of such information? Through what channels does market information reach the top? Are certain districts and states regarded as bellweather or vanguard markets that other markets follow? If so, which ones, and why?

II-C-2 Strategy

Strategy refers to the publisher's overall game plan to promote and sell a new product. In particular, we are concerned with the influence of pivotal states and districts on textbook content and presentation. With ten states providing 48.8% of all El-Hi textbook sales and eight state adoption states providing 28.8% of all sales (Association of American Publishers, 1974), it seems reasonable to hypothesize that these states play a leading role in publishers' sales strategies. Is this so and, if so, how are the expectations of these states reflected in decisions about textbook content?

Where are sales efforts focused? To what extent are there states which can make or break a product? Which ones? Why?

If publishers do concentrate on important states, to what extent does this concentration affect product content? To what extent do small states and local adoption states have ways in which they can influence publishers? How?

At what point will a publisher find it profitable to put out a special edition of a text for a state or group of states? When will a publisher find it more desirable to publish multiple editions rather than revise his text to important state specifications before publication? Do differential investment requirements for different kinds of books make such practices vary depending upon subject matter, grade, etc.?

Do most major publishers make some marketing effort in each of the fifty states? If not, on what do they base their decisions? To what extent are markets regional rather than national?

To what extent do state bond requirements and other state prescriptions for publishers who offer instructional materials for local adoption inhibit a publisher from competing in a state? Why?

In local adoption states, to what extent are there trend-setting districts from whom publishers need to win adoptions? Which ones? Why? To what extent does concentration on pivotal districts affect content?

Is it correct to infer from the NEA/AAP Selection of Instructional Materials guide that publishers favor local adoption over state adoption? If so, why?

II-C-3 Operations

Operations refers to the activities of sales organizations in specific states and districts. We expect that learning with whom sales personnel interact most intensely would help us understand where power lies in state adoption organizations. A further hypothesis suggests that by providing differential amounts or kinds of information to different decision-makers, sales personnel may themselves affect the balance of initiative within state adoption agencies.

How are sales and marketing divisions organized? How are salesmen selected? What backgrounds are valued? How closely are sales personnel supervised? Are salesmen compensated by commission in addition to salary?

What form do salesman-adoption agency contacts take? How closely are salesmen regulated by the states and what are the effects of such regulations?

What role, if any, do authors play in promotion and marketing? What role, if any, do editorial personnel play?

To what extent do promotional activities go on outside adopting units, e.g., at professional meetings, teachers' conventions, etc.? How important are such activities?

To what extent do publishers use printed promotional materials, e.g., direct mail or advertisements in professional journals? How important are these? To what extent are they used in lieu of, to what extent in addition to personal sales contacts?

To what extent do sales personnel attempt to enlist support of or to neutralize the objections of citizens groups and pressure groups? How do they do this?

What strategies do publishers use in multiple adoption states to persuade districts to choose their books once they have been adopted by the state? How important are local sales efforts, both before and after state adoption? To what extent is state adoption the major battle?

How important a factor is price in adoption decisions? How negotiable is price? Are there any other contract incentives (e.g., package deals, adjustment of shipping costs, etc.) a publisher can offer an adopter?

II-C-4 Market Structure

Market structure is of interest because we hope to illuminate the nature of competition between small companies (state, regional and specialty houses) and majors and to determine if generalizations about decision-making in large houses apply to small ones as well. If small firms compose an important share of the market, it will be important to understand how they work. If they are inconsequential then we need not devote much attention to them.

What makes a publisher 'major'? How many majors are there? What share of the market do they control?

What market share do regional or state publishers control? What market share do specialist publishers control? Are these shares growing, shrinking, or remaining stable? How do regional and specialist publishers compete with the majors?

II-D ADOPTION

Adoption authorities clearly exercise formal control over the instructional materials content which reaches learners. Under this heading we seek to understand how decision-making power is allocated within the adoption process, the limits of the adoption power, and the role of private organizations and pressure groups.

II-D-1 Organization of the Adoption Process

Our first questions concern criteria for adoptions and the likely effects of variations in the formal organization of the state and local adoption power on the outcomes of the process. We would expect different outcomes if individuals in different agencies, with different sources of authority or different backgrounds had conflicting perspectives, interests, or constituencies. If important differences exist, we must look beyond the adopting unit to groups within the adopting unit as loci of control.

What formal criteria are used for adoption decisions in state adoption states? How strictly are these criteria observed and to what extent do unarticulated criteria or intuitive reactions enter into adoption decisions?

To what extent do variations in the locus of decision-making (e.g., different roles for superintendents, boards of education, teachers' advisory committees, textbook commissions, etc.) affect adoption practice in state adoption states? To what extent do such variations affect publishers' sales operations? If so, how?

To what extent does the selection process for adoption decision-makers (e.g., appointment by state governor, appointment by state superintendent of education, election) affect adoption practice? To what extent do such variations affect publishers' sales operations? If they do, how?

To what extent does the background -- lay or education professional -- of adoption decision-makers affect adoption agency practice? Do variations affect sales approaches? If so, how?

Are there any trends in the role that teachers and teachers' organizations play in the adoption process? If so, what are these and what are their likely implications? What kinds of demands are teachers and teachers' organizations making that might affect the manner in which texts are selected, and how are these demands likely to be met?

Will the Serrano v. Priest decision in California have ramifications in states which do not presently fund public school textbooks at the state level? If more states begin to pay for texts are they likely to demand more control? (Has Rodriguez v. San Antonio Unified School District made this point moot?)

What formal criteria do local districts use for textbook selection? To what extent do they adhere to them, to what extent are intuition or non-articulated criteria important?

How do local districts organize adoption decision-making? At the district level? County? School level? How closely do actual district practices reflect the recommendations of the NEA/AAP procedural guidelines? Is local adoption decision-making more or less centralized in one person or small group than state decision-making?

II-D-2 Limits of the Adoption Power

With the trend towards multiple adoptions and the frequent formal exceptions to state authority in state adoption states, it is important to understand the limitations of state adoptions. Are the exceptions and limitations as plentiful, in practice, as they appear to be in some states?

If so, to what extent does it still make sense to expect those states to exert major influence over textbook content, or is the distinction between state and local adoption breaking down? Similarly, we ask about the rigidity of local district adoptions and the extent to which their decisions are actually binding in practice on individual teachers and schools.

To what extent are the materials adopted by boards the ones actually used in the classroom? When they are not, why is this? How much latitude is given by law? In practice?

How are 'supplementary materials' defined? To what extent do local districts, or schools within districts use supplementary materials as de facto texts?

In states where local districts may use non-adopted texts if they are approved upon application to state authority, how frequently do they utilize this option? In such states do publishers continue to market non-adopted texts?

II-D-3 Private Organizations

We wish to understand the role of private organizations and pressure groups in the adoption process. At what points do they attempt to exert influence? How successful are their attempts and what factors determine their success or lack of it?

What roles do private interests groups play in the adoption process? Are there important differences between the kinds of groups that apply pressure at the state and local levels? The kind of pressure applied? Its efficacy?

To what extent do pressure groups on both sides of a controversial issue set parameters for treatment of this issue in texts?

Where pressure groups demand substantive changes in textbook content (e.g., the women's movement's desire for new female role models in elementary readers), to what extent are changes costly to publishers, to what extent economically beneficial (e.g., in creating demand for new editions)? Do economic factors lead publishers, as businessmen, to be more open to certain kinds of substantive change than to others?

To what extent are there different decision-making processes for different kinds of subject matter? E.g., to what extent, if any, are decisions about physics, language or vocational materials made largely by specialists, while sensitive areas like history, social studies, or biology (reproduction,

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evolution) are contested in the political arena? If processes differ considerably, do publishers have different sales strategies for controversial and non-controversial books?

The Local Adoption Perspective

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(Preface, Map; Note on Terminology are as for Publishers' Perspective (see pp))

I-D INTRODUCTION

Our questions are divided into four intimately related categories: *

- 1) school selection procedures;
- 2) the role of publishers and their representatives;
- 3) the role of interest groups; and
- 4) supplementary and broadcast materials.

Questions in all four categories are aimed at refining our understanding of the decision-making processes which determine what materials children use in the classroom.

By school selection procedures we refer to the formal and informal activities of the apparatus which has been established by the adopting unit to select curricular materials.

By role of publishers we refer both to input received by adopting units from publishers attempting to sell their wares and to interaction between publishers and school decision-makers in product development.

By role of interest groups we refer to the activities of groups or individuals who are not part of the formal selection apparatus but who wish to influence the selection process.

Under the heading of supplementary and broadcast materials we focus upon the selection process for materials which may not be dealt with in the same way as texts.

* To provide context for subsequent discussion, we precede these questions with several questions about instructional materials currently in use.

I-E INSTRUCTIONAL MATERIALS CURRENTLY IN USE

Different schools and different systems may use different mixes of instructional materials. For instance, one school may use primarily bound textbooks for most of its courses, while another may rely heavily upon audiovisual materials and supplementary printed matter. The following questions serve to provide an orientation for later discussion by helping us understand the mix of instructional materials currently in use within the adopting unit.

What percentage of the instructional materials dollar goes towards basic instructional materials? To what extent are textbooks (including textbook-centered packages) used in courses as the primary instructional material? What kinds of other instructional materials are in use, how widely, and in which courses?

What percentage of the instructional materials dollar goes for supplementary materials? Of this, what percentage is audiovisual, what percentage printed? What percentage broadcast?

To what extent are the texts and series that publishers offer packages which include materials other than bound basic textbooks? What kinds of other materials? To what extent are such related materials included in the unit price, to what extent are they optional extras? When optional, to what extent does the adopting unit purchase such extras?

Part II

II-A SCHOOL SELECTION PROCEDURES

Our focus here includes both the formal organization through which the adopting unit selects its instructional materials and the ways in which the individuals in that organization actually gather information, determine selection criteria, weigh competing values and, ultimately, reach decisions. Our questions are divided into the following categories: organization, selection criteria and product research, decision-making, implementation, and cost and funding.

II-A-1 Organization

First we hope to learn what individuals or bodies take formal part in the textbook selection process and what career backgrounds decision-makers have. We would expect different outcomes when individuals in different agencies with different sources of authority or different backgrounds have different perspectives, interests or constituencies.

At what level (county, district, city, individual school) are textbooks initially selected?

Are adoptions multiple or basic? If multiple, how many texts are adopted for each subject/grade level?

What individuals or bodies take formal part in the selection process?

How and by whom are these individuals and/or bodies appointed? How long are their terms? Can they be removed? If so, by whom and under what circumstances?

From what career backgrounds do participants in the selection process come? What qualities and experiences does the appointing person or agency look for in prospective appointees?

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II-A-2 Selection Criteria and Product Research

We are concerned with the guidelines which the adopting unit uses in its search for texts and, since the extent to which agencies adhere to formal guidelines is variable, with the procedures actually followed. Similarly, we are interested in the sources and kinds of information decision-makers employ since information of different qualities or from different sources may lead to different conclusions.

What, if any, general guidelines does the adopting unit use in its search for texts? Who writes these guidelines? To what extent do procedures exist to implement them? How effective are such procedures?

What, if any, specific guidelines are used in the search for specific texts? Who writes these guidelines? To what extent do procedures exist to implement them? How effective are such procedures?

Does the adopting unit pre-test texts before adoption? What proportion of the competing texts are tested? How are texts selected for in-class use and evaluation? How is information from pre-tests used?

What, if any, attempts are made to determine what books other school systems are using, and how effective these books have been? If other schools are contacted, which ones and why? How is such information gathered? How is it used?

What, if any, validation (proof of effectiveness) does the adopting unit require from publishers?

What other sources of information do decision-makers have regarding the effectiveness of texts which have been proposed for adoption?

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II-A-3 Decision-Making

We wish to understand the way in which individuals within the formal selection apparatus operate and to appreciate the balance of responsibilities and power within that apparatus. For example, in many systems, one body makes initial selection decisions subject to the approval of another individual or body. In such a situation, to the extent that approval is pro forma, real decision-making power lies with the first party; to the extent that review is rigorous, our attention should focus on the second party as well.

How does the adopting unit decide when to look for a new text? Where adoption schedules are determined by statute, how are new subjects, not dealt with in existing regulations, handled? Where schedules are not determined by statute, who initiates the search for a new text? When?

From how large a pool of competing books are the adopted books drawn? How does a text get into this pool? Who is responsible for studying the proposed texts? How many books is each decision-maker responsible for reading and critiquing? How long are decision-makers given to study the texts? To what extent do review procedures permit careful examination of competing texts? In practice, how thoroughly acquainted are decision-makers with the competing texts?

Who chairs meetings of committees which make adoption decisions? To what extent does the chairperson determine the course of the proceedings? In what ways (e.g. by setting agenda, inviting speakers, etc.)? To what extent are some members of the adoption committee more involved in decision-making than others? Which ones? Why?

What person or body makes the initial choice of texts to be adopted? Who makes the final decision?

If one party makes a decision subject to the approval of another, to what extent is that approval problematic, to what extent pro forma?

How does a textbook leave the adoption list? If an adopted text does not become unadopted routinely, under what conditions does this occur?

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II-A-4 Implementation

To the extent that unadopted materials are used in classrooms, we must look beyond the formal process to understand where decision-making power lies. It is important then to learn what degree of conformity to the adoption list exists, how many exceptions occur, and under what circumstances.

To what extent does the adopting unit seek to determine that its selections are used in the classroom? What procedures exist to this end? How effective are these procedures?

Are all texts used in the schools adopted by the procedure described? If not, when are exceptions permitted? How common are such exceptions?

II-A-5 Cost and Funding

We are interested in who controls how much of the purse-strings for textbook purchase and to what extent fiscal control is associated with substantive influence on the selection process. Furthermore we hope to learn how the supply of funding available may influence the kinds of materials purchased for classroom use.

How important a factor is price in textbook selection? To what extent are otherwise acceptable texts rejected because they are too costly? To what extent and in what ways is price negotiable (either directly or indirectly through bulk discounts, adjustment of shipping or related charges, etc.)?

How is textbook purchase funded? What if any contribution is made by the state? What if any stipulations are attached to state aid? To what extent do state agencies attempt to influence local textbook selection? What agencies? How? With what results?

Is there any trend towards an increased or decreased state share in textbook funding? If so, from where is the impetus coming? Would proposed changes affect textbook selection? If so, how?

What if any contribution is made by the federal government? What if any stipulations are attached to federal aid? To what extent do federal agencies attempt to influence local textbook selection? How? With what results?

Is there any trend towards an increased or decreased federal share in textbook funding? If so, from where is the impetus coming? Would proposed changes affect textbook selection? If so, how?

To what extent might federal special purpose programs (like career education or bilingual instruction) affect the instructional materials purchase pattern? In what ways?

What percentage do instructional materials represent of the adopting unit's total educational expenditures?

II-B ROLE OF PUBLISHERS

Our interest in the role of publishers is threefold. First we wish to understand the ways in which school decision-makers and publishing personnel interact during the selection process. Secondly we are interested in broader issues of publisher responsiveness to adoption decision-makers and to educators outside the immediate adoption process. Finally we are interested in the relative share of different kinds of suppliers in the school textbook dollar.

II-B-1 Sales Procedures

Here we are concerned with the input decision-makers receive from publishers who seek to persuade them to buy their books. We are interested in the extent and nature of the communication between decision-makers and publishing personnel, the amount and quality of information decision-makers get from publishers, and the degree to which school people perceive publishing personnel as sensitive to their needs and desires.

How does the adopting unit inform publishers that a new text is being sought? If they contact publishers, formally or informally, what determines which publishers are informed? If there is a list, how is it revised?

How many publishers offer texts for adoption? Do all publishers who wish to sell materials send representatives? How do others attempt to persuade the adopting unit? To what extent do publishers who do send representatives have an edge in the competition?

What are the formal procedures for publisher/decision-maker contacts? How flexible are formal procedures? Are there any regulations concerning the extent or nature of contacts between publishers' representatives and local decision-makers?

To what extent do publishers' representatives come from educational backgrounds? How familiar are they with classroom procedures and problems? How responsive are they to the needs of the adopting unit?

Do local decision-makers have contact with other personnel than publishers' representatives? Do local decision-makers meet with authors? With editorial personnel? With executives? When do such meetings occur and what is discussed?

II-B-2 Responsiveness

The more ongoing and less sporadic the communication between outside professionals -- both adoption decision-makers and educators in professional associations and schools of education -- and publishers, the greater the extent to which we might expect the values and preferences of educators and decision-makers to be reflected in textbooks. We hope to understand the kinds of new materials and changes in existing materials which school decision-makers and educational policy-makers seek from publishers, and the ways in which publishers respond to their requests.

To what extent do local school decision-makers interact with publishers in between adoption decisions? In what contexts? To what extent do publishers seek advice or reviews on new projects from local decision-makers? If so, what kind and from whom?

To what extent do teachers in the adopting unit participate in subject-centered professional groups like the National Council of Teachers of English? To what extent are teachers, as participants in such organizations, involved in curricular development?

To what extent do local officials or bodies urge publishers to change sections of books that are in production or already printed? Under what circumstances? At what point in the production process are such requests usually made? How responsive are publishers? Are some publishers more responsive than others? Which ones? Why?

How difficult is it to find good textbooks? Are there some subject/grade levels in which all books on the market are flawed in some important way? Which ones? Why do such inadequacies persist?

To what extent do local officials or committees seek to encourage publishers to develop new products? How do they communicate their desires? How responsive are publishers to such requests? Are some more responsive than others? Which ones? Why?

II-B-3 Sales Shares

We are interested in the relative share of different kinds of publishers in the school textbook dollar for two reasons. First, we might expect that small publishers differ in some important ways from major publishers. If local and specialist publishers supply a major part of the texts which schools use, it will be important for us to understand their operations. Secondly, we hypothesize that publishers from different parts of the country may have different major markets or, conceivably, respond to different constituencies. A finding that districts throughout the United States buy their books from the same publisher would tend to refute this hypothesis.

Approximately what percentage of the adopting unit textbook dollar goes to major suppliers -- i.e. companies with full product lines (subject and grade level) and national sales and distribution? Of this approximately what percentage goes to companies located in the east (New York, New Jersey, Massachusetts, etc.)? Approximately what percentage to companies in the midwest (Illinois, Indiana, Michigan, etc.)? Elsewhere?

Approximately what percentage of the adopting unit textbook dollar goes to local or regional publishers (i.e. located in the same region, without national distribution)?

Approximately what percentage of the adopting unit textbook dollar goes to publishers who specialize in one subject area, or several related subject areas (e.g. elementary science, vocational education, or supplementary social studies)?

SS

II-C ROLE OF INTEREST GROUPS

We wish to understand the role of private organizations and pressure groups in the adoption process, the points at which they exert influence, and the determinants of their success or lack of it. Our questions are divided into the following categories: general questions, methods and goals, variations by subject, and teachers' organizations.

II-C-1 General Questions

Depending upon the point at which it is applied, pressure might take different forms or have different consequences. We are interested in the extent to which interest groups are within the adoption process and the extent to which they are outside it; and we hope to understand the mechanics of interest group representation and the extent to which publishers and adopters seek to either use or defuse such groups.

What inputs do parent groups and other interest groups have in the textbook selection process? To what extent are these inputs formalized? In what ways?

To what extent are interest groups represented within selecting bodies? To what extent are they outside the adoption process? To what extent do interest groups influence textbook decisions? Which groups and which decisions?

To what extent is the decision-making process open to the public? Which parts? Are public hearings held? May members of the public testify? May they question publishers' representatives? What screening process must would-be participants pass through? What impact do public hearings have on adoption decisions?

To what extent do adoption decision-makers attempt to enlist support of or to neutralize the objections of citizens groups and pressure groups? How do they do this?

To what extent do publishers' representatives attempt to enlist support of or to neutralize the objections of citizens groups and pressure groups? How do they do this?

II-C-2 Methods and Goals

Groups may attempt to influence the adoption process in different ways and toward different ends. We would expect that groups which monitor decision-makers constantly tend to be, in the long run, more influential than groups which spring up around a single issue for a brief period; by the same token, we would expect groups which seek major educational change to use their inputs into the textbook selection process in a different way than groups which have more limited aims.

To what extent do stable private groups continuously monitor textbook decisions? To what extent do temporary ad hoc interest groups spring up around certain issues?

What trends, if any, have marked the past five years regarding the kinds of groups which have attempted to influence the adoption process and the kinds of demands such groups have made? To what extent do different kinds of groups use different strategies to influence the selection process?

To what extent do groups which seek major changes in school policy use textbook decisions as a fulcrum to attract publicity and support?

II-C-3 Variation by Subject

Interest groups, almost by definition, tend to be concerned with some, but not all, texts. This suggests the possibility that decisions may be made about politically 'hot' subjects (those which attract the attention of many interest groups) in a different way than decisions about politically neutral subjects.

To what extent are there different decision-making processes for different kinds of subject matter? E.g. to what extent, if any, are decisions about physics, language or vocational materials made largely by specialists, while sensitive areas like history, social studies or biology (reproduction, evolution) are contested in the political arena?

II-C-4 Teachers' Organizations

Because of their importance in many areas, and because of their position midway between interest groups and part of the formal apparatus, we treat teachers' organizations separately.

What, if any, inputs do teachers' groups (NEA, AFT or local variants) have in the selection process? What policy objectives are such organizations striving towards? To what extent is their input formalized? To what extent are their positions represented by individual teachers involved in the selection process? To what extent are they shared by other actors in the selection process?

Is the role of teachers in instructional materials decision-making guaranteed in teachers' contracts? If so, how? If not, to what extent, if any, are teachers seeking such a contract provision?

II-D SUPPLEMENTARY MATERIALS AND BROADCAST MEDIA

Here we are concerned with the procedures used to select materials -- supplementary and broadcast (see section I-C) -- which may be outside of the regular adoption structure.

II-D-1 Supplementary Materials

Frequently the selection process for supplementary materials differs from that for texts. The significance of alternative selection methods for supplementary materials depends upon how such materials are defined by the adopting unit and upon the importance of such material in the school curriculum. Where they are not selected in the usual manner, supplementary materials may provide an input for additional instructional materials decision-makers.

How are supplementary materials defined? How are they chosen? Are there different methods for different kinds of supplementary materials? If so, what are they? To what extent are supplementary materials used instead of texts as the major materials in a course?

To what extent and in what ways does the textbook selection process facilitate or limit the development of modular, experimental or individualized curricula?

To what extent do schools and teachers within the adopting unit develop their own instructional materials? By whom are such materials approved?

II-D-2 Broadcast Materials

Broadcast media differ from other instructional media in several important ways. For instance, unlike textbooks, which can be read and reread before adoption, a television series is usually admitted into the classroom, or the home, as a thematic concept; specific installments are generally not approved before showing. Furthermore, even if programs are approved, classroom use cannot occur without a decision by a station manager to broadcast. We are interested in how educational decision-makers deal with the comparatively new issues of classroom use of broadcast materials.

How widespread are classroom broadcast reception facilities in the adopting unit?

To what extent is television programming part of the formal school curriculum in the adopting unit?

Is program material formally adopted? By whom? What inputs do teachers have? Students?

What criteria are used for selecting broadcast materials? Are available programs ever altered to suit the needs of particular schools? How is this accomplished?

Do schools in the adopting unit use programs from the public television station or from commercial stations? Which programs?

Do schools use Sesame Street or The Electric Company? Is so, for how long have they been in use? Have they been formally adopted?

Who brings material up for adoption -- television station managers? Producers? Network officials? Do teachers or students ever request formal adoption of a particular broadcast program?

Who owns the stations whose programs are used? Does the school board contribute to these stations?

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Do schools pay for programs used in the classroom? If so, on what basis?

What, if any, plans exist to formalize the way in which broadcast materials reach the schools?

HOUSE KEEPING APPENDIX

Educational Materials

LEARNER ORIENTATION KIT: Publishing/Broadcasting Study

P.I.T.

August 24, 1974
DiMaggio

Contains:

- 1) WHERE THINGS ARE. Where everything relevant is kept.
- 2) LIST OF INDIVIDUALS INTERVIEWED, SUMMER '74 by PJD.
- 3) LOOSE ENDS
- 4) CONTACTS
- 5) LEADS
- 6) A REMINDER
- 7) MISCELLANEOUS POSSIBILITIES
- 8) BIBLIOGRAPHY/INVENTORY

SEE ALSO pp 18-32

THE FOLLOWING FOLDERS ARE IN THE FILE DRAWER
in my office.

(Upon entering Aiken 207, to your right you will see, in the corner, lined up one next to the other, three file cabinets, each with four file drawer. The one on the left of the three (the other two have boxes in front of them) contains materials for the publishing/broadcasting project -- in the second drawer from the top.

1) There are fifty files, one each for each of the fifty states, with information within on that state's textbook selection practices, mostly responses to Nikki's May letter.

2) The following other file folders:

a) Correspondence - general. This contains letters written and received to individuals other than those who were reviewers of the two research outlines. (Chronological)

b) Correspondence: Letters re interviews (software): These are letters to people regarding interviews. Also a couple lists containing phone numbers. (Chronological)

c) Draft: Publishers: This contains the various incarnations of the first research outline sent out to publishers for reactions and comments on how to structure our inquiry.

d) Publishers: First revision: This folder contains the incarnations of the first revision of the publishers' research outline -- that is the outline that we eventually took to people like Ginn to get responses to specific questions.

e) Local Adoption Outline: This contains the first draft of the research outline for local and nonadoption state selection people, which is currently going around for criticism.

f) Miscellaneous: Is miscellaneous. Includes notes on Hall thesis, receipt for R&D in the Educ. Materials Industry, selected pages from the Adoption Data File, the old list of questions for adoption states which never blossomed into a real research outline, and notes taken thusfar on the I.E.D. textbook selection study.

COPIES OF INTERVIEWS ARE STILL IN THE LOCKED FILE BOX IN CAROL'S OFFICE -- both mine and Nikki's. I don't remember anything further about Nikki's stuff, but perhaps everything is either in her desk or in the file (locked) box, as her memo indicates.

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July 30, 1974

To: Tony

From: [illegible]

The reports to which I refer in my final draft are in the locked file.

The file of interviews is up to date and Paul will maintain it.

The file with the successive drafts is also in the locked file.

I'll be back at Harvard somewhere between Sept. 12 and the 22nd. Let me know when you would like to have a meeting (if you would like to have a meeting) with the two Pauls, Boice, John you and me.

(I mentioned to John yesterday that I thought Paul Brown's name should be included in this project in the annual report)

Best regards,

I'll hold out for them wherever.

LIST OF INDIVIDUALS INTERVIEWED SUMMER '74 by PJD

Mr. Ray Bentley. Editor. Beacon Press.

Mr. Rudolph I. Bernstein. Assistant Principal, Supervision of English. Charles Evans Hughes High School. New York City Public Schools.

Dr. J. Bernard Everett. Assistant Superintendent for Instruction, retired. Newton Public Schools. (41 Lennox St., West Newton, Mass. 02165, 332-9339)

Miss Elizabeth A. Glass. Chief, Bureau of Elementary and Secondary Education. Connecticut State Department of Education. (203-566-4825)

Dr. Harold Gores. President, Educational Facilities Labs. New York.

Professor Aimee Leifer. Assistant Professor in the Center for Research in Children's Television, Harvard Graduate School of Education.

Mr. Jack Lynch. Formerly in R&D at Houghton Mifflin. (196 Hesperus Avenue, Magnolia, Mass. 525-3428).

Dr. Austin McCaffrey. Vice President. Association of American Publishers. (1 Park Avenue, N.Y. 10016).

Miss Mary McNulty. Senior Associate. Association of American Publishers.

Mr. Darwin Newton. Vice President and Executive Managing Editor. Ginn & Company. (191 Spring St., Lexington.)

Mr. Stanley^R Noble. Past President, Noble & Noble, Educational Publishers. (16 Lakeview Avenue, N. Tarrytown, N.Y. 10591).

Mr. Thomas Phelps. Manager of Marketing Administration. Ginn & Company. (191 Spring St., Lexington, Mass.)

Dr. James Squire. Editor-in-Chief, Ginn & Company.

Notes on individuals interviewed

Mr. Bentley of Beacon Press was extremely interested in the project and offered to be of continued assistance in any way possible.

Mr. Bernstein also offered further assistance, and said we may use his name in contacting three individuals in the N.Y. school system. (Listed in notes to his interview.)

Dr. Everett did not offer further assistance, but we had a congenial meeting and he may be a good source of contacts in EED and other organizations in the educ. broadcasting area in which he was active.

Miss Glass read both outlines and responded to them. At one point she said she could direct us to individuals on the local level throughout Connecticut.

Dr. Gores was very cordial and helpful but did not feel sufficiently acquainted with this area to say anything too authoritative about it.

Ms. Leifer was also very helpful and has a good sense of research design, but is unfamiliar with selection processes. She knows the literature on TV effects on children very well and could review a treatment of that.

Mr. Lynch was also extremely helpful and promised to rummage through his basement for papers and reports that would be useful to us. Have not received them as of 8-23.

Dr. McCaffrey urged us to continue to communicate with Miss McNulty regarding our project. I called Miss McNulty to request a copy of the AAP Report on the Publishing Industry on 8-22 but she said she could not send it to us. Dr. McCaffrey suggested a number of contacts, some of whom have been already contacted, and urged us to use his name.

Mr. Newton invited me to return if there were any remaining questions and offered to arrange meetings with Mr. Pace of Sales and Mr. Holliday of State Adoptions.

Mr. Noble was very helpful, if a bit unfocused, and offered further assistance, although his offer may have been tied into a Harvard Purchase of his Adoption Data File. He did offer to put us in touch with his nephew, a Wall Street Ed-Biz market analyst.

Mr. Phelps was very open and helpful. He showed me, though I did not have time to peruse, the AAP Volume, reports on competitors market shares etc., and said he has the Adoption Data File. It might well be worth asking for an opportunity to go through these at some length.

Mr. Squire was very helpful and enthusiastic. Further contacts through Mr. Newton.

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Loose Ends

August 24

Before my trip to New York I attempted to contact several individuals with whom it was not possible to meet on short notice. I have sent outlines and spoken with the following three persons all of whom have personally or through their secretaries expressed their willingness to respond. I explained that I would be away for about three weeks but would contact them towards the end of September to make appointments:

- 1) Steven Berner
Director, School Division
Random House 201 E. 50th 751-2600
- 2) Paul Brandwein
Senior VP and Director, School Division
Harcourt Brace 757 Third Ave. 572-5000
- 3) Stanley Frank
President
Holt, Rinehart and Winston
383 Madison Avenue MU8-9100

Another person whom I sent material to, and whom I said I would call back in September, since he was travelling in August, was

- 4) Richard Gladstone
Vice President
Houghton Mifflin.

I spoke to his secretary, Mrs. Lion and his assistant, Ms. Bibb.

- 5) I sent an outline to Jan ter Weele
Superintendent of Schools
Bridgeton, Maine
and have an appointment to meet with him at 2PM on September 11.

- 6) Jack Lynch promised to send me some very interesting materials he had to rummage through his basement to find.

- 7) Emory Via, of the Southern Regional Council, has promised to send a copy of the report that he, John Egerton, and several other SRC people did on textbook selection in the southern states. He said he had sent a copy earlier and couldn't understand why we hadn't received it, but as of the 16th promised to put another in the mail.

- 8) I agreed to call Darwin Newton of Ginn in September to arrange to speak with Mr. Holliday and Mr. Pace of Ginn sales.

[Handwritten signature]

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CONTACTS

Here are a few contacts in various organizations with which we may have future dealings. Since the manner of their acquisition was in some cases fortuitous they are not necessarily the best people in the organizations, but at least we have had some dealing with them.

Association of American Publishers: Miss Mary McNulty is our major contact there. I met with her and with Austin McCaffrey who said she would continue to assist us. My only further dealing with her was requesting a copy of the AAP industry guide, which she rather starchily refused to provide, on the grounds it was for industry eyes only.

Connecticut State Department of Education: Miss Elizabeth Glass of the Bureau of Primary and Secondary Education (Chief) read and critiqued our publishers and school selection outlines. She was generous with her time and offered to introduce us to locals if we wanted. (She was assigned to help us initially by Mark Shedd, Superintendent of Schools for Conn. but seemed genuinely eager to assist.)

Ginn & Co.: Mr. Darwin Newton, ~~Exec. V.P.~~ V.P. and Exec. Mngng. Ed. is probably our major working contact. Dr. James Squire, Editor-in-Chief was our initial contact and set up extensive meetings for me -- he might be willing to help, but seems to have assigned Mr. Newton as liason. Mr. Newton, Dr. Squire, and Tom Phelps of Marketing all spoke with me --- Dr. Squire was rather frank, but seemed accustomed to p.r. type interviews. Mr. Newton was rather more open (tho Dr. Squire was pretty good), and seemed pretty undefensive about estimating figures, etc. and not self-conscious about talking to an 'outsider.' (Of course my questioning was rather general and discrete so I'm giving very subjective impressions.) Mr. Phelps was younger than the others (newer to his job as well) and was extremely frank and un-pencil shy (i.e. undefensive).

Educational Products Engineering-Evaluation Institute (EPIE)
1/14/74 - 1/15/74
Mr. Kenneth Komoski, Director. My only exchange with Mr. Komoski has been a letter asking for info. about his activities in response to which we received a number of reports. EPIE has been in the vanguard of those pushing for publisher-validation on learners of materials. Komoski has good reputation and has come up in several interviews as someone to talk to. EPIE calls itself 'consumer-financed' or something like that -- not sure what that means, except that they seem to be able to take on publishers who, e.g., are having a lot of headaches with validation.

Institute for Educational Development (IED). This is a New York outfit which gets grants to do research on schools and schooling. Cheryl R. Ciment, Administrative Assistant is the person I've dealt with when I've visited. She is very helpful, but has been there only briefly. (I.E.D. did the Carnegie studies on school selection and R&D in Instructional Materials industries, which we have both of.) I.E.D. seems a bit mordant -- apparently not much going on there these days.

Contacts (2)

Knowledge Industry Publications: Elliot Minsker. Minsker is head of a whole complex of related educational marketing operations and apparently is quite knowledgeable and a go-getter (e.g. he's booked Madison Square Gardens for an autumn AV Products festival). I wrote to him to request a copy of the Adoption Data File (compiled by Stanley Noble) which includes detailed info. on all state and major city adoption practices. ~~After~~ I telephoned and after a rather crusty reception, in which he pointed out we were asking free access to something everyone else pays \$450 for, he agreed to let us see it, and even offered to perhaps let me borrow a copy. Then he offered to help me talk to Stanley Noble, retired President of Noble & Noble, who puts the file together; so despite his crusty exterior he was very nice -- perhaps in part because he's a Business School grad. (Unfortunately I took him up on his Noble offer, and Noble immediately began trying to sell me the adoption data file for \$450, which places Minsker's offer in an uncertain light - hopefully we can get access through someone like Tom Phelps at Ginn.) (Minsker publishes, among other things, the EDUCATIONAL MARKETER, a bi-monthly info. sheet which costs a few dollars a year, and would probably be well worth getting the B-school library to subscribe to -- they told me they don't get it.)

(HEW)

Office of Education: Mr. Albert^B Munse, Education Program Officer. I wrote a rather naive letter to the woman in charge of educational statistics with OE, asking if she had anything on materials selection, at the beginning of the summer. She sent us to Mr. Munse, who didn't know anything about it, but wrote back a thoughtful letter suggesting a few other people we might contact. Eventually we should talk to someone from OE about the Federal position on materials and the impact of ESEA and NDEA -- he might be able to help us or at least tell us who to go to.

Oklahoma: Paul I. McCloud, Assistant to Superintendent for Research, Planning and Development, Tulsa Schools. Mr. McCloud wrote an article for an ed. mag. out of a study of selection procedures he did for Oklahoma. I wrote and asked for the study, which he sent (it was just a little mailed questionnaire study), and we had a friendly correspondence.

Southern Regional Council: Emory Via (pronounced Vyuh). SRC 52 Fairlee St., Atlanta. 404-522-8764. Mr. Via worked with John Egerton on the SRC study of textbook selection in the south and has promised to send me a copy. I have promised to send him a copy of our product. Sounds like a good study - was recommended by Jim Loewen of Tougaloo. SRC is apparently working with a group in North Carolina which is attempting, possibly with some success, to loosen up that states adoption system, at least until recently the country's tightest.

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Contacts (3)

Texas: J.B. Golden (Commissioner of Ed.? --correspondence in Texas file)...Mr. Golden answered Nikki's original letter, and then responded to a request by me for transcripts of textbook hearings by sending us a volume. Texas, of course, will be an important state to study for state adoptions, and Mr. Golden is apparently a major power.

Tougaloo U.: James Loewen, Department of Sociology. Mr. Loewen is a product of the Harvard Soc. Rel. department, and has led a team which wrote a new state history textbook for Mississippi, which they are now trying to get the state to adopt, and are prepared to litigate to force adoption. (The present volume is antiquated and anti-black.) (601-956-4941).

The fifty states: Individuals other than those to whom Nikki's questionnaire on state policies were was addressed responded to the questionnaire, in varying degrees of helpfulness, in many cases. These people may be good contacts for those states.

NEXUS: Info. service on how to reach any education-related person or organization. (part of OE! 20 2-785-8480)

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ADD - Dr. Sam Harris, Education Program Specialist,
Division of State Agency Coordination, U.S. Office of Education
400 Maryland Ave, S.W., Wash. D.C. 20002 (202) 245-7527

LEADS -- People Suggested for Interviewing

(SEE ALSO: Loose Ends -- they should be contacted first)

- 1) Emmert Bates: Vice Pres., Litton Educ. Industries, AAP liason man with minority groups for several years. Recommended by McCaffrey - can use name.
- 2) Steven Berner: Loose End. Director, School Division of Random House. Expects call in September. (Has copy of outline.)
- 3) Paul Brandwein: Loose End. Senior VP and Director School Division Harcourt Brace. 757 3rd Ave, 572-5000 N.Y. Expects call in September. (has outline).
- 4) Randy Brown: Former Lincoln supt. now with Three School Foundation, West House, Blake Rd., Hopkins, Minn. 55343. Recommended by Tony.
- 5) Alexander Burke: President, McGraw Hill. Recommended by McCaffrey - can use name. (McGraw-Hill perhaps biggest overall publisher in the United States - large AV division.)
- 6) Ted Dawes: Westinghouse School Systems. Design 'total learning systems.' McCaffrey recommendation - can use name.
- 7) Anita Dore: Head of Bureau of English, New York Public Schools. Bernstein recommendation - can use name.
- 8) Peter Dow: Head of EDC Social Studies Project which was in process of being bid a few weeks ago. Ed School and Newton connections.
- 9) Stanley Frank: President Holt, Rinehart and Winston (CBS). MU8-9100. LOOSE END. Expects call in September. Has outline.
- 10) Richard Gladstone: Loose End. Vice President, Houghton Mifflin. 725-5201, Mrs. Lion secretary, Ms. B,bb assistant. Has copy of outline. September.
- 11) Gordon Hjalmarson: President, Scott Foresman. Scott F. is generally thought to be the largest textbook publisher in the U.S. (el-hi). Chicago outfit. Hjalmarson was with Houghton Mifflin previously. McCaffrey recommendation - can use name.
- 12) Harold Howe: Former head of O.E. Active in many areas. Recommended by Tony -- mentioned by others as well. (Former head of Newton schools.)

Peopleads (2)

- 12a) Don Jones: Addison-Wesley. Recommended by Frank Fox. (A.J. reputedly incredible success story - very wealthy company - (8-10 year success))
- 13) Kenneth Komoski: Head of EPIE (Educational Products Information Exchange). Mentioned by several people (apparently Everett was involved in starting EPIE). Has done influential work with validation.
- 14) Loren Korte: Heath. Recommended by McCaffrey - can use name. (I mentioned to McC. we had spoken to Fox and he seemed to think Korte would be more useful for some reason.)
- 15) David Krulik: Head of Bureau of English as a Second Language and Bilingual Education. New York Public Schools. Recommended by Bernstein - can use name.
- 16) Roger Lennon: Harcourt-Brace. Jack Lynch says he's one of few in industry who has done serious work on problems of learner validation.
- 17) Samuel Nash: Director, Program Planning, New Haven Public Schools. Recommended by Tony.
- 18) ? Noble: Nephew of Stanley Noble is a Wall Street Edbiz analyst -- Noble said he would tell him his uncle sent us.
- 19) Seymour Pappitt: MIT? Involved with educational technology. Recommendation of Lynch - can use name.
- 20) Richard Robinson: Publisher, Scholastic Magazines. Example of supplementary materials publisher. Recommended by McCaffrey - can use name.
- 21) William Spaulding: Retired President of Houghton Mifflin, still has office at 1 Beacon St. Lynch recommended we speak to him -- in 70's but still very sharp and active, and would have time to talk.
- 22) Howard Spiegel -- Involved in In-School TV with the Eastern Educational Network. Offices on Storow Drive. Recommended - by Everett -- can use name.
- 23) Robert Spierber -- Superintendent of Schools, Brookline Mass. Recommended by Lynch, also Tony knows him.
- 24) Dr. Steinlein: Head Textbook Committee New York Public Schools. Recommended by Bernstein - can use name but probably knows him by position only.
- 25) Jan ter Hoele: Loose End. Superintendent, Bridgeton Maine. Has outline. PJD appointment, 2PM Sept. 11.
- 26) John Williamson: Silver Burdett. Recommended by McCaffrey - can use name.
- 27) Jack Warner: Reader's Digest Books. Recommended by Gaffney - can use name.

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A REMINDER

In the course of this project I have incurred a number of IOU's from people who have helped us and been promised a copy of our report. We should send copies to all of the people who have been interviewed; to all of the people on the list of 'contacts'; and to those individuals who responded to Nikki's questionnaire and stated that they would like to see our results.

ASSORTED RANDOM POSSIBILITIES

- 1) The big hardware-software marriage boom was ushered in by a report called the \$50 BILLION EDUCATION MARKET, which might be interesting.
- 2) Eventually should talk to feds about ESEA II & NDEA III. Appropriate people probably in OE, HEW, NSF and NIE.
- 3) EEN, Eastern Educational Network may have some interesting information resources.
- 4) It might be worth talking to a John Birch rep. about their textbook policy, since they are very active.
- 5) We should make sure we get the Via-Egerton Southern Regional Council study of southern selection. Might also be interesting to learn more about what is going on in North Carolina which, after Texas and California, seems to be the most influential adoption state - also the most rigid.
- 6) Eliot Minsker is supposedly having a huge AV products exhibition in Madison Square Garden this fall.
- 7) Florida is supposedly about to revise, in the process of revising, or has recently revised its textbook laws - they did not respond to a letter asking for reports or info.
- 8) New York is going through or has gone through an extensive and probably significant revision -- they have large state Dept. of Ed. which may have some good research reports. They did not respond to Nikki's letter.
- 9) Maryland and Virginia apparently have big ITV programs. Virginia also has adoption laws on AV of some kind.
- 10) Action for Children's Development, in Newton, has recently received a big Carnegie grant to do research/advocacy on Children's commercials on TV.
- 11) Should get in touch with someone from NEA and AFT.
- 12) Should talk to EPTE about validation and see what California and Florida are doing...
- 13) Should contact NCTE, NCTM and other professional groups.
- 14) Should talk to groups like school principal association, superintendents association, etc. Everett suggested this and #13 too, as much to spread work about what we're doing as to find out concrete info.

Personal &
Via 6-16)

15) Everett mentioned a long-time Boston Ginn salesman named John Quinn. If he is still around (retired now) he'd be interesting to talk to -- in general drop-outs and retiree salespeople may make good sources.

16) Gutierrez v. State Board of Education -- a recent California case in which a court upheld broad discretionary power for the Board of Ed. in applying California law on accurate portrayal of minorities in textbooks.

17) California recently revised its laws and may have done several studies in so doing -- if studies exist, probably from the Curriculum Development & Supplemental Materials Commission of the State Dept. of Ed.

18) Either passed in California, or seriously under consideration is the Stull Bill, A.B. 531, which makes individual teachers accountable for the instructional materials they use in their classrooms.

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BIBLIOGRAPHY OF MATERIAL ON INSTRUCTIONAL MATERIALS INDUSTRIES
AND INVENTORY OF MATERIALS ONHAND, AUGUST 23, 1974

The following list is both a bibliography (albeit far from a complete one) of material on instructional materials production and selection and a much more complete inventory of what we have onhand. (The bibliography attempts to be reasonably inclusive of monographs and important studies; of course there may be some of which I am not aware.)

Much of the material listed is in pamphlet form. Material listed as being 'in our files' is in the folder marked PRINTED MATTER with two classes of exceptions:

Exception 1: The following are too unwieldy to fit in the folder and, for the time being, reside in the file drawer in which all the folders, except the confidential ones, are kept.

- a) RESEARCH AND DEVELOPMENT IN THE EDUCATIONAL MATERIALS INDUSTRY.
- b) SELECTION OF EDUCATIONAL MATERIALS IN THE UNITED STATES PUBLIC SCHOOLS.
- c) SELECTING INSTRUCTIONAL MATERIALS FOR PURCHASE.
- d) EVALUATION PRACTICES USED IN THE SELECTION OF EDUCATIONAL MATERIALS AND EQUIPMENT.
- e) TRANSCRIPT OF PROCEEDINGS: Texas Textbook Hearing, '73, Volume 1.

Exception 2: MUCH OF THE MATERIAL SENT BY INDIVIDUAL STATES IN RESPONSE TO NIKKI'S LETTER IN MAY IS FILED IN FOLDERS FOR THE INDIVIDUAL STATES, AND NOT LISTED IN THIS INVENTORY.

AAP. "Selected Data on Educational Materials 1971." Some interesting stuff -- school enrollment figures, public and private by state, adult ed. figures, number of teachers' expenditures per pupil over six years, average textbook prices, etc. in our files.

AAP. Industry Statistics, 1972, HUNT Report. Obliging sent by McCaffrey's secretary. Breaks down sales by subject. Note: much of information, all on state market, for texts only. In our files.

AAP. "1973 Statistics on ELHI Publishing Industry." The part of the report they give out. Contains Estimated Industry Sales of Texts, Educ. Materials and Standardized Tests 1966-73, Geographical Analysis of Estimated Industry Sales of ELHI Textbooks, etc. Enrollment statistics '63-'73. In our files.

AAP. "Improving the Quality of Instructional Materials." Pamphlet on learner verification. (put together by Squire). In our files.

AAP. "What is the AAP?" Basic info. on activities - pamphlet. In our files.

Bingley, Clive. THE BUSINESS OF BOOK PUBLISHING. N.Y.: 1972 Pergamon Press. Interesting figures, but based on British industry and not specifically relevant to textbooks. In B-School library.

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