This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature lists 70 documents which review suggested techniques to increase levels of motivation in school and at home. (SD)
Relevant Resources in High Interest Areas

5U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search reviews suggested techniques for use in school and at home to increase levels of motivation.
(70 document abstracts retrieved)

$1.00

Counseling for Achievement Motivation
Introduction

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**Journal Articles**
Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.
The Effects of Group Contingent Reinforcement in the Classroom.

The purposes of this study were to determine if, and to what extent, the use of group contingent reinforcement would enhance student achievement in terms of academic performance, behavior, and attitude.

Students were divided into three groups: Group I (control), Group II (experimental), and Group III. Group I received no reinforcement, Group II received individual reinforcement, and Group III received group contingent reinforcement.

Throughout the school year, the students were given the Rokeach Value Survey, the results of which were then compared to the performance of each student in the three groups.

The results indicated that the experimental group, which received group contingent reinforcement, had the highest academic performance and the lowest rate of disciplinary problems. The control group, which received no reinforcement, had the lowest academic performance and the highest rate of disciplinary problems.

The conclusions of this study are that group contingent reinforcement is an effective method for improving academic performance and reducing disciplinary problems in the classroom.
Juvenile high school students in three special classes for the educable retarded and regular class children from three low-track sections were administered Kohs block designs and assigned a learning potential status: higher-gainer, nongainer, or no-gainer. All subjects were then interviewed individually. The highest-scoring group, to which questions relating to vocational areas were asked. One third of the regular and special class subjects held after-school jobs, while two thirds of the higher-gainers and no-gainers held similar to those they expected to attain after leaving school. The special class sample, however, desired and expected to obtain lowest level jobs than the regular class subjects. Within the special class sample, higher-gainers held lower job aspiration, seemed more knowledgeable about recent job choices giving the impression of a motivational pattern attempted to minimize failure. The nongainer (low ability student according to the criteria) tended to respond more similarly to regular class students, but were not able to give any solid evidence having tested the reality of the responses. Nongainers were viewed as functioning like a mentally retarded child while the higher-gainers and gainers felt to be educationally retarded. (RJ)

ED 049 317

Juvenile high school students in three special classes for the educable retarded and regular class children from three low-track sections were administered Kohs block designs and assigned a learning potential status: higher-gainer, nongainer, or no-gainer. All subjects were then interviewed individually. The highest-scoring group, to which questions relating to vocational areas were asked. One third of the regular and special class subjects held after-school jobs, while two thirds of the higher-gainers and no-gainers held similar to those they expected to attain after leaving school. The special class sample, however, desired and expected to obtain lowest level jobs than the regular class subjects. Within the special class sample, higher-gainers held lower job aspiration, seemed more knowledgeable about recent job choices giving the impression of a motivational pattern attempted to minimize failure. The nongainer (low ability student according to the criteria) tended to respond more similarly to regular class students, but were not able to give any solid evidence having tested the reality of the responses. Nongainers were viewed as functioning like a mentally retarded child while the higher-gainers and gainers felt to be educationally retarded. (RJ)

ED 049 337

Ferritor, D. E. and Others

Effects of Contingent Reinforcement for Attending Behavior on Work Accomplished.

EDRS Price MF-$0.65 HC-$3.29


The effects of behavioral and performance contingencies on classroom behavior and on academic performance were investigated. The subjects, third grade students from an inner elementary school, were exposed to a series of conditions involving behavior contingencies, performance contingencies, and a mix of behavior and performance contingencies using a reversal design. The students worked 100 randomly selected mathematics problems for 20 minutes each day during each period. Behavioral contingencies improved attending and decreased distractions but did not improve performance. Performance contingencies increased per cent correct outcomes but attending decreased and distractions increased. The combined contingencies increased both performance and attending. The experiment was replicated with another class of children varying the sequence of conditions and the amounts of token reinforcement that could be earned. The findings emphasize the importance of designing specific contingencies for specific target behaviors. Behavioral contingencies did not have the positive effect on performance often implied, nor were performance contingencies alone able to maintain acceptable classroom behavior. (Author/IM)

ED 048 707

Faloon, R. Budoff, M. and others


Pub Date 70

Note-24p.

EDRS Price MF-$0.65 HC-$3.29

development of achievement language ("I will try harder," "I did it"); (3) development of cognitive support; and (4) development of goal support. 

Posttest scores were compiled using Stanford Binet and Arrowsmith Graphic Expression. The test 10 change occurred in the predicted direction but was not significant, and there were no significant differences between the two groups in "Ach." The mothers of the children tested were also subjects in a separate "Ach"-training program. 

Note available in hard copy due to marginal legibility of original document. (AL)

ED 040 880

Adeyeri, William P., Reynolds, David H.

Educational Aspirations and Expectations of Youth: A Bibliography of Research Literature. III. 

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology; Texas A and M Univ., College Station. Texas Agricultural Experiment Station. 

Sparks Agency—Department of Agriculture, Washington, D.C. 

Report No.—EDA 0-49-57-5. 

Pub Date Dec 70. 

Note—55p. 

EDRS Price MF—$0.65 HC—$3.29. 

Descriptors—Academic Aspiration, Bibliographies, Educational Research, Rural Youth. 

Work Life Expectancy, Youth, Occupations. 

The second part of a revised series of bibliographic listings relating to the study of educational status projections (aspirations and expectations) of youth is presented. The original bibliographic listings were accomplished in 1966 and were updated to reflect current document replaces Part II of 1967 report and contains an additional 92 listings (for a total of 421 citations). Specific sources include journals, books, articles, bulletins, reports, and unpublished materials made available between 1949 and 1969. (AL)

ED 050 560

Mager, Robert E., Pipe, Peter

Analyzing Performance Problems; or "You Really Ought to Wash Your Hair.", 

Pub Date 70. 

Note—16 p. 

EDRS Price MF—$0.65 HC—$3.29. 


When faced with a discrepancy between the actual and the desired performance of a staff member, employees, or acquaintance, the usual course of action is to "train, transfer, or terminate" the individual. The authors believe that while these may sometimes be appropriate solutions, many times are not. They offer a procedure for dealing with such a performance discrepancy in a step-by-step manner. Their procedure, which follows the form of a flow chart, assists in analyzing the nature and cause of performance discrepancies. A performance discrepancy caused by a skill deficiency is differentiated from one caused by a lack of motivation or negative feedback. Once the cause of the problem is correctly identified, the procedure suggests appropriate remedies, including formal training, practice, positive reinforcement, or simply adequate feedback. The key ideas are illustrated by actual cases and anecdotes. A quick reference checklist summarizes the issues and questions to be raised when using this procedure. (IV)

ED 050 013

Mayberry, William E.

The Effects of Perceived Teacher Attitudes on Student Achievement. 

Pub Date 70. 


EDRS Price MF—$0.65 HC—$3.29. 

Descriptors—Academic Achievement, College Students, College Teachers, Course Content, Role Playing, Student Behavior, Student Reaction, Student Teacher Relationship, Teacher Attitudes. 

From a previous script, teacher behavior indicating positive and negative attitudes toward students and toward the course material was role played before 16 introductory psychology classroom groups. The treatments were crossed in a 2 x 2 design. Each class section consisted of the experimental treatment embedded in a 15-minute lecture, an achievement test on the lecture material, and an attitude questionnaire to check on manipulations. Results indicated that task attitudes exhibited by the instructor influenced student achievement, while interpersonal attitudes did not. It was also noted that while the group with the highest achievement scores had an instructor with positive attitudes toward students and toward course material, the group with the lowest scores had an instructor with positive attitudes toward students and negative attitudes toward the course material. This suggests that the attitudes which the instructor toward the material he is teaching exerts more influence on student achievement as it is typically measured than high toward students at individuals. (Author)
ED 048 610

Williams, Trevor B.

ED 049 695

Spald, William G.

The Influence of Major Ambition Resources on College Aspirations and Attainments: Toward a Comprehensive Model.

ED 050 639

Lillwright, Alfred W.

Client Motivation and Rehabilitation Counseling Outcome.

ED 052 017

Trotz, Thomas S.; Student Motivations, Perceived Parental Attitudes, and Socio-Economic Status as Predictors of Junior High School Mathematics Achievement.

ED 049 671

Taylor, Robert W.; And Others

Effects of Contingent versus Non-Contingent Grading on Student Course Work.

ED 050 497

Stucker, James P.

The Performance Contracting Concept, Appendix: A Critique of the Theory.

ED 048 610

(El 048 610)

Williams, Trevor B.

EDucational Aspirations: Longitudinal Evidence on Their Development in Canadian Youth.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Academic Performance, *Grades (Scholastic), *Grading, Graduating Students, *Higher Education, Student Motivation

To determine the effects of contingent and non-contingent grading standards on academic performance, 31 graduating students participated in a course which, to avoid the undesirable effects of competition and ungraded standards, was designed with specified course objectives and criteria for grades. The students were assigned 4 prescribed experiments that they performed in pairs. They each wrote reports on these experiments according to criteria in a "laboratory manual." The results were graded either acceptable or unacceptable, with the latter returned to the student for revision. All students' grades were based on overall performance, but a grade (Group A) was given that indicated, if the students could receive an unacceptable, if all 4 experiments were not completed. The other 14 students (Group B) were given a grade based upon completion of all experiments. Results showed that only one student from Group B failed to complete the course because of an incomplete lab report, while 9 students from Group B had a smaller percentage of papers requiring revision, a higher percentage of papers graded "excellent," and completed more optional experiments than Group A (Author/AF).

Aimed at the classroom teacher directly, this do-it-yourself book describes new techniques for dealing with the challenges of turn-out-students. It presents some of the theoretical background for the techniques suggested, and explains how their effects on pupil performance can be measured. It is not a cookbook which prescribes the one best way of doing it. Rather, it aims to encourage those characteristics in teachers, like achievement motivation, curiosity, and adaptability, without which a teacher would like to create in their students. The techniques suggested have all been tried out and have been shown to be effective in improving pupil performance. Chapters are: 1) Achievement Motivation and Psychological Growth; 2) Achievement Motivation Workshop for Teachers; 3) Motivation in Classrooms; and 4) Achievement Training for Students. A series of appendices contain instructions for organizing an achievement workshop with teachers, administrators, etc. For instructional purposes, the program for teaching achievement motivation would consist of this text plus an accompanying set of student and teacher manuals and game materials. (Author/ILB)
Four projects, conducted as part of an ongoing programmatic effort to develop and evaluate curricular modules for Head Start classes, are presented. Project A was an attempt to identify the effectiveness of an experimental approach that involved the introduction into two classes of curricula in language, mathematics, motivation, and parent involvement. The analysis of the combined curriculum effects on motivation suggested that the procedures used to evaluate the results may need to be supplemented in future intervention attempts by a more precise and more curriculum-related approach. The specific purpose of Project B was to introduce the motivation curriculum into three classes and to provide evidence for its further and more comprehensive refinement. An evaluation of the direct effects of the curriculum on motivational variables (again suggested the advisability of supplementing future evaluation with a more exacting and curriculum-related approach. In Project C, an experimental version of a music curriculum for Head Start children was introduced into two classes by itself and into two classes in combination with a physical activities curriculum. An experimental test of music achievement did not reflect the effects of the curriculum relative to a control group. Project D consisted of the development and presentation of an experimental physical activities curriculum by itself in two classes and with the music curriculum. Results were inconclusive. (Author/CK)

ED 061 361
Wesleyan Univ., Middletown, Conn.
Pub Date 71
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Achievement Objectives, College Bound Students, Motivation, Educational Objectives, Gifted Education, Research

ED 063 558
Pub Date Apr 72
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, Learning Motivation, Low Motivation, Motivation, Motivation Techniques, Positive Reinforcement, Reinforcement, Rewards

Recent studies have demonstrated that external rewards can affect intrinsic motivation, whereas positive verbal reinforcement tends to increase intrinsic motivation. Subjects solved puzzles during the first part of the experimental session, after which observations relevant to their intrinsic motivation were made. Subjects in the negative feedback condition were given more difficult puzzles to solve than were the controls so that they would fail more frequently than the control subjects. These tests, and the conditions of the prior sessions, were utilized to assess students' abilities to receive intrinsic motivation following their puzzle-solving session than did control subjects. Subjects in the threat condition received a trash can buzzer each time they were unable to solve a puzzle, while the control subjects did not. Those subjects threatened with the buzzer lost more intrinsic motivation than control subjects. (Author/BW)
Two efforts were made to develop achievement motivation in school children and to observe the effect of such training on their behavior in and out of school. These studies were undertaken because: (1) Achievement motivation might help children think more seriously about their work habits and career planning; (2) It might improve the grades of potential dropouts; and (3) Attempts at direct motivation might be an educative effort in itself. The two groups sponsoring these efforts were the Harvard University and the St. Louis group at Washington University. No very convincing evidence is provided by the Harvard studies which shows that achievement motivation improves grades. Results reported by the St. Louis group include: (1) improvement in science and math performance in the year after the training, (2) larger gains for pupils coming from a high school containing a high proportion of minority groups, and (3) more effective training for teachers when it is spread over the entire year. Training effectiveness varied according to age and maturity, sex, subject matter and classroom structure. A manual detailing techniques of motivation was produced. Two questionnaires on the effects of organizational climate on motivation were also distributed. The overall conclusion is that achievement motivation training courses improve classroom and life management skills. Curriculum materials developed from this research are available from Education Ventures, Inc. (See ED 053 481 & ED 054 997). (Author/CK)
Journal Articles

**EJ 035 993** 040 RE 502 134

**EJ 044 658** 300 FL 501 822
Activities and Specific Curriculum Materials Which Have Proved Successful with the Less Able Students Dimitri, Nida, Canadian Modern Language Review, v28 n1, pp47-49, Oct 71

**EJ 041 708** 510 UD 501 028
Treats are the Treatment Doss, Harriet, Reading Newsrepor, v5 n3, pp34-36,38-41, Jan 71

**EJ 040 645** 060 AA 510 460
You Are Already Using Behavior Modification...but Until You Know Why and How, You Might Be Making Mistakes Madsen, Clifford K., Madden, Charles H., Jr., Instructor, v81 n2, pp7-56, Oct 71

**EJ 037 579** 090 RE 502 681
Comparison of Effectiveness of Group-Counseling Procedures McCarthy, Barry W., Psychological Reports, v28 n1, pp283-86, Feb 71
*Group Counseling, *College Students, *Academic Performance, *Student Improvement, *Counseling Effectiveness, Counseling Theories, Academic Achievement, Adjustment (To Environment), Study Habits, Attitudes

**EJ 040 674** 180 CG 503 137

**EJ 038 972** 090 CG 502 940
Comparison of Responsive and Nonresponsive Underachievers to Counseling Service Aid Glabach, Stuart, Journal of Counseling Psychology, v18 n1, pp83-87, Jan 71
*Underachievers, *Counseling Effectiveness, *Motivation, *Reinforcement, Self Help Programs, College Students, Male, Student Interests, Counseling Centers

**EJ 035 910** 010 CG 502 775
Effects of Guidance on the Results of Standardized Achievement Testing Omvig, Clayton, McTirch, Barry W., Psychological Reports, v28 n1, pp47-52, Apr 71

**EJ 036 851** 310 SE 503 075
Reaching the Unmotivated Glasser, William, Science Teacher, v38 n3, pp18-22, Mar 71

**EJ 038 667** 490 SQ 502 501
Raising Academic Motivation in Lower Class Adolescents: A Convergence of Two Research Traditions Spilerman, Seymour, Sociology of Education, v44 n1, pp103-118, Win 71

The adolescent behavior traditions are normal functioning of their society and academic achievement reward structures. It is suggested that a combination of treatment with a reward structure emphasizing peer group attachment can provide an effective strategy for motivating lower-class adolescents. (Author DB)

**EJ 037 318** 520 PS 501 024
The Influence of Masculine, Feminine and Neutral Tasks on Children's Achievement Behavior, Expectancies of Success, and Attainment Values Stein, Althea Huston, and Others, Child Development, v42 n1, pp193-207, Mar 71

**EJ 044 301** 240 EC 034 148
Evaluation of a Remotivation Program with Institutionalized Mentally Retarded Yousternich, Monny, and Others, Training School Bulletin, v68 n2, pp86-90, Aug 71
*Exceptional Child Research, *Counseling Mentally Handicapped

**EJ 037 440** 040 VT 502 412

Relationship between several school-related factors and the vocational and educational choices of high school girls was investigated, and no significant differences were found to be important in the decision-making process. (Editor/SB)

**EJ 041 137** 310 PS 501 177
The Effects of Reward and Punishment Upon Children's Attention, motivation, and Discrimination Learning Witte, Kenneth L., Grossman, Eugene E., Child Development, v42 n2, pp537-542, Mar 71
Peer Tutoring as a Technique for Teaching the Unmotivated Mohan, Madan, Child Study Journal, v4 n4, pp.217-225, Sum 71
*Peer Teaching, *Low Motivation, *Educational Strategies, *Motivation Techniques, Grade 2, Grade 3, Grade 7, Grade 8, Student Attitudes, Peer Relationship
In an 8-month peer tutoring program, unmotivated children in grades 7 and 8 tutored unmotivated children in grades 2 and 3. Improvements in attitude and behavior resulted for both tutors and tutees, with the exception of one emotionally disturbed child. (MK)

Motivation and Performance Contracting Frieder, Brian, Journal of Research and Development in Education, v5 n1, pp.49-61, F 71
A discussion of motivational systems, contingency management, and behavior theories that have been employed in some performance contracts. (RY)

Choosing the Best Reinforcers Bannatyne, Alex, Academic Therapy, v7 n4, pp.483-6, Sum 72
*Reinforcers, *Positive Reinforcement, *Motivation Techniques, *Reinforcement Categories of effective reinforcers for motivating students are listed. (KW)

Motivation of the Disadvantaged Barry, John R., Rehabilitation Research and Practice Review, v3 n1, pp.11-28, W 71
*Motivation, *Culturally Disadvantaged, Motivation Techniques, Behavior Change, Personality Theories, Behavior Patterns, Behavior Standards
A CROSS-SECTIONAL STUDY OF THE NEED FOR ACHIEVEMENT

Michael Bresser, Ed.D.
Rutgers University The State University of New Jersey, 1971
Chairman: Dr. William Bingham

Achievement motivation studies are conducted almost exclusively with college students. The applicability of the theoretical model evolved from these studies to developmental studies was tested.

The Ss were boys from lower-class and working-class families; in first, fourth, and seventh grade situation. Each S made up a verbal story for a TAT card. He was then engaged in three different achievement motivation arousing activities and after each task asked to make up a story for a different TAT card. A questionnaire, aimed at uncovering motivation-related variables was administered at the end of the testing session.

The results indicated that (a) the need for achievement increases significantly with age, (b) situational cues have a greater influence on TAT story content than achievement motivation aroused immediately before story telling, (c) there is no significant correlation between a achievement score and objectively measured achievement.

The results suggest that the present model of achievement needs to be modified. It was proposed that strength of motivation to achieve (M) be conceptualized in this manner. The product of the individual's perception of the incentive (I) and of his perception of his task proficiency (P), plus or minus the strength of any supporting or detracting need or needs (NS) aroused in the situation.

M = (I x P) ± (NS)

The following educational implications were discussed: the results of experiencing repeated failure in the classroom, the role of the teacher as reinforcing agent in the learning of achievement motivation, the presence and the arousal of needs in the classroom which weaken or delay the need to achieve.

Order No. 72-1079, 69 pages.

DEVELOPMENT OF A SELF-REPORT MEASURE OF ACHIEVEMENT MOTIVATION IN HIGH SCHOOL USING ATKINSON'S MODEL

David Mohler Grove, Ed.D.
Rutgers University The State University of New Jersey, 1971
Chairman: Dr. Bernard Indik

In recent years there has been much investigation of the achievement motivation construct. Most of this work has centered around the McClelland-Atkinson need achievement variable, usually measured by projective devices. The purpose of this study was to develop and validate a self-report device to measure achievement motivation in a scholastic setting. Atkinson's motivational constructs were represented in this study.

Hypotheses tested were:
1. The residual behavior potential score (RBP) achieved by the subjects on the self-report instrument developed for this study will correlate significantly with their scores on the projective device which has been traditionally used to measure achievement motivation.
2. Measures of achievement motivation when added to results of past academic performance will yield a significantly improved prediction of future academic performance than past academic performance itself.
   2A. The fantasy need achievement score when added to past high school grade point average will be significantly more predictive of future grade point average than grade point average itself.
   2B. The residual behavior potential score when added to past high school grade point average will be significantly more predictive of future grade point average than grade point average alone.
   2C. The residual behavior potential score when added to past grade point average will be significantly more predictive of grade point average than the fantasy need achievement score when added to grade point average.

Items for each of the six achievement motivation dimensions were generated from behavioral criteria suggested in the literature and were administered to a preliminary sample of 80 high school juniors in the form of a five point Likert type scale. Results were then subjected to a correlational study to insure that each item significantly related to the others within its dimension and failed to correlate with items in the other motivational areas. The resultant RBP instrument, containing 54 items, and the projective need achievement device were then administered to 170 high school sophomore boys (N=82) and girls (N=88) from two New Jersey high schools.

Results indicated that the present model of achievement and the RBP score did not exist to a significant degree (r=.11; n.s.) and that there was only a small relationship between the fantasy measure and present high school grades (r=.04; p<.05). The RBP scores did, however, correlate significantly with past and future high school grades (r=.39; p<.01 with past grades; r=.50; p<.01 with future grades) and did significantly add to the prediction of academic performance (F=20.9; p<.01). Further tests showed that the RBP construct has much in common with behavioral criteria established in previous achievement motivation investigations.

The findings indicated that the RBP instrument developed for this study shows considerable evidence of both predictive and construct validity when used for academic purposes at the high school level. The failure of the need achievement fantasy score to correlate with the RBP score and to relate with high school grade point average only on a minimal level could be the result of experimental error or could be due to the supposition that these tests measure different facets of the achievement motivation construct.

Order No. 72-1084, 101 pages.

THE INVESTIGATION OF TWO INTERVENTION STRATEGIES DESIGNED TO EFFECT INCREASED ACHIEVEMENT MOTIVATION IN ELEMENTARY SCHOOL CHILDREN

Carolyn Sue Hurus Brown, Ed.D.
Indiana University, 1971
Chairman: Dr. Thomas C. Foosele

The primary objective of this study was to determine the differential effects of two intervention strategies on need achieving and achieving behavior in elementary school students. A secondary objective of the investigation was to determine the relationship of anxiety and locus of control to differential effects of the experimental conditions.

A review of the related research and literature indicated that short need achievement training courses have successfully increased achievement motivation for businessmen, for adolescents, and to some extent, elementary school students. In order to further investigate the efficacy of such courses for elementary school students, this study was designed to determine the effects of a short need achievement training course vs. a training course followed by systematic reinforcement of achievement oriented activities.
Two hypotheses were formulated for the study. Hypothesis 1 predicted that subjects who received the Need Achievement Training Course would exhibit more need achieving behavior than control subjects at the termination of the Need Achievement Training treatment. Hypothesis 2 predicted that subjects who receive systematic reinforcement in addition to the Need Achievement Training Course would exhibit greater need achieving and achieving behavior than subjects who received the Need Achievement training course only; who, in turn, would exhibit greater need achieving and achieving behavior than subjects who received no treatment. Null hypotheses were formulated to test the relationship between entry level anxiety and entry level locus of control and differential effects of experimental conditions.

In order to test the hypotheses, intact groups of approximately ten students from three fourths and third fifth grade classrooms were assigned to three experimental conditions: a Need Achievement Training treatment, a systematic reinforcement treatment as a sequel to the Need Achievement Training Course, and a no treatment condition.

Subjects were tested after the termination of the Need Achievement Training Course and again after the termination of the systematic reinforcement phase of treatment. The dependent variables for the investigation were need achieving and achieving behavior. Need achieving behavior was operationalized as scores on a TAT need achievement measure, discrepancy between actual and estimated scores on an arithmetic test, discrepancy between performance and aspiration on a Level of Aspiration test, and amount of persistence time. Achieving behavior was operationalized as improvement in reading, arithmetic, and spelling grades between the second and third grading periods. Analyses of variance and covariance yielded no support for Hypothesis 1. There were no differences between control subjects and subjects who received the training course, on measures of need achieving behavior administered after the termination of the Need Achievement Training Course.

Hypothesis 2 received partial support from one measure of need achieving behavior. At the observation following the systematic reinforcement treatment, subjects who received the Need Achievement Training Course (NATC) persisted longer than control subjects, as predicted. However, subjects who received systematic reinforcement in addition to the NATC did not persist longer than subjects who received the NATC only or subjects who received no treatment. There were no significant differences among experimental conditions for the other measures of need achieving and achieving behavior.

When the dependent measures were analyzed by entry level anxiety and entry level locus of control, analyses of variance yielded no significant interactions between experimental conditions and anxiety or experimental conditions and locus of control. Differences among experimental conditions appeared to be independent of entry level anxiety and locus of control.

Factors which may have contributed to the outcome of the study were discussed, and recommendations were made for further studies.

THE EFFECT OF SHORT-TERM COUNSELING AND TUTORING ON READING ACHIEVEMENT, STUDY SKILLS, AND PERSONAL ADJUSTMENT

Michael Lynn MAUGHAN, Ed.D.
Utah State University, 1971

Major Professor: Dr. David R. Stone

This study was designed to investigate more completely the effects of counseling and tutoring on reading achievement, study skills, and personal adjustment within the context of a college reading and study skills program. The study consisted of three phases which correspond with the three regular school quarters.

The subjects used in Phase I of this study were 12 college students who voluntarily registered for a reading and study skills class at Utah State University during the 1969 fall quarter plus 40 students who transferred into the class from a remedial study class. In Phase II, there were 45 students who registered for the class plus 6 transfer students from a remedial study class. In Phase III, 34 students registered for the class and there were no transfer students.

All students, each of the three quarters, attended the regular reading and study skill class periods besides either participating in counseling or tutoring sessions. Students in Phases I and II were alternated places in either a counseling or tutoring group according to their ranked reading scores. They participated in either five one hour tutoring sessions or five one hour counseling sessions depending on their group placement. However, in Phase III, tutoring was statistically significant in increasing the speed of reading and outlining, as well as increasing the quality of outline.

DIFFERENCES BETWEEN SELF-PERCEPTIVED ACADEMIC ACHIEVERS AND ACADEMIC NON-ACHIEVERS AND THE EFFECTS OF A TREATMENT PROGRAM ON INCREASING THE LEVEL OF ACHIEVEMENT OF SELF-PERCEIVED ACADEMIC NON-ACHIEVERS

Geraldine Mac PALKOVITZ, Ph.D.
University of Pittsburgh, 1971

The challenge of helping the poorly achieving student who has the ability to achieve at a level significantly above that which he actually obtains has not been adequately met. The present study was intended to augment the current body of knowledge regarding the complex phenomenon of underachievement and provide some direction for dealing with Non-Achievers effectively.

This study was designed first to demonstrate the usefulness of an innovative procedure for differentiating between students of comparable ability who have reached varying levels of academic achievement. This procedure for defining Achievers and Non-Achievers combines subjective criteria based on the individual's internal frame of reference and objective criteria based on the external frame of reference of an educational institution. Having thus identified two groups of students who are found to be subjectively and objectively congruent in terms of how they themselves and their educational institution view their academic achievement it was demonstrated that these groups could be described differentially. Grade Point Average, differences in study habits and attitudes, and attitudes toward and connotations of achievement relevant concepts were analyzed.

Finally, the effectiveness of a treatment program for self-perceived Congruent Non-Achievers who were dissatisfied with their level of achievement and expressed an interest in participating in a program designed to increase their level of achievement was examined. It was demonstrated that Non-Achievers could learn achievement motivation to the extent that observable changes in behavior occurred.

The findings of the study supported the following conclusions:

1. Non-Achievers and Achievers differ in the way they experience themselves and in their attitudes towards themselves. Achievers value themselves more and see themselves as more active, potent forces than do Non-Achievers.

2. A relationship exists between non-achievement and a negative self concept.

3. A relationship exists between success in personal, social achievement and academic achievement. Academic non-achievement may be viewed as one manifestation of a general pattern of non-achievement observable in many areas of life.

4. Non-Achievers who are dissatisfied with their level of achievement and express a desire to change can learn achievement behavior if they are encouraged, if they can experience success and if they view the goals to be achieved as relevant and meaningful to them.

Recommendations for the direction of future research included suggestions for some focus on follow up studies of Non-Achievers who benefited from treatment programs, more exploration of the differential effects of various types of treatment programs, and the development of educational programs as a means of preventing the problems of non-achievement by able students.
A STUDY OF THE EFFECTS OF DEVELOPMENTAL GUIDANCE SERVICES ON PEER RELATIONSHIPS AND ACADEMIC ACHIEVEMENT OF FIFTH GRADE STUDENTS

Richard Costella RHODES, Ed.D.
Lafayette University, 1972

This study investigated the effects of developmental guidance services on fifth grade students as contrasted with fifth grade students who did not receive these services. Specifically, this study was designed to test the following hypotheses:

1. There will be significant differences between fifth grade students receiving developmental guidance services and fifth grade students not receiving these services in the positive direction on measured peer relationships.

2. There will be significant differences between fifth grade students receiving developmental guidance services and fifth grade students not receiving these services in the positive direction on measured academic achievement.

The primary subjects for this study were fifth grade students from two elementary schools in the Altoona School District, Altoona, Pennsylvania. One school served as an Experimental School with the other serving as a Control School. A third school, which had an on-going program of developmental guidance services, was used as a Comparison School. The fifth grade students in the Experimental School received a program of developmental guidance services which were randomly assigned by classroom group to the two elementary counselors. The treatment was conducted over a six month period between October, 1969, and April, 1970. The fifth grade students in the Control School did not have access to the counselors nor to any of the services offered in the developmental guidance program.

The treatment included a full range of guidance services advocated for the elementary school. These services included:

- Counseling with children, both group and individual, on self, teacher or parent referral basis, dealing with the child and his immediate concerns and post only within a developmental framework as advocated by Blecher.
- Consultation with teachers, administrators and parents, which was counselor initiated and which was concerned with the child's personal, social and academic development.

The data on peer relationships, as measured by the SSSR, were analyzed using a two-way analysis of variance. No significant differences on peer relationships were found between schools or sex nor were there any interaction effects on Achievement-Recognition scale or the Sukcerance scale. As a result of these analyses, hypothesis one was not accepted. However, an analysis of variance including the Comparison School revealed it was significantly higher than the Experimental School and the Control School on Achievement-Recognition scale and the Sukcerance scale. No significant differences were found on sex nor were there any interaction effects. The data obtained on academic achievement, as measured by the CAT, were analyzed using a two-way analysis of variance. No significant differences on academic achievement were found between schools or sex nor were there any interaction effects on any subtest. As a result of these analyses, hypothesis two was not accepted. Furthermore, an analysis including the Comparison School revealed no significant differences between schools or sex nor were there any interaction effects.

This investigation differed from prior research in elementary school guidance in that this study attempted to present the full range of developmental guidance services to a group of children, where prior research has dealt only with specific aspects of the program. While the results of the investigation did not support the expectations, the results with the Comparison School suggests further examination is warranted where programs have had additional time for implementation and development.

Order No. 72-25,892, 156 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ACHIEVEMENT AND SELF CONCEPT OF HIGH RISK COMMUNITY COLLEGE FRESHMEN

Ralph James ANKIBAR, Ph.D.
St. Louis University, 1971

The present study is concerned with the problems in the area of improving the education of high risk students who enter the community college. The study investigated the effects of incorporating a small group personal growth experience in a human relations class.

The Problem

It was the purpose of this study to test the effect of a small group experience with high risk students in an attempt to determine if the group experience would produce a change in self concept and academic achievement. The investigator posed three hypotheses which, if tested, would test the concepts to be studied. These three hypotheses state that significant differences would occur in self concept and grade point average after a period of small group experience. Comparisons of self concept were made on a pre- and post-test schedule, with a control group and two experimental groups, to measure the significance of the experimental conditions. Comparisons of grade point average were made at the end of the first semester.

Subjects used were entering college freshmen identified as being high academic risks. The forty-five students were randomly selected and twenty-four were in the control group, eleven were in the group structured group, and ten were in the leader structured group.

Measures used to test change were a self concept test, the Kentucky Self Concept Scale, and the first semester grade point average. The statistical measure employed was the t test.

Results

Results of the study were varied and could be identified as follows:

1. There was little significant difference between the three groups at the pre-test, with most of the difference occurring between the control and leader structured groups; (2) there was also little significant difference at the post-test between the three groups; (3) the most significant change in self concept occurred within the leader structured group; and (4) there was no significant difference in grade point average between the three groups.

Conclusions

All three groups had poor initial self concepts, which substantiates the theory that academically weak students will also have poor self concepts. At both the pre- and post-test the leader structured group had the highest self concept. It also experienced the most change in self concept during the semester. Although there was no significant difference in semester grade point average, both experimental groups had averages above a C, while the control group had an average below a C.

If, as this study suggests, high risk students bring poor self concepts with them to the community college, it would appear that the initial focus of remediation needs to be on non-academic factors. The study also suggests that these students may need the intervention of a strong leader to help them enhance their self concept.

Order No. 72-5270, 97 pages.
A STUDY OF THE EFFECT OF THE HUMAN POTENTIAL SEMINAR ON THE SELF-ACTUALIZATION AND ACADEMIC ACHIEVEMENT OF COLLEGE UNDERACHIEVERS

Floyd Dean NEMIECK, Ph.D.
Loyola University of Chicago, 1972

The purpose of the study was to determine the effect of the Human Potential Seminar on the academic achievement and self-actualization of college underachievers. The Human Potential Seminar is a group counseling technique based on humanistic theories of personality. Academic achievement was measured by grade point average and self-actualization by the twelve scales of the Personal Orientation Inventory. Underachievers were identified on the basis of the discrepancy between predicted achievement as determined by Scholastic Aptitude Test scores and actual achievement as determined by grade point average.

Eighty underachievers were identified in the sophomore, junior and senior classes of Roberts Wesleyan College. Thirty-nine volunteered to participate in Human Potential Seminars during the winter term of the 1970-71 school year. The thirty-nine underachievers were assigned randomly to one of three groups. Group A consisted of underachievers placed in one of two Human Potential Seminars including achievers; Group B was a Human Potential Seminar of underachievers only. Group C was a control group that consisted of underachievers who participated only on pre- and post-counseling testing. The achievers were volunteers from the Dean's List and the Student Senate. They were assigned randomly to one of the two Human Potential Seminars containing the underachievers of Group A. There were 20 achievers in all. Twenty-six of the thirty-nine underachievers completed the Seminars and became the subjects of this study.

The subjects in the experimental groups attended one of the Human Potential Seminars during the 1970-71 winter term at Roberts Wesleyan College. The groups met weekly for 50 minutes for 11 weeks during the term. Positive techniques designed to promote self-actualization were utilized in the weekly sessions.

It was hypothesized that underachievers in groups with achievers would show greater gains in academic achievement and self-actualization than underachievers in the group of underachievers only or the control group. It was also hypothesized that the underachievers in the group of underachievers only would show greater improvement in academic achievement and self-actualization than the underachievers in the control group. Thirty-nine null hypotheses were formulated from the above research hypotheses.

Pre-test scores, gain scores, grade point average and the twelve scales of the Personal Orientation Inventory were determined for each subject. The test for the significance of the difference between the means of correlated groups was applied to the gain scores of the three groups. There were significant differences at the .05 level of confidence on three of the POI scales: Self-Regard, Feeling Reactivity and Capacity for Intimate Contact. However, with thirty-nine hypotheses these differences could be due to chance. There were no significant differences in grade point average or the other scales of the Personal Orientation Inventory.

Order No. 72-18,068, 147 pages.

THE EFFECTS OF COUNSELING ON SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF DISADVANTAGED DROP-OUTS

Cathryn Thomas MASON, Ph.D.
St. Louis University, 1972

An assessment was made of the effects of a special type of counseling on the self-concept and academic achievement of disadvantaged re-entry students enrolled in an Adult Education Program, East Saint Louis, Illinois. The study consisted of an experimental group of twenty students and a control group of twenty students, randomly selected.

Many disadvantaged drop-outs develop a negative self-concept toward themselves and their school. These negative concepts often manifest themselves in poor academic achievement. The hypothesis of this study was that a special counseling service, designed to assist the students in bridging the gap from their disadvantaged backgrounds to the relatively foreign demands of the classroom, would be a significant variable in raising the self-concept and academic achievement of the students exposed to it, as assessed by pre-post-testing using appropriate instruments.

A pre-post-test design was used, with one experimental group and one control group. The groups were administered the California Achievement Test, Reading and Mathematics Subtests, the California Test of Personality, and a self-concept scale. As in the Wilson study, statistical test used to analyze the differences in the mean gain made in the test scores by the two groups of the six months' period. The acceptable level of significance was set at the .05 level.

Analysis of the test data suggested that the null hypothesis not be rejected. No statistically significant difference was found between the experimental and control groups, in the areas of reading, mathematics, and personality as shown by standardized testing instruments. Only in the area of self-concept was there statistical evidence in support of the research hypothesis which stated that special counseling would be a significant variable in the change toward a more positive self-concept.

It was, therefore, concluded from this study that in the realm of self-concept the null hypothesis was rejected and that the research hypothesis, that special counseling was a significant variable in raising the self-concept of the students was accepted.

Order No. 72-31,471, 91 pages.

COMPARATIVE EFFECTS OF GROUP ENCOUNTER, GROUP COUNSELING AND STUDY SKILLS INSTRUCTION ON ACADEMIC PERFORMANCE OF UNDERACHIEVING COLLEGE STUDENTS

Patricia Amyot STONE, Ed.D.
University of South Dakota, 1972

Director: Professor Leo M. Harvill

Purposes and Procedures of the Study

The purpose of this investigation was to determine the relative effects of group encounter, group counseling and study skills instruction on the subsequent academic performance and self-attitudes of underachieving college freshmen.

Stratified random samples were drawn from the total population of freshman students at the University of South Dakota who earned less than a 2.00 grade point average during the fall semester, 1972. These stratified samples contained a balance of males and females, as well as probation and non-probation students.

Students were invited to participate in the twelve-hour voluntary program in a letter from the Dean of the College of Arts and Sciences. Leaders for the study skills instruction and group counseling treatments were from the population of doctoral candidates in educational psychology and guidance at the university; the group encounter leaders were from the population of doctoral candidates in social psychology at the university. Each treatment group had two leaders.

Considerable difficulty was experienced in obtaining enough students willing to take part in the study skills instruction treatment. After initially volunteering, large numbers declined to participate when told study skills would be involved. After exhausting the population of students eligible for that treatment (90), the treatment was abandoned.

A full complement of ten students participated in the six-two-hour group counseling sessions. Participants in the encounter group elected to discontinue the experience after one six-hour session. A voluntary control group formed of those who volunteered for treatment, but who did not appear. A random control group was formed when the initial samples were drawn. These students received no treatment.

The main criterion measure was the spring semester, 1972, grade point average, while the fall semester grade point average served as the covariate. In addition, several scales of the Self-Attitudes Inventory were utilized as criterion measures (perceived abilities, wished-for abilities, perceiving characteristics, wished-for characteristics; and the discrepancy scores for perceived abilities and wished-for abilities for perceived characteristics and wished-for characteristics). All participants completed the questionnaire during the week of March 20-24.

The experimental design used was a posttest-only control group form. Statistical analysis for the criterion measure of grade point average was a one-way analysis of covariance. Analysis of the Self-Attitudes Inventory...
was carried out through the use of one-way analyses of variance on the previously mentioned scales of the inventory.

To assure that the group counseling and encounter group treatments did not overlap, taped segments of the experiences were judged.

Pearson correlations were utilized to determine inter-judge reliability.

To assure that the two experiences were not related, a chi-square test of independence was performed.

Findings of the Study

Results were: (1) There were no statistically significant differences among the four groups on the criterion measure of spring semester, 1972, grade point averages. (2) A statistically significant difference was found to exist for those exposed to the group counseling treatment as opposed to those in the random control group on the perceived abilities scale of the Self-Attitudes Inventory. No other pairs were found to be statistically significant. (3) No significant differences existed among the four groups on the following scales of the Self-Attitudes Inventory: wished-for abilities, perceived characteristics, wished-for characteristics, discrepancy between perceived and wished-for abilities, discrepancy between perceived and wished-for characteristics.

It was concluded that: (1) Freshmen undergraduates who participate in a voluntary group counseling experience for twelve hours do have a significantly more positive view of their perceived abilities, as opposed to a group who received no treatment and did not volunteer for one. (2) Study skills instruction was not viewed by students in this population as the type of treatment that would be of help to them. Further research is needed to substantiate whether this was peculiar to this population, or more generally applicable. (3) As the encounter group experience was terminated by the participants after only one half of the treatment, further research is needed to determine its impact.

Order No. 72-32,723, 97 pages.

Conclusions

Both groups had poor initial self-concepts, which supports the theory that disadvantaged students will also have poor self-concepts. The experimental group experienced significant gain in self-concept over the period of the study while the control group showed no change. No significant changes occurred on GPA or attendance although differences were found between the groups on school attitudes. Very significant differences were found on employment and drop out rate. Experimental students acquired proportionally more jobs and dropped out less than did students in the control group.

If, as this study suggests, disadvantaged high school students have poor self-concepts, it would appear that the initial focus of remediation needs to be on non-academic factors. The study also suggests that these students may need the experience of an open classroom treatment to help enhance their self-concept.

A STUDY OF THE EFFECTIVENESS OF TWO PROCEDURES OF COUNSELING WITH SMALL GROUPS OF UNDERACHIEVERS WITH AVERAGE INTELLIGENCE IN THE EIGHTH AND NINTH GRADES

Dale Allen SHANNON, Ph.D.
St. Louis University, 1971

This investigation was conducted to ascertain whether different approaches to group counseling had significantly different effects on average ability, underachieving eighth and ninth grade students. The procedures included behavioral group counseling stressing operant learning techniques and social psychological group counseling stressing therapeutic techniques. Specifically, the investigation was conducted to answer the question: whether significant statistical differences existed after group counseling between the mean scores of the experimental method groups and control groups and between experimental sub-groups and control sub-groups of boys and between experimental sub-groups and control sub-groups of girls on personal, social, and total adjustment scales of the California Test of Personality (CTP), on the Brown-Holtzman Survey of Study Habits (SSHA), on teacher ratings as measured by the Rating Scale of Pupil Adjustment (RSPA), and on grade point averages (GPA).

The subjects in the investigation were 15 boys and 15 girls selected from a largely middle class suburban community school in the mid-west with IQs of between 90 and 110 as measured by the Lorge-Thorndike Test of Intelligence and an overall GPA of 1.70 or below for three semesters preceding the investigation. Five boys and five girls were randomly assigned to each method group and the control group. For statistical purposes the boys and girls of each group represented the sub-groups.

The experimental groups met for 14 weeks during a 50 minute period each week. The control group received no experimental treatment.

An analysis of variance of the differences between the means revealed no statistical differences between the experimental groups and control groups; however certain consistent patterns were revealed by recording the differences between the means. The behavioral method group and behavioral male subgroup showed more gains than the other experimental and control groups on teacher ratings as measured by the RSPA. The behavioral method group and behavioral male subgroup showed more gains than the other experimental groups and control groups on the CTP. The Adlerian male subgroup showed consistently more gains than the other experimental and control groups on CTP measures. Although the consistent trends did not support the hypotheses, the results were encouraging enough to suggest further investigation of the two approaches employed in the study.

Based upon the findings, the following recommendations were suggested for future investigations:
1. Preliminary screening of subjects to determine their readiness for group counseling.
2. Investigations to determine the differential effects of the two approaches on adolescents with different rather than similar adjustment levels.
3. An experimental design to include allotted time for working with teachers of experimental subjects.
4. Increase the length of the experimental period to a period longer than fourteen weeks and/or increase the number of sessions per week to more than one session per week.
5. Increase the experimental group size to more than 10 subjects per group to determine if increasing the size of the group could be a factor in obtaining more significant positive results.

Order No. 72-5326, 185 pages.
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