This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 69 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (SD)
Vocational Counseling of Disadvantaged Students

RELEVANT RESOURCES IN HIGH INTEREST AREAS

12U UPDATE SEARCH

Compiled by Ronald R. Kopita
September, 1973

This search presents guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students.

(69 document abstracts retrieved)

$1.00
Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents
References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations
All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo COPY (X) at $10.00 per dissertation from University Microfilms.

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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.
Counseling: The Disadvantaged about Engineering

Bingham, William C.

ED 058 561

ED 036 595


Three of the variables which counselors need to attend to in helping disadvantaged youth to consider counseling is: (1) knowledge of opportunities; (2) knowledge of self; and (3) procedures related to entry. With regard to knowledge of opportunities, it is suggested that counselors' energies would be better spent in supporting the establishment and maintenance of computerized retrieval systems in agencies such as the Employment Service. With regard to knowledge of self, it is suggested that clients be given an adequate opportunity to think through their aspirations and expectations of satisfaction in addition to considering their abilities and interests. Finally, the relationship between intelligence and achievement needs to be re-examined since attributes other than intelligence are associated with achievement. School counselors should understand their clients well enough to be able to explain to admissions officers which of the student's attributes are his indicators of success. (TA)


EDRS Price MF$0.65 HC-$3.29

ED 032 427

Campbell, Robert A. And Others

Vocational Development of Disadvantaged Junior High School Students. Final Report, Research Series No. 41

Ohio State Univ. Columbus Center for Vocational and Technical Education

Spons Agency Office of Education (EDW), Washington, D.C. Bureau of Research

Pub Date Aug 69

Grant—OER-5-7-00158-2037

Note—6p. Available from—Ohio State Univ., Columbus Center for Vocational and Technical Education, 1900 Kenny Road, 61219 ($2.00)

Descriptors—Academic Aspirations, Bibliography, Community Characteristics, Disadvantaged Youth, Dropout Prevention, *Job Through High School Students, Occupational Aspiration, Relevance (Education), *Self Concept, Student Characteristics, *Student Interest, Student School Relationship, *Vocational Development

A total of 2,370 students from four different regions of the United States participated in a study to explore the educational and vocational perceptions and expectations of disadvantaged pupils. Specifically, high school students were provided with a high school student, primarily disadvantaged students and one serving non-disadvantaged students from each of the four school districts with enrollments ranging from 5,000 to 100,000 students participated in the study. A sample of students who could read at the fifth grade level or higher completed a series of inventories which measured their perceptions and expectations toward school, work, family, peers, and self. Additional information was collected relating to the disadvantages, personal plans and background, the community and the school. Major findings were: (1) Socioeconomic disadvantage is relevant to the community context; (2) The differences between disadvantaged and non-disadvantaged students did not appear as frequently as might have been expected; (3) Educational aspirations of disadvantaged students were generally lower than those of nondisadvantaged students; and (4) Disadvantaged students reported giving more thought to school plans and future jobs, viewed teachers in a more favorable light, and reported that school was easier. The data appear in 20 appendixes. (IDs)


ED 062 549

DePetro, Henry

Operation Bridge—An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. Final Interim Report

Aims Community Coll., Greeley, Colo

Spons Agency—Bureau of Adult Vocational and Technical Education (DHHEW), Washington, D.C.

Pub Date 25 Feb 72

Contract—OEC-7-71-0526

Note—65p.

EDRS Price MF$0.65 HC-$3.29


Identifiers—Aims Community College, Career Awareness, Operation Bridge

Planned as a cooperative program between Aims College and a local school district, the exemplary program Operation Bridge will represent a comprehensive approach to the vocational needs of disadvantaged youth with a program aimed mainly toward Chicano youth from economically underprivileged families. Project features are to include: (1) providing intensive vocational counseling based on the total family unit; (2) providing a broad occupational orientation for students; (3) providing the opportunity for students to receive individualized counseling in vocational areas; (4) providing the opportunity for students to receive individualized counseling in vocational areas; (5) providing job placement and followup. Results of the first year's operations include in-service training for teachers and the development and use of career exploration packages for Grades K through 8 in the pilot school district. Major recommendations are: (1) that a career skill center be implemented to give students the opportunity to explore vocational areas; (2) expansion of the program; and (3) increased utilization of advisory personnel. (JS)
A Set of Generalizations and Implications for the Development of Guidance in Vocational Education: Guidance and Student Services for the Culturally Different.

ERIC/CAPS staff developed generalizations and implications concerning the culturally different in the following areas: (1) Culturally Different, by Allan A. Butts; (2) Community/Junior College Student Personnel Programs for the Culturally Different, by Garry R. Wall; (3) Training Counselors to Work with the Culturally Different, by Harold L. Harrison, Don K. Grant 0EG-2-7-070134:1

This set of materials was developed for a special ERIC/CAPS Workshop on, "New Developments in Guidance and Student Services: Guidance and Student Services for the Culturally Different," held at the 1970 American Personnel and Guidance Association Convention in New Orleans, Louisiana. Members of the ERIC/CAPS staff developed generalizations and implications concerning the culturally different in the following areas: (1) Culturally Different, by Allan A. Butts; (2) Community/Junior College Student Personnel Programs for the Culturally Different, by Garry R. Wall; (3) Training Counselors to Work with the Culturally Different, by Harold L. Harrison; (4) College Student Personnel Programs, Student Personnel Services, Guidance and Student Services for the Culturally Different, by Juliet V. Miller; (5) College Student Personnel Programs: Guidance and Student Services for the Culturally Different, by Ralph W. Bankoff. (Author/ERIC)
materials are in the planning and development curriculum upon one another namely, an informational conjunction with one another and are dependent on career planning and choice. A behavioral model grants describe projects for disadvantaged students and create conditions for the learning of those behaviors important to educational development of the individual. The purpose of this project was to establish a demonstration program to provide guidance services for and noncollege bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the 12 southernmost counties of Illinois and was extended over a 3-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states, however the influence of the project upon the lives of individual students could not be quantitatively described. A 5-year follow up is considered.

ED 051 705
Mayer, James S., Comp.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.
Sparks Agency—West Virginia State Dept. of Education, Charleston, Bureau of Vocational Technical and Adult Education.
Pub Date Aug 72—Not dated.

*West Virginia

This publication contains abstracts of West Virginia projects funded under the Vocational Education Amendments of 1968 for the period from January 1, 1971, through June 30, 1972. The abstracts describe projects for disadvantaged students, for handicapped students, for research, and for exemplary programs. Projects in the first group, the largest quantity, included job training programs, projects vocational education and guidance counseling. The second group provided similar programs for the physically, mentally, emotionally handicapped students 1-education of existing programs, development of additional courses and curricula, and surveys were included in the research group. Exemplary projects of various kinds are presented in the last group. All of the projects described were organized and implemented in the local educational agencies and contributed to the improvement of vocational education programs in communities throughout the state (MFI).

ED 026 544
Marvin, Ann M.
Pittsburgh Univ., Pa.
Sponsored by Office of Education (DHEW).
Washington, D.C.
Bureau No.—BR-5-0162
Pub Date Dec 67
Contract—OEC-6-85-052
Note—68p.


The general purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory framework, (2) how to communicate with and motivate the noncollege bound, and (3) the development of materials and techniques designed to involve the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career planning and choice. A behavioral model on which 19 base guidance materials was developed is the project. This model includes three components that ought to be considered in conjunction with one another and are dependent upon one another namely, an informational component, a behavioral component, and a media component. The guidance programs allow a broad base for determining what career information is to be communicated and how it is to be communicated. Guidance curriculum units consisting of sample film modules and slide tapes for grades 8 through 12 were developed with noncollege bound disadvantaged youth. Audio-visual and other ancillary materials are in the planning and development stages.

ED 026 527
Miller, Carroll H.
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.
Bureau No.—BR-5 0114
Pub Date 68
Contract—OEC-6-85-042
Note—48p.


The purpose of this project was to establish a demonstration program to provide guidance services for and noncollege bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the 12 southernmost counties of Illinois and was extended over a 3-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states, however the influence of the project upon the lives of individual students could not be quantitatively described. A 5-year follow up is considered.

ED 033 180
Purcell, Francis P.
Low Income Youth, Unemployment, Vocational Training and the Job Corps.
New York Univ., N.Y. Center for the Study of Youth and Adults: special coaching on land preparation for vocational opportunities which do not require high school graduation for employment; results; questionnaires; and rating forms used in the study are included as appendixes.

ED 041 061
Sellers, Joseph
Pretest/Posttest Orientation for the Disadvantaged: Experience in Manpower Experimental and Demonstration (E & D) Projects.
Pub Date 25 Mar 70
funding projects in which teachers of the disadvantaged, (21 providing opportunities

KDRS Price M F-$0.65 HC -$9.87

Note 26 (In., Report on Institute IV of the National Institute of Education, Pub Date Dec 711

Span, Agency Office of Education (D14E:WI. Mississippi

Designing the total involvement of the school staff and the programs can be developed for students through

teacher-student involvement and because lack of basic scholastic skills, some students do not succeed in the regular programs. (1) An evaluation team of specialists in guidance, curriculum and evaluation, a list of participants.

ED 025 475 Williams, Tatiana M


Pub Date Oct 67

Note—33p.

Description—Curriculum Development, Curriculum Development, Youth Dropout Prevention, Dropout Programs, Experience, Curriculum, High School Curriculum, Instruction, Teacher Training, Vocational Guidance, Occupational Guidance, Program Evaluation

Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title I, New York, New York City

This report evaluates a program designed to develop a curriculum for disadvantaged eighth and ninth grade students in New York City who were performing poorly in school (academically and behaviorally) and who appeared likely to become school dropouts. The evaluation represented the work of a multidisciplinary team of specialists in guidance, curriculum and evaluation, special education, psychology, health education, social work, administration, sociology, science, and psychiatry—consists of five sections. (1) An introduction which provides a history and overview of the Career Guidance program and outlines evaluation procedures, (2) An evaluation of the curriculum training including methods by which curriculum guides were developed as written documents, appropriateness for students of curriculum changes made, extent to which new curricula were used by teachers, organization of the teacher training program; superintendents and other personnel; and the specific orientation or support obtained through inservice training, (3) An evaluation of equipment and staff including the services of five guidance counselors, class sizes, and utilization of equipment in five industrial art shops, (4) An evaluation of pupils to provide a base for future evaluation of behavior and achievement results of improved achievement tests, (5) Conclusions and recommendations. Appended are copies of instrument results and a list of the evaluation staff ($1)

ED 059 362

Young, William G.

An Exemplary Program for Occupational Exploration, Adult Guidance, Interdisciplinary, Adult Education

New Orleans Public Schools, La.

Spans Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.

Pub Date Jul 71

Contact DEO—DE 074-783(361)

Note—93p.

EDRS Price MF-$0.65 HC-$3.29

Description—Career Education, Disadvantaged Youth. Educational Innovation, Job Training, Occupational Program Potential Dropout Prevention, Evaluation, Student Attitudes, Vocational Counseling, Vocational Education, Work Attitudes

Identifiers—Occupational Awareness, Occupational Exploration

At upper level community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculum geared toward career development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for covered and dropout-prone students to enable them to exercise their right to receive education and training at senior high school level except, on the job training of realistic simulated employment experience with vocational counseling was very well received at the senior level and enrollment in adult course enrollment in community interest occupational programs included: (1) greater efforts to enroll community support, (2) Inservices training in vocational information for teachers, and (3) objective questionnaires to measure the influence of the program (TCI)

ED 068 709


Spans Agency—Career Development. State Dept. of Education, Hartford Div. of Vocational Education. Pub Date Sep 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29


Note—71p.

EDRS Price MF-$0.65 HC-$3.29


Note—71p.
ED 068 667 VT 017 094
Sparks Agency—Connecticut State Dept of Education. Hartford, Div. of Vocational Education. Pub Date 26 Jun 72
Note—144p.
EDRS Price MF 00.65 HC-56.88
Identifiers—Canada
The Life Skills course of Saskatchewan NewStart represents a serious attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competency in many areas of life. This is the third in a series of program approaches being tried on disadvantaged youth, and emphasizes the problem-solving process in skill objectives in manpower training. Course outcomes, theoretical models, lesson plans, and evaluation techniques are included. (Author/EM)

ED 069 353 UD 011 468
EDRS Price MF 00.65 HC-59.87
Identifiers—Canada
The Life Skills course of Saskatchewan NewStart represents a serious attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competency in many areas of life. This is the third in a series of program approaches being tried on disadvantaged youth, and emphasizes the problem-solving process in skill objectives in manpower training. Course outcomes, theoretical models, lesson plans, and evaluation techniques are included. (Author/EM)

ED 064 504 VT 015 884
Evaluation of the Relevance and Quality of Preparation Under the MDTA Institutional Training Program. Final Report
Hartford, Conn.: MTA Corp., Los Angeles, Calif. Spars Agency—Connecticut Div. of Vocational Education.
Washington, D.C. Pub Date 31 May 71
Note—172p.
EDRS Price MF 00.65 HC-56.58
To evaluate the effectiveness of the Manpower Development and Training Act (MDTA) institutional training program in preparing trainees for employment, interviews were held with administrative personnel, employers, counselors, and trainees. The survey revealed that completion rates were generally low, due to the excessive counselor case load, and relevance to labor market requirements could be improved, although performance varied widely between areas. The quality of training is high—the content of occupational skills training projects is relevant to job requirements, facilities are adequate, and instructors are providing a favorable learning environment. Basic education components are being provided valuable information in fundamental skills. The study recommends that standards of systems effectiveness be adopted based on job placement as a percentage of enrollment. Predictive modeling methods for forecasting local labor market requirements and analyzing the potential of applicants are recommended. (Author/BH)

ED 048 446 VT 012 110
Sparks Agency—Manpower Administration (DO). Washington, D C Office of Special Manpower Programs
Pub Date 69
Note—40p.
EDRS Price MF 00.65 HC-53.29
Identifiers—Houston
This report on the first year's operation of a program providing problem counseling and placement services for disadvantaged youth in Houston, Texas, outlines the development of relationships with schools, businessmen, labor, students and other agencies. It includes an overview of materials presented to the students and techniques used in the prognostication. Despite the success of the first year, the program could be improved by increasing individual counseling and cutting the 30-week group program to 17 weeks. Suggestions are made in program developmental sequence to help guidance program administrators establish similar programs elsewhere. (DHEW/PE)

ED 066 584 VT 016 448
Sparks Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C. Pub Date 14 Jan 72
Contract—OEC-071-0683(361)
Note—174p.
EDRS Price MF 00.65 HC-56.58
Identifiers—Career Awareness, Employment Skills
The purpose of this project was to develop a comprehensive vocational guidance program which would: (1) expose students to a wide range of occupational experiences, (2) upgrade the self-image of disadvantaged students, (3) increase the vocational awareness of students, educators, and community members, and (4) provide students with employable skills prior to termination of their education. During the first year of operation, the following accomplishments were achieved: (1) Counselors are working in elementary and junior high schools which never had the services of a counseling program, (2) Students are able to see vocational opportunities first hand and observe people actually working, (3) Parents are involved in the total education of their children, and (4) Administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program. The activities leading to these accomplishments are discussed, and sample curriculum materials are appended. (SB)
potential of a work-sample program for improving counseling and placement services for the disadvantaged. Data analyses supports the conclusions that the program (1) helped the counselor to better understand, relate to, and communicate with the disadvantaged, (2) facilitated the development of a counseling plan or vocational objective, (3) increased the likelihood that the disadvantaged would complete counseling, be referred to more jobs, obtain jobs, and hold and adjust to jobs and training, (4) helped counselors to identify applicants in need of rehabilitation and other services, (5) provided knowledge on the applicant's work readiness indices, and (6) enable the disadvantaged to better understand his vocational interests and abilities, learn about different jobs, and modify his personal appearance and behavior to meet expected standards. The findings also showed that the program improved the effectiveness of counseling and placement services for the disadvantaged.

ED 010 074
A DEVELOPMENTAL PLAN FOR VOCATIONAL COUNSELING, DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY.
BY: WRIGHT, THOMAS A.
UNIVERSITY OF SOUTH CAROLINA, SCHOOL OF EDUCATION
REPORT NUMBER 02-1-0016
PUB. DATE 06
GRANT OCS-74-0015
66.

DESCRIPTORS: COUNSELOR TRAINING, DISADVANTAGED YOUTH, SERVICE COURSES, INSTITUTE TYPE COURSES, VOCATIONAL COUNSELING, COLUMBIA, COOPERATIVE PROGRAMS, FIELD TRIPS, SOUTH CAROLINA.

A 2-WEEK SUMMER INSTITUTE WAS CONDUCTED TO SERVE AS AN INSERVICE TRAINING FOR A GROUP OF 23 COUNSELORS IN EMPLOYMENT, TRADE, TECHNICAL, AND SCHOOL SETTING AS TO HOW THEY MIGHT BETTER SERVE DISADVANTAGED YOUTH THROUGH INDIVIDUAL AND GROUP ACTION PROJECTS. OPEN DISCUSSIONS WERE HELD AMONG THE PARTICIPANTS TO STIMULATE NATURAL IDEAS IN THIS AREA, AND FIELD VISITS AFFORDED EACH OF THE COUNSELORS OPPORTUNITIES TO MEET AND TALK WITH YOUNG PEOPLE AND THEIR FAMILIES. IN ADDITION, SOCIAL WORKERS, PSYCHOLOGISTS, AND URBAN REHABILITATION PERSONNEL DISCUSSED THEIR WORK AND THE PROBLEMS WHICH THEY ENCOUNTERED IN ATTEMPTING TO AID THIS POPULATION OF YOUNG PEOPLE. A SERIES OF THESE FOLLOWUP MEETINGS TO THE INSTITUTE WERE HELD ON WEEKENDS DURING THE FOLLOWING YEAR. COLLEAGUES AND ADMINISTRATIVE SUPERVISORS OF THE PARTICIPANTS WERE INVITED TO THE LAST TWO MEETINGS. THE MEETINGS SERVED TO INTRODUCE NEW DIMENSIONS REGARDING THE VOCATIONAL FUTURE OF DISADVANTAGED YOUTH AND THE NECESSITY OF PROFESSIONAL TEAMWORK IN ASSISTING THEM. THE RECOMMENDATIONS GENERATED BY THE INSTITUTE PARTICIPANTS FALL UNDER TWO MAJOR HEADINGS: (1) JOINT ACTION BY AGENCIES WORKING WITH DISADVANTAGED YOUTH; AND (2) COUNSELOR EDUCATION AND INSERVICE TRAINING. PRIMARY EVALUATION WAS CONDUCTED THROUGH THE ADMINISTRATION OF A PARTICIPANT QUESTIONNAIRE, AND RESPONDENTS INDICATED ENTHUSIASM FOR CONTINUING PROGRAMS TO SERVE DISADVANTAGED YOUTH. IT SHOULD BE NOTED THAT EMPHASIZED IN THIS DEVELOPMENTAL PROGRAM WAS APPLIED PRIMARILY TO THE STATE OF SOUTH CAROLINA.

ED 010 779
PROJECT 13.
BY: ANDERSON, CLARA M.
MINNEAPOLIS PUBLIC SCHOOLS, MINN.
PUB DATE 66
13P.

DESCRIPTORS: COUNSELING PROGRAMS, DROPOUTS, UNEMPLOYED, VOCATIONAL COUNSELING, DISADVANTAGED YOUTH, HIGH SCHOOL GRADUATES, MINNEAPOLIS.

A PROGRAM IN LOW-INCOME AREAS IN MINNEAPOLIS PROVIDED THE SERVICES OF HIGH SCHOOL COUNSELORS TO GRADUATES AND DROPOUTS BY (1) OFFERING VOCATIONAL GUIDANCE TO UNEMPLOYED GRADUATES AND ACTUALLY ASSISTING IN JOBS PLACEMENT, (2) ENCOURAGING THE RETURN OF DROPOUTS TO SCHOOL AND ASSISTING IN THEIR READJUSTMENT TO ACADEMIC LIFE, (3) ORGANIZING DATA ON CLIENTS FOR USE IN CURRENT AND FUTURE STUDIES, INCLUDING CURRICULUM REFORMS, AND (4) ORGANIZING A SEPARATE SUMMER PROGRAM TO INDUCE DROPOUTS TO RESUME SCHOOLING. RESPONSE TO THE PROGRAM WAS ENCOURAGING, WITH THE COUNSELORS MAKING NEARLY 3,000 INDIVIDUAL CONTACTS IN THE INITIAL 6-MONTH PERIOD. (IC)

ED 010 231
COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.
BY: INTERCOLLEGIATE COUNSELORS, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA
REPORT NUMBER MID-422-05
PUB. DATE 05
GRANT ED-63-02-098
123P.

DESCRIPTORS: COUNSELING PROGRAMS, COUNSELOR TRAINING, DISADVANTAGED YOUTH, GUIDANCE COUNSELING, VOCATIONAL GUIDANCE, CULTURALLY DISADVANTAGED, EMPLOYMENT PROBLEMS, FOLLOWUP PROGRAMS, ENSERVING PROGRAMS, COUNSELOR TRAINING, DISADVANTAGED YOUTH, GUIDANCE COUNSELING, EDUCATION, FAMILY LIFE, THEIR PLACE IN SOCIETY, AND THE WORLD BEYOND THEIR EXPERIENCE, (2) TO INCREASE THE COUNSELORS' KNOWLEDGE ABOUT CHANGING EMPLOYMENT CONDITIONS AND OPPORTUNITIES, AND (3) TO ASSIST IN THE DEVELOPMENT OF AN IMPROVED LINKAGE BETWEEN SCHOOL GUIDANCE COUNSELORS AND INDUSTRIAL PERSONNEL. THE PROGRAM HAD TWO PHASES: (1) A 3-WEEK INSTITUTE, AND (2) FOLLOWUP ACTIVITIES AND PROGRAM EVALUATION LASTING APPROXIMATELY 10 MONTHS. FIFTY COUNSELORS WERE SELECTED TO PARTICIPATE IN THE PROJECT ON A VOLUNTEER BASIS. AT THE CONCLUSION OF EACH WEEK OF THE INSTITUTE, DISCUSSION GROUPS PREPARED SUMMARIES OF THEIR ACTIVITIES AND RECOMMENDATIONS FOR ACTION AND CHAGE IN THE ROLE OF THE COUNSELOR. EACH GROUP HIGHLIGHTED THE NEED FOR MORE EFFECTIVE COMMUNITY RELATIONSHIPS AMONG COUNSELORS, INDUSTRY, PARENTS, AND OTHER COMMUNITY AGENCIES. THEY ALSO BELIEVED THEY SHOULD HAVE A GREATER VOICE IN THE DEVELOPMENT AND CHANGE OF CURRICULUMS FOR DISADVANTAGED YOUTH. (CA)
POEHLMAN, C.H.; And Others

Suggested Techniques in Guidance and Counseling with Indian Youth and Adults.

Nevada State Department of Education, Carson City

66
19p.

*American Indians; *Cultural Differences; *English (Second Language); *Guidance Counseling; *Vocational Counseling; Adult Programs; Carson City

This document suggests concepts to use in counseling Indian youth and adults, and recommends ways to utilize those concepts. Cultural differences, language differences, and early childhood socialization are discussed. Emphasis is placed on helping the Indian to understand the American culture and guiding him toward a vocation. (CL)

JONES, Roy J.; TERRELL, David L.

Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth.

64
52p.

A youth employment counseling center was established to provide a tentative working model for the setting up of new youth employment programs. Many of the socially disadvantaged youths (ages 16 to 18) served by the center had police records. The center's counseling staff was recruited from many disciplines and dealt only with the problems related to the youths' employment problems and with their developing a realistic and meaningful outlook about their future. Counseling and employment placement problems arose from the youths' inadequate means of expression, lack of know-how in taking written tests, academic handicaps, and self-defeating attitudes. The youths' police records and labor laws prohibiting youth employment further contributed to the problem of finding jobs for them. (BD)

Leonard, George E.

Developmental Career Guidance in Action, The First Year
Wayne State Univ., Detroit, Mich.

158p.

"Knowing and educating the Disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, Negro Americans, poverty psychology, public relations, Puerto Ricans, sociology, Spanish Americans, and tests and testing. (CL)

Saint Louis Junior College District, Missouri

65

223p.

*Counseling Programs; *Curriculum Development; *Educationally Disadvantaged; *General Education; *Junior Colleges; Autoinstructional Programs; Disadvantaged Youth, St. Louis

Forest Park Community College in St. Louis has launched a pilot program (the general curriculum) which attempts to develop a means of meeting the real counseling and training needs of educationally disadvantaged students at the Junior College level. The development of such students occurs on three different levels. Teaching on the first level, "Basic Skills" (Mathematics, Reading, and Written and Oral Expression), relies to a great extent on autoinstructional devices. Teaching on the second level, "Personal Enrichment," emphasizes core concepts in general education courses. Counseling on the third level, "Adjustment to Self and Society," is community-centered and directed toward establishing student self-esteem and clarifying student vocational goals. A budget for the program is presented, and six appendixes discuss the program's purposes, methods and theory in detail. (AD)
ED 043 896
Rathbun, Harvey J.
Problems and Issues in the Counseling of the Disabled Disadvantaged Patient.
American Psychological Association, Washington, D.C.; Veterans Administration Hospital, Monroe, N.Y.
Pub Date Sep 70
Note-12p.; Paper presented at American Psychology Association Convention, Miami Beach, Florida, September 3-8, 1970

ED 044 467
American's Problem Youth: Education and Guidance of the Disadvantaged.
Pub Date 70
Note-12p.; Available from—International Textbook Company, Scranton, Pa 18515 ($5.95)

ED 044 380
Mechison, Moira B. Comp. Tatis, Rita M.
Understanding Disadvantaged Youth: Their Problems and Potentials, An Annotated Bibliography
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0490
Pub Date 70
Contract—OE-OC-0-8080490-3706(010)
Note-22p.

ED 042 884
VT 010 473
One Paradigm for Vocational-Technical Counseling (Santa Fe Junior College Workshop, Gainesville, Florida, June 1970)
Santa Fe Junior Coll., Gainesville, Fla.
Pub Date Oct 69
Note-57p.

ED 042 532
RC 004 582
Poffen, J. Neville, Hernandez, Pedro F.
Perceived Sources of Personal Aid and Influence for the Occupational Aspirations of Black High School Seniors: A Rural-Urban Comparison.
Louisiana State Univ., Baton Rouge Agricultural Experiment Station
Santa Fe Junior Coll., Gainesville, Fla.
Pub Date Feb 70
Note-19p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Rural Sociology Section (Memphis, Tennessee, February 1970)

ED 044 593
AC 008 910
Planning Models for Group Counseling.
New York State Education Dept., Albany, Bureau of Continuing Education Curriculum Services
Pub Date 69
Note-45p.; Available from—Publications Distribution Unit, State Education Building, Albany, N.Y. 12224 (Free to New York State school personnel when ordered through a school administration)

EDRIS Price MF-30.65 HC-53.29
This publication provides planning models for counseling groups of disadvantaged adults. The models are focused on the vocational success of the individual. The trainer is helped to perceive his role realistically and to plan his future place in society. Self-evaluation and planning for future employment are major themes running through the sessions. Through the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with non-regular-bound secondary students. The materials do not constitute a sequential course of study, nor do they encompass all the problems encountered by the disadvantaged worker. Rather they are planning models that counselors will want to adapt to the needs of the clientele and the local conditions prevailing in their area. (Author/ED)
Since the passage of the Manpower Development and Training Act of 1962 (MDTA), the Department of Labor has funded over $30 million worth of experimental and demonstration (E and D) programs in an effort to discover some new directions for dealing with the unemployment problems of disadvantaged youth. To evaluate the effectiveness of these and similar projects and to chart a course to follow with future programs, this report reviews the nature of these projects in terms of assessment, counseling, and supportive services to disadvantaged youths. Specifically, the report seeks to identify the new knowledge and techniques which are innovations in working with disadvantaged youth and to determine the implications for future policies, programs, and strategies. The major sections of the report are: (1) Introduction, (2) Assessment, (3) Counseling, (4) Supportive Services, (5) Summary of Recommendations for Programs, Plans, and Policies, and (6) Appendix. (Author/JS)
Journal Articles

EJ 043 746 090 CG 503 438
Practically Speaking Dodson, Anna G., Vocational Guidance Quarterly, v20 n1, pp59-61, Sep 71
The article describes an occupational program presented to inner city children for the purpose of creating better self images and consequently improved academic performance. (BY)

EJ 025 443 130 CO 501 934
Vocational Maturity among Inner-City Youth Maynard, Peter E.; Hansen, James C., J Counseling Psychol, v17 n5, pp400-403, Sep '70
This study investigates the efficacy of the Vocational Development Inventory in measuring the vocational maturity of inner-city boys. Intelligence test results were converted to standardized T scores. Mean vocational maturity scores indicated large differences which disappear when intelligence is controlled by analysis of covariance. A variety of intellectual and social variables must be taken into account by those working with this group. (Author)

EJ 017 778 380 CG 501 255
The Vocational Aspirations of the Disadvantaged American Girl Harkness, Charles A., Employment Counseling v7 n1, pp19-25, Mar '70
*Disadvantaged Youth, *Females, *Aspiration, *Vocational Counseling, *Vocational Training Centers, Counseling, Socioeconomic Status, Occupational Choice, Concerned with aspiration and level of aspiration of 415 girls from Job Corps Center. Both educational and ethnic considerations are to be given in counseling disadvantaged youth. Expresses paucity of professional material devoted to vocational counseling of less than a college prepared person. (Author)

EJ 027 966 090 CG 502 187
The use of the Strong Vocational Interest Blank with disadvantaged women showed that the Strong Interest Blank can be useful in recognizing individuality in disadvantaged women and in helping them to choose satisfying job training experiences. (Author)
The primary purpose of this experimental study was to assess the relative effectiveness of a variety of treatment programs designed to improve the interviewing skills of disadvantaged persons and thereby enhance their chances for suitable employment. The disadvantaged person is often characterized by a passive presentation of self in an employment interview situation. Prospective employers tend to perceive such a person as unskilled, unresponsive and ill-suited to the demands of complex vocational roles. Subjects for the study were randomly selected from the client populations of three large metropolitan manpower agencies that provide skills training to disadvantaged persons. Subjects were assigned to one of three experimental interview training conditions. Following an initial (PRE) simulated job interview, which was videotaped, each subject in the first condition (Video) was shown the videotape of his performance and then a second (POST) interview was conducted. Following a similar PRE interview each subject in the second condition (Combined) was shown the videotape of his PRE interview and trained with behavior modification techniques (identifying behaviors to be altered, role rehearsal, practice and reinforcement of approximate behavior) prior to the POST interview. Subjects in the third condition (Control) received no intervening treatment between PRE and POST interviews. All subjects were given personality, socio-culture, intelligence and self-concept measures. All videotaped interviews were arranged by general vocational areas and then randomly presented (as to PRE and POST, and experimental condition) to a group of judges familiar with each vocational area. The judges, persons from government agencies and the business community who are responsible for hiring for entry level positions, were asked to rate the subjects on a variety of dimensions after viewing each videotaped interview. Differences between the PRE and POST ratings by the judges were analyzed using analysis of variance and t test techniques. In addition to these tests of the significance of differences of the change of the three experimental groups, correlations were carried out to determine if certain subject characteristics were significantly related to PRE-POST change. The results of the analyses showed that the subjects in the Video condition failed to change significantly more than did those subjects in the Control condition. The subjects in the Combined condition changed significantly more than did those subjects in the Control group on the criteria of specific interviewing behaviors and on the probability of their being hired as judged by potential employers. While the Combined subjects changed significantly more than the Video subjects on some specific interviewing skills, the difference on the probability of hire item failed to reach statistical significance. In the analysis of the relationship between individual subject characteristics and amount of PRE-POST change, the level of socio-cultural disadvantage of the subjects was found to be unrelated to PRE-POST change. Level of Intelligence was found to be positively related to PRE-POST performance change. The present study has shown that it is possible through the use of videotape feedback and behavior modification techniques to produce positive change in interviewing behavior of disadvantaged persons. The results
suggest that the application of these techniques could substantially increase the chances of a disadvantaged person obtaining suitable employment. Although further research is indicated for clarification of several issues raised by the study, this research has generally demonstrated the effectiveness and practicality of this methodology in producing and measuring behavioral change.

Bowden, Delbert Anton. PUPIL SERVICES FOR THE INNER-CITY "HOUSE" SCHOOL. Northwestern University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-30,747)

This descriptive study includes the design for a model program of pupil services for this nation's inner-city schools. Mounting numbers of unemployed high school dropouts demonstrate the faulty transition of our youth from school to work or other socially acceptable pursuits. Inner-city schools are characterized by a high dropout rate, a low average daily attendance rate, and a stress on college preparation curriculum with little opportunity for vocational preparation. The house plan of school organization has been described as very effective for motivating students to stay in school. In this type of organization, a large comprehensive high school is divided into small sub-divisions, called houses. Students attend most of their classes within the house, and they become well known by the house faculty and student body. Because the house is part of a large school, however, the students have both the intimacy and encouragement of a small house plus the facilities and varied curricular offerings of a large high school. The body of house literature is thoroughly covered and pupil services within the house plan of school organization are reported in detail. In this model program, pupil services are offered primarily through guides; homeroom teachers with a reduced teaching load who are free for half of each day to become acquainted with and to help a group of 100 students. A counselor in each house is the pupil services specialist and counselor for students in need of these services. This model program of pupil services for an inner-city school includes those services recommended by the Chicago Bureau of Pupil Personnel Services and the American School Counselor Association, and which conform to selected regional, state and county guidelines from across the United States. An inspection of the comparisons between the model program and the various guidelines reveals certain differences which reflect consideration of conditions and problems peculiar to the inner-city. Some specific differences touch on pupil appraisal, diagnostic testing, work experience, vocational preparation and transition from school to work. The concluding discussion includes exploration of some implications for staffing, ability grouping, student motivation, vocational experience and student placement. Recommendations are made for continuing evaluation and experimentation in the field of inner-city pupil services. Although local Chicago criticisms and guidelines are prominent in the discussions and conclusions of this study, the model program of pupil services has potential utility for any metropolitan area, including inner-cities of the United States and the emerging comprehensive state schools of Europe.
Hall, John Wesley. THE EFFECTS OF SUPPORTIVE SERVICES FOR DISADVANTAGED COLLEGE
STUDENTS. The Ohio State University, 1971. Available from University Microfilms,
300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 72-4511)
The main purpose of this study was to determine what effects supportive
services have on disadvantaged college students. More specifically, are
supportive services the determining factor for the success or failure of
disadvantaged college students? A total of one hundred and forty-six
subjects constituted the sample for this research. The American College
Test (Student Handbook, 1970), Student Grade Report, and the Student
Questionnaire were the instruments used. Analysis of covariance and a
chi-square test were the statistical techniques used for analyzing the
data. The questions for which answers were sought included: (1) Would
there be any significant difference in grade point change of disadvantaged
college students that receive supportive services than students not
receiving supportive services other than financial assistance? (A)
Would there be any significant difference in grade point change of dis-
advantaged college students that receive supportive services than
students not receiving supportive services other than financial assist-
tance Autumn Quarter? (B) Winter Quarter? (C) Autumn and Winter Quarters?
(D) Spring Quarter? (E) Autumn, Winter, and Spring Quarters? (2) Would
there be an significant difference in college success of disadvantaged
college students that receive supportive services than students not
receiving supportive services other than financial assistance? The Major
findings are summarized below: (A) There was no significant difference
in grade point change of disadvantaged college students that received sup-
portive services than students not receiving supportive services other than
financial assistance for Autumn Quarter. (B) There was no significant
difference in grade point change of disadvantaged college students that
received supportive services than students not receiving supportive services
other than financial assistance for Winter Quarter. The disadvantaged
college students that received supportive services grade point average was
higher by 0.2744. (C) The cumulative grade point for disadvantaged college
students that received supportive services was higher by 0.2735 than
students that received only financial assistance, but not high enough to
be significant at the .05 level for Autumn and Winter Quarters. (D)
Significant differences (beyond the .05 level) of grade point change for
disadvantaged college students that received supportive services than
students not receiving supportive services other than financial assistance
for Summer Quarter were found. (E) Significant differences (beyond the .05
level) of cumulative grade point change at the end of Autumn, Winter, and
Spring Quarters for disadvantaged college students that received supportive
services than students not receiving supportive services other than
financial assistance were found. (F) There was no significant difference
of college success of disadvantaged college students that received sup-
portive services than students not receiving supportive services other than
financial assistance. "College success" for students participating in
this study is defined as those students that remained in college for three
quarters. This study assumed that the instruments utilized are applicable
for this type of research. Additional studies using the analysis of
covariance and chi-square analysis in various combinations is suggested.

Hesselund, Thorvald Andreas. THE EFFECT OF PERSONNEL ASSIGNMENT ON THE VOCATIONAL
REHABILITATION OF GHETTO CLIENTS. The University of Arizona, 1971. Available from
University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No.
72-4784)
The primary purpose of this study was to determine if any differences in case outcome might exist between a rehabilitation counselor only, rehabilitation aide only, and rehabilitation counselor and rehabilitation aide working together with ghetto clients. The criterion used to determine if any differences did exist was whether or not the client was rehabilitated into employment. For those cases closed employed, the additional criterion of amount of earnings at time of closure was used. Also incorporated into the study was the effect of amount of rehabilitation worker education on the closed employed—not employed and the income criteria. Also studied were the effects of similarity of rehabilitation worker and rehabilitation client age, sex and ethnic status on the closed employed vs. not employed criterion. The 249 subjects used in this study were all clients of the San Diego Service Center office of the California Department of Rehabilitation. The counselors and aides involved with these subjects constituted the rehabilitation counseling staff of this office. All subject information was obtained through reviewing closed San Diego Service Center Rehabilitation case files. The determination of whether or not a subject (client) was seen by a counselor only, aide only, or counselor and aide together was made through reading the information kept in the case files. For the primary hypothesis, the statistical analysis showed no difference among the three personnel assignment groups (counselor only, aide only, and counselor and aide working together with the same client.) Neither was the hypothesis that there is a positive relationship between amount of rehabilitation worker education and case outcome substantiated by the statistical analysis. None of the three hypotheses stating that greater similarity between rehabilitation worker and rehabilitation client (age, sex, and ethnic status) would produce more positive outcomes were substantiated by the data gathered. The lack of demonstrable differences in personnel assignments confirms earlier assertions made in the literature regarding a lack of difference between aide and counselor performance. The study concluded with a note that efforts should continue in the direction of conducting research which attempts to differentiate the effects of personnel assignment on case outcome. It was for this reason that the primary recommendations to evolve from this study were related to a desire to see similar research conducted under more stringent conditions. The recommendations included a proposed experimental model, criteria which could be used, and suggestions for a more representative sample.

Koss, Allen B. THE USE OF THE VOCATIONAL PREFERENCE INVENTORY WITH A NORTH DAKOTA INDIAN POPULATION. The University of North Dakota, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,170) The purpose of this study was to develop normative data on the Vocational Preference Inventory with an Indian population and to determine the relationships between the VPI scales and the Occupational Aspiration Scale, scholastic achievement, intelligence, and selected occupational information. The study also examined the differences between a North Dakota non-indian high school sample and a North Dakota high school sample on the VPI scales. The research sample for this study consisted of 161 North Dakota Indian high school juniors and seniors enrolled at the Turtle Mountain Community School, Fort Yates, North Dakota, for the 1970-71 academic year. All students were administered the Vocational Preference Inventory (VPI), the Occupational Information Form (OIF), the Occupational Aspiration Scale (OAS), and the Student Report Form (SRF) in the early fall. Subjects were
divided into groups based on sex and the reservation on which they resided. Scholastic achievement and intelligence test scores were obtained from the cumulative records. The statistical techniques employed were a two-way analysis of variance, Dunn's "c" test and Scheffe's test for mean comparisons, and Pearson's Product-Moment correlation technique. The .05 level was used as the criterion level for statistical significance. Results: (1) Significant differences were found for the mean score comparisons of three VPI scales. The Turtle Mountain Community School females scored lower on the Artistic scale than did the non-Indian females, while in this school the Indian males scored higher on the Self-Control scale than did the non-Indian males. Both Indian male groups scored higher on the infrequency scale than did the non-Indian males. (2) A significant negative relationship was found between the Realistic scale and intelligence test scores for the Turtle Mountain Community School males, while a significant positive relationship was found between the Status scale and intelligence test scores for these males. (3) Significant negative relationships were found between the ITED standard composite scores and the Realistic scale for the Turtle Mountain Community School females, and the Infrequency scale for the Standing Rock Community School females. A significant positive relationship was found between the ITED standard composite scores and the Intellectual scale for the Standing Rock Community School males. (4) Significant differences were found on the six vocational scales of the VPI with the Standing Rock males scoring higher than the Turtle Mountain males on the Artistic Scale, while the Standing Rock females scored higher on the Intellectual scale than did the Turtle Mountain females. (5) No significant relationships were found between the Total Acquiescence scale of the VPI and knowledge of work or location of work in specific occupations for all Indian student groups. (6) A positive relationship was found between the total OAS scores and the VPI Status scale scores for all Indian student groups.
Negro students from 6 Arkansas high schools were required to indicate the occupations to which they aspired, and to complete the Shostrom Personal Orientation Inventory (POI), a measure of values considered important to self-actualization. Four of the POI scales (Time Competence Dimension, Self-Actualizing Value, Synergy and Capacity for Intimate Contact) were found to be significantly related to the culturally different youth's level of occupational aspiration. This suggests that the school can raise the occupational aspirations of culturally different youth by raising the level of their personal orientation values as identified by the POI.
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