The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of their major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents lists are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)
VOCATIONAL EDUCATION FOR THE HANDICAPPED:
A Bibliography of ERIC Documents
ACKNOWLEDGMENTS

Recognition is due Paul E. Schroeder, Specialist, the ERIC Clearinghouse, for his effort in coordinating the compilation of this bibliography. Recognition is also due Gordon F. Law, Rutgers--The State University; and Donald Rathbun, American Vocational Association; for their critical review of the bibliography prior to final revision and publication.

Robert E. Taylor
Director
ERIC Clearinghouse on Vocational and Technical Education

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Vocational Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Vocational Association or the National Institute of Education.
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INTRODUCTION

The current attention being directed toward VOCATIONAL EDUCATION FOR THE HANDICAPPED, evidenced by increased Federal funding for programs and facilities for the handicapped, the expansion of sheltered workshop programs, and articles in journals, magazines, and newspapers, emphasizes the need for educators to be aware of the literature in education and related fields dealing with the topic.

This bibliography of documents announced in Research in Education (RIE), the monthly index of the Educational Resources Information Center (ERIC) system, was prepared as one means of alerting educators to literature discussing vocational education for the handicapped.

The bibliography was created by searching for documents announced in RIE whose ERIC-descriptor listing had at least one major term from both ERIC-descriptor lists shown below.

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<td>Wheel Chairs</td>
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A total of 85 documents in the ERIC collection fit the search strategy. From this number, 37 documents, all available in microfiche (MF) form from the
ERIC Document Reproduction Service (EDRS) were selected as being most relevant to and representative of the wide variety of types of literature discussing the topic.

The bibliography is organized according to dates of publication, the latest publication date being listed first in each section. The bibliography is limited to those documents having publication dates in the years 1970, 1971, or 1972.

The listing for each selected document follows the format of all ERIC citations (see sample citation for description of information presented in each citation).

All documents listed in the bibliography may be obtained in microfiche (MF) at $0.65 per title, or in hardcopy (HC) form at the prices listed from the ERIC Document Reproduction Service (see ordering instructions for complete details).

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*Note should be made by the reader that this bibliography, in terms of the ERIC data base, is not complete or comprehensive since the citations listed were selected for relevance to the topic from the total number of documents fitting the search strategy. Note should also be made, however, that the purpose of this bibliography is to alert educators to current (published since 1970) and readily available (microfiche through the ERIC Document Reproduction Service) documents announced only in the ERIC publication Research in Education (RIE).
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report. Sacramento State Coll., Calif. Sponsor: USOE: Bur. of Research Report No.: NDEA-VIIIB-449. Pub Date: 15 Apr 66. Contract: OEC-416-623. Note: 129 p., speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401. (52.95). EDRS Price MF-$0.65 HC-$3.29. Descriptors: *Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Videotape Language, *Instructional Technology, Visual Stimuli. Identifiers: Stanford Binet Test, Wechsler Intelligence Scale, Binet 1.5; Cupertino Union School District. The field of analogic, or iconic, signs was explored in order to 1) develop an annotated bibliography and 2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL) Abstracter's initials.
This interim report covers the first phase of Project CAREER, which is a federally funded exemplary project in vocational education focusing on the career development process for the handicapped. An interdisciplinary career education team for each of three local education agencies (LEA's) was established, composed of a special education teacher, a vocational teacher, and an academic teacher. Coordinated by an occupational resource specialist in each LEA, the team’s orientation was accomplished at a 1-week summer conference and 4-week workshops in each LEA. Preliminary planning was done for developing a career education resource center and integrated career education curriculums for handicapped students. Behavioral objectives and performance objectives are being developed and examined, a pilot demonstration unit will be presented in October 1972, and community support is being enlisted. Short courses for in-service training and pre-service college courses have been developed. A program evaluation by a third party evaluator, conclusions, recommendations, and a wide range of resource materials are provided. (Illustrations deleted due to marginal legibility.) (AG)
Descriptors - County Programs/ *Curriculum Guides/ Developmental Programs/ Educational Objectives/ Educational Responsibility/ Goal Orientation/ *Handicapped Students/ High School Curriculum/ Post Secondary Education/ Program Coordination/ *Program Development/ Remedial Programs/ Research Utilization/ *Skill Development/ Vocational Development/ *Vocational Education
Identifiers - *Brooke County/ West Virginia
This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematics skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. Inservice training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project. (AG)

VOCATIONAL INSTRUCTIONAL MATERIALS FOR STUDENTS WITH SPECIAL NEEDS.
Towne, Douglas C.; Wallace, Sydney
Northwest Regional Educational Lab., Portland, Ore.
Pub Date Aug 77 Note-235p.
EDRS Price $0.65 HC-$9.87
Descriptors - *Directories/ *Disadvantaged Youth/ Feedback/ *Handicapped Students/ Individualized Instruction/ *Instructional Materials/ Visual Aids/ Vocational Development/ *Vocational Education
Identifiers - Dictionary of Occupational Titles
This directory of instructional materials is designed for use by vocational education teachers of the disadvantaged or handicapped student. Representing a number of sources and a variety of approaches to curricular materials for students with special needs, this listing covers 24 topics, from individualized curriculums to instructional support systems. Federally funded under the Vocational Education Amendments of 1968, the text is illustrated with line drawings. Each instructional category, such as office occupations, is cross-referenced with the Dictionary of Occupational Titles.
Instructions for locating materials under the appropriate program heading, an explanation of the coding system and the method of ordering selected documents for purchase from the Government Printing Office are provided. For each document citation, these nine areas of information are given: (1) title, (2) author, (3) corporate author, (4) a statement of relevant instructional areas, (5) a brief annotation of the potential use of this material, (6) subject content, (7) a description of the materials, (8) the instructional media, and (9) the source of the document. An evaluation form is included for teacher feedback. (AG)

FDD9072 EC050147

VOCATIONAL TRAINING; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 693.


Sponsor: Agency-Bureau of Education for the Handicapped (DHEW/DE), Washington, D.C.

Pub Date Aug 72 Note-11p.

Available from: The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

FPRS Price MP-$0.65 HC-$3.29


The selected bibliography on vocational education contains approximately 89 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CR)
A PROGRAM FOR TRAINING THE STUDENT WITH SPECIAL NEEDS.

Mosman, Marshall L., Ed.

Genesee Area Skill Center, Flint, Mich.


Pub Date Jun 72 Note—113p.

EDRS Price MF—$0.65 HC—$6.58

Descriptors—Curriculum/ Educational Programs/ *Exceptional Child Education/ *Mentally Handicapped/ *Physically Handicapped/ *Program Descriptions/ *Vocational Education

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readability of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

SUPPLEMENT TO HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

Tadlock Associates, Los Altos, Calif.


Pub Date 15 Apr 72 Note—50p.

EDRS Price MF—$0.65 HC—$3.29

Descriptors—College Programs/ *Community Colleges/ *Disadvantaged Youth/ Federal Aid/ *Handicapped/ *Program Evaluation/ Self Evaluation/ Staff Role/ Supplementary Reading Materials/ Vocational Development/ *Vocational Education

Identifiers—*Vocational Education Amendments of 1968
Suggestions for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and the handicapped at the community college level are provided in this supplement to a handbook on this topic. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide discusses these seven topics: (1) Procedures for Evaluation, (2) Financial Resources, (3) Plant and Equipment Resources, (4) Library Resources and Other Instructional Facilities, (5) Instructions for the Chairman and Vice Chairman, (6) Instructions for Committee Members, and (7) Role of the District Staff. Two charts illustrate the text, one on attitude assessment and one on the interrelationships among special programs. This document is related to two others, available in this issue as VT 019 592 and VT 018 593. (AG)
A REPORT ON THE EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED AND DISADVANTAGED IN FOUR COMMUNITY COLLEGES.

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Community Colleges, Sacramento, Office of the Chancellor.

Pub Date 15 Apr 72 Note-41p.

Descriptors-Community Colleges/ Disadvantaged Youth/ Federal Aid/ handicap/ Models/ Operations Research/ Program Evaluation/ Self Evaluation/ Vocational Education

Identifiers-Vocational Education Amendments of 1969

This project was directed to the development of a self-evaluation model which would enable community colleges to evaluate their effectiveness in providing occupational education programs for the disadvantaged and handicapped that are funded under the Vocational Education Amendments of 1968. To accomplish their goal, the evaluation team made a series of visits to the campuses of four colleges, where questionnaires were used to obtain the necessary data. At the conclusion of each visit, team members met in taped sessions to review their findings. Some of those major findings include: (1) Administrators were reluctant to allow first-line personnel to be interviewed outside of their presence, (2) Administrators tended to supply first-line personnel with acceptable answers, and (3) Similarities were found in the policies and procedures regarding programs for the disadvantaged at the participating colleges. Conclusions reached were: (1) The Office of Economic Opportunity needs to create a more specific definition of the term, disadvantaged, (2) Programs which serve the disadvantaged are virtually nonexistent, (3) The development of existing programs was done in absence of minority input, and (4) Community input regarding decisions consists of after the fact information. A handbook and supplement resulting from the project are available as VT 018 583 and VT 018 595, respectively, in this issue. (SY)

TWO MILLION WITHOUT SKILLS.

Tapman, Muriel Shay

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Feb 72 Note-59p.

Descriptors-Educational Needs/ Educational Opportunities/ Federal Laws/ Government Role/ Handicapped Children/ Handicapped Students/ Interagency Coordination/ Skill Development/ Vocational Education

Identifiers-Education of the Handicapped Act/ Education Professions Development Act/ Vocational Education Amendments of 1968
Nearly 2 million handicapped children will be leaving school by 1977 without skills necessary for productive participation in society. This paper considers some of the problems which have arisen in implementing a commitment to vocational education for the handicapped, and reviews the relevant Federal laws. The discussion of the laws points out questions which must be answered before the Federal commitment to vocational education for the handicapped can be considered entirely successful. The overall conclusion is that a communications gap exists within the agencies responsible for implementation of the legislation.

Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs.
Pub Date 73 Note-161p.
EDRS Price MF-$0.65 HC-$6.50
Descriptors--Disadvantaged Groups/ Educational Innovation/ Goal Orientation/ Handicapped/ Program Administration/ Program Effectiveness/ Program Evaluation/ Resource Materials/ State Programs/ Tables (Data)/ Technical Education/ Vocational Development/ Vocational Education
Identifiers--Wisconsin

This study assesses the programs and services offered to persons with special needs in Wisconsin, focusing on their appropriateness and availability. Its overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs in this area, including an evaluation of possible strengths and weaknesses, (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin, and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in the 1968 Vocational Education Amendments. Specifically, the objectives of this study include: (1) an evaluation of program effectiveness in meeting educational goals in this area, (2) a determination of the degree to which vocational programs serve the disadvantaged and handicapped, (3) a description of the administrative structure and delivery system for these services, (4) an identification of program output, and (5) the highlighting of several ongoing projects.

Author/AG
PROJECT VITALITY; PHASE III. A PROGRAM FOR THE HANDICAPPED.
Santa Ana Unified School District, Calif.
Pub Date 72 Note-76p:
EDPS Price MF-10.65 HC-$3.29
Descriptors-Educational Programs/ *Exceptional Child Education/ *Handicapped Children/ *Program Descriptions/ *Skill Development/ *Vocational Education
The 1972-73 school year Project VITALITY is described to provide coordinated work study career development for students in grades seven through 12 or equivalent ages who are legally assigned to the special programs, students in the Teen Mothers program, and those students dismissed from the educable mentally retarded program after August 1, 1969. An equal number of academically handicapped students are projected to participate and be supported by District funds. All of the students are diagnosed as handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work. Activities are described to include skill training of students in various occupational areas, including health, industrial, business, community homemaking jobs, maintenance, custodial, food services, laundry helper, gardening and nursery work, horseshoeing, animal care, day care and nursery schools, auto repair and service. Learning activity packages are said to be developed to provide specified skill training for students. Some of the students participating are said to be from the inner city. (Author)
College System. The general project objectives reported on were: (1) to determine the potential number of disadvantaged and handicapped students by college region; (2) to identify means for providing special programs serving these students; (3) to examine the number of these students now being served in different types of specialized instructional offerings; (4) to identify state, federal, and other programs that are potential sources of support; and (5) to make recommendations on a plan that would include referral of students, provision of instructional materials, and training of needed personnel. The project's work schedule consisted of reviewing pertinent literature, contacting appropriate state and federal agencies regarding legislation and programs, examining available statistical information collected by the 22 community college regions, and directly contacting and interviewing staff and clients of a 6-college sample. (AI)
A NATIONAL STUDY TO IDENTIFY OUTSTANDING PROGRAMS IN VOCATIONAL EDUCATION FOR HANDICAPPED AND DISADVANTAGED STUDENTS.

National Association of State Directors of Vocational Education.

Pub Date Nov 71
Note-210p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors-*Disadvantaged Youth/ Educational Programs/ *Handicapped Students/ National Surveys/ Program Administration/ Program Coordination/ Program Costs/ *Program Descriptions/ Program Evaluation/ *Vocational Education

This publication contains information gained from a survey of 49 states, the District of Columbia, and Puerto Rico concerning programs for handicapped and disadvantaged students. Arranged alphabetically by state, 51 handicapped and 51 disadvantaged programs are described in terms of: (1) program objectives, (2) program funding, (3) student characteristics and recruitment methods, (4) staff characteristics, (5) vocational offerings, (6) program characteristics such as program length and time spent in formal instruction or laboratory or work experience, (7) program coordination, (8) materials and equipment needs, and (9) program evaluation and future plans. (SR)

VOCATIONAL EDUCATION AND THE PHYSICALLY HANDICAPPED--VOICES AND VIEWS.

Love, Don
Hoskins and Associates, South Pasadena, Calif.; Los Angeles City Coll., Calif.

Pub Date Jul 71
Note-128p.
EDRS Price MF-$0.65 HC Not Available from EDRS.

This report is an attempt to define the role of the junior/community college in providing vocational training for the physically handicapped. In identifying this role the report offers: (1) an in-depth discussion of the national concern of vocational education for the handicapped, (2) findings from a review of the existing
vocational education programs for the disabled, (3) an analysis of the handicapped population related to the junior college, (4) suggested solutions to problems, (5) labor market trends and needs, (6) program planning, (7) implementation and evaluation of supportive services such as counseling and guidance, and (8) future needs and program development. In outlining a course of action, the report categorizes the basic needs of handicapped students as medical, social, economic, and educational. (Author/JS)

FD056169 VT013818
ADMINISTRATORS' WORKSHOP FOR PROGRAM IMPLEMENTATION: VOCATIONAL EDUCATION OPPORTUNITIES FOR DISADVANTAGED AND HANDICAPPED PERSONS. FINAL REPORT.
Law, Gordon F.; Perkowski, Robert
-Putgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date May 71 Note-112p.; Presentation at a Conference (New Brunswick, N.J., April 26-27, 1971 and May 3-4, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Disadvantaged Groups/ Educational Needs/ Educational Opportunities/ Educational Strategies/ Federal Legislation/ *Guidelines/ *Handicapped/ *Program Development/ *Vocational Education/ Workshops

Eighty individuals attended a workshop which provided an opportunity to consider strategies and develop guidelines for improving and expanding vocational education opportunities for disadvantaged youth and adults. Presentations included in the document are: (1) "Handicapped and Disadvantaged Sections of Public Law 90-576" by John Wulic, (2) "Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation" by Barbara Kemp, (3) "Who Are the Disadvantaged?" by Alvin Vaughn, (4) "Who Are the Handicapped?" by William Kology, (5) "What Can Be Done for Disadvantaged and Handicapped Persons Through Public Education Agencies" by Frank A. Morretti. Included in the document are summary statements by group discussion leaders. (JS).

FD049367 ON VT012964
DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED. FINAL REPORT.
-Berryman, Doris L.
-New York Univ., N.Y. School of Education.
Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visits to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a 2-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and posttesting. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined. (GEB)

ED053515 EC033018

VOCATIONAL TRAINING: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71 Note-25p.
EDPS Price MF-$0.65 HC-$3.29
Descriptors-Annotated Bibliographies/ Bibliographies/ *Exceptional Child Education/ *Handicapped Children/ *Vocational Education/ *Vocational Rehabilitation

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 38 references dealing with vocational education and vocational rehabilitation, including such topics as prevocational preparation, work-study programs, sheltered workshops, job placement, and others. Entries, which include texts, journal articles, curriculum guides, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KV)
VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED.

MONOGRAPH SERIES NO. 1.

Eberle, Fred W.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Pub Date 71 Note-15p.; An Address to the National Association of State Directors of Vocational Education, at the Annual Convention of American Vocational Association (64th, New Orleans, Louisiana, December 5, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Disadvantaged Groups/ Educational Accountability/ *Educational Needs/ Educational Problems/ *Handicapped/ Speeches/ *State Programs/ *Vocational Education

Identifiers-Vocational Maturity/ *West Virginia

Vocational education for the disadvantaged and the handicapped in West Virginia at the local level needs specific teacher training programs at the college level, clear definitions and procedures for applying criteria that identify disadvantaged groups, and reorganization into integrated curriculums to avoid scheduling problems. The problems of funding, accountability, and staff development are being solved by the project method, which requires clearly measurable program goals and behavioral objectives. Identification of a specific local target population, local administrative involvement, and development of a descriptive operational model are included in this statewide approach to vocational education planning. (AG)

ED2057012  BG040644

COMPREHENSIVE VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS.

Gary, A. L.

Hamilton County Dept. of Education, Chattanooga, Tenn.


Pub Date 71 Note-10p.; Paper presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Educable Mentally Handicapped/ *Exceptional Child Education/ *Guidelines/ *Handicapped Children/ *Mentally Handicapped/ Program Development/ *Vocational Education

Discussed are guidelines for vocational program development for handicapped students. The author rejects the norm-referenced system that compares individual performance to group performance and advocates the criterion-referenced system that is based upon mastery of specific skills. A vocational program's effectiveness is then related to five considerations: individual differences, which the
author states are not accounted for in norm-referenced tests; instructional objectives, which are said to communicate teacher expectations to the learner; test construction, which the author states needs to stem from the instructional objectives; remediation, which can follow a student's incomplete mastery of a skill without traditional failure; and social consequences, which are said to be fostered by criterion-referenced systems. A joint vocational/academic program is then described that incorporates the discussed format. The students are designated as educable mentally handicapped and are participating in the vocational education program that has the terminal goal of job placement. The students eventually are placed in local businesses and may return to vocational school for additional training. Results indicate that the program is effective. (CB)

FD056176 VT013951
VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS. HANDBOOK FOR PROGRAM IMPLEMENTATION.
Young, Earl R.; And Others
Office of Education (DHEW), Washington, D.C.
Report No.-67-75096
Pub Date 71 Note-99p.
EDPS Price MF-$0.65 HC-$3.29
Descriptors-Community Involvement/ *Guides/ *Handicapped/ Instructional Materials/ Interagency Cooperation/ Professional Personnel/ Program Administration/ *Program Development/ Rural Education/ *Vocational Education/ *Vocational Rehabilitation/ Voluntary Agencies
Identifiers-Vocational Education Amendments of 1968
To provide vocational educators with reliable information about the handicapped and suggestions for implementing services according to the Vocational Education Amendments of 1968, ideas were developed during a 2-day national conference attended by 200 educators and rehabilitation specialists, and were refined during nine regional clinics. Using these suggestions, this document strives to answer specific questions of program implementation, using model programs when possible, so that administrators at the local level can choose and implement according to need. The information is presented in these sections: (1) Who are the handicapped? (2) Organizing for Cooperation: Interagency Involvement, (3) Services Available from Vocational Rehabilitation, (4) A Model for Statewide Cooperative Agreement, (5) Programs and Services, (6) Providing Services in Rural Areas, (7) Community Involvement in Vocational Educational Services for the Handicapped, (8) Considerations in Planning Vocational Education for the Hearing, Visually, and Physically Impaired, (9) Personnel, (10) Some Suggested Sources of Teaching Materials and Assistance, and (11) Vocational Education Amendments of 1968: Sections Related to the Handicapped. (SB)
VOCATIONAL PREPARATION: SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED.
Walden, S. Bernice; And Others
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Pub Date Oct 70. Note-151p.
EDRS Price MF-$0.69 SC-$6.58
Descriptors-*Curriculum Guides/ *Exceptional Child Education/ Job Skills/ *Mentally Handicapped/ Teaching Guides/ *Vocational Education/ Wages/ Work Attitudes

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included.

(ED)
A follow-up study of audito"arily, visually, and orthopedically handicapped pupils in Cincinnati. Final report.

Prisuta, Richard
Spons Agency-Cincinnati Board of Education, Ohio.
Pub Date Sep 70 Note-137p.
FEDS Price MF-$0.65 HC-$6.58
Descriptors-Aurally Handicapped/ *Exceptional Child Research/ *Followup Studies/ *Handicapped/ Interviews/ Manpower Development/ Physically Handicapped/ Public Education/ Visually Handicapped/ *Vocational Education
Identifiers-Ohio
A followup study of aurally, visually, and physically handicapped graduates of the Cincinnati Public Schools was investigated for use in future educational planning for handicapped children. A random selection of 24 aurally handicapped, 15 visually handicapped and 34 physically handicapped graduates were interviewed. Twenty nine of the group met the criteria of being employed with a measurable wage and employers of all 29 subjects were interviewed. Findings were indicated by the researchers to show that the majority of the handicapped pupils were capable of successful occupational adjustment to unskilled and semiskilled jobs; however, impractical school experiences were not marketable enough to provide economic stability. Recommendations were made that the administration should assume more responsibility for the occupational placement of disabled pupils; the scope of the pre-vocational training program should be expanded to meet the changing labor market demands; and specific program objectives which pair specific skills with specific job opportunities based on employment situations of former pupils should be created. (CD)
years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ED052369 VT013591
A NATIONAL EFFORT FOR THE PHYSICALLY HANDICAPPED.
President's Task Force on the Physically Handicapped, Washington, D.C.
Pub Date Jul 70 Note-41p.
EDPS Price MF-$0.65 HC-$3.29
Descriptors-Community Role/ *Educational Needs/ Government Role/ *Manpower Development/ *Physically Handicapped/ Program Effectiveness/ Program Evaluation/ *Program Improvement/ *Reports

The mission of this Task Force was to review what the public and private sectors are now doing for physically handicapped Americans and to recommend what might be done to improve services and programs. Specifically, the Task Force was to provide an overview of problems faced by handicapped people in order to determine how best to assist them in achieving maximum independence, security, and dignity. To accomplish this mission the Task Force was to: (1) consider the effectiveness of existing programs, (2) recommend methods for improving the quality of services and the coordination of these programs, (3) propose ways for increasing community awareness and action in the interest of the handicapped, and (4) develop recommendations for legislation or executive governmental action, and suggest how private and voluntary groups could pursue more effectively their efforts to aid the handicapped. The findings and recommendations of this Task Force are presented in this document. (Author/SH)
Recognizing a need for improvement in their vocational education offerings, the administration of the program for the deaf appointed a study team representing backgrounds including education of the deaf, manpower research, public administration, and occupational analysis. This report presents their specific analysis and recommendations for a comprehensive plan for career education which will lead to higher and more diversified employment for the deaf. The plan calls for guidance and exploratory opportunities and puts heavy emphasis on the student's choice of a career field. It integrates "academic" and "vocational" courses and individualizes the program. Reports based on an extensive analysis of both educational opportunities and labor market conditions are included in the report. (GEB)
A guide for the development and installation of occupational training programs and services for disadvantaged and handicapped persons.

Anderson, Del

Pub Date May 70 Note-43p.
EDRS Price MF-$0.65 HC-$1.29
Descriptors-*Culturally Disadvantaged/ *Handicapped/ Organization/ Program Administration/ *Program Design/ Program Development/ *Program Guides/ *Vocational Education

This report describes the procedures necessary to develop a vocational education program to prepare the physically handicapped and culturally disadvantaged for entry level jobs and responsible citizenship. The 2-part model program includes a regular vocational program with supportive services for handicapped and disadvantaged students, and a separate program for those who cannot compete in the regular program even with supportive services. The separate program provides for entry into either a work-experience program or a regular vocational program after learning the basic knowledge and skills for an occupational cluster. In addition to describing administration and organization, the report discusses special qualifications required for faculty, curriculum, and facilities. (RH)
Fifteen reviews of conference reports, research and demonstration projects, and surveys pertain to the need for and applicability of vocational education for the disadvantaged in general, and specifically for disadvantaged adults and youth, and the handicapped. "Plain Talk," a continuing column by the editor, discusses the need for vocational educators to achieve a greater degree of cooperative organization in research and research utilization. A bibliography provides information on the availability of studies reported in this issue and 36 additional studies. A previous review of research on disadvantaged youth is available as ED 030 749. (CH)
IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 FOR THE DISADVANTAGED OR HANICAPPED. SUGGESTED UTILIZATION OF RESOURCES AND GUIDELINES FOR EXPENDITURES (SURGE).

Office of Education (OHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Feb 70 Note-19p.

FDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Groups/ Educational Finance/ Expenditures
*Federal Legislation/ *Handicapped/ Leadership Responsibility/
*Program Administration/ Program Development/ Services/ *Vocational Education

Identifiers—*Vocational Education Amendments Of 1969

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

PAID DOMESTIC WORK FOR THE TRAINABLE RETARDED GIRL: A PILOT PROJECT.

OVERS, Robert P.; And Others
Curative Workshop of Milwaukee, Wis. Research Dept.

Pub Date Feb 70 Note-110p.

Available from—Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 ($2.00)

FDRS Price MF-$0.65 HC-$6.58

Descriptors—*Domestics/ *Exceptional Child Research/ Females/ Homemaking Skills/ Job Skills/ Job Training/ Maids/ *Pilot Projects/ Project Training Methods/ *Trainable Mentally Handicapped/ *Vocational Education/ Work Experience Programs

A pilot project of the Curative Workshop of Milwaukee which provided domestic work training for four trainable mentally retarded girls is described. School psychologists' reports of the four adolescent trainees are included, and recommendations for future programming are noted. Evaluation data reflect the girls' performance, amount of supervision, job satisfaction, relationship to employer and supervisor, motivation, and interpersonal competence. Almost half of the report consists of a selected annotated bibliography and a list of references relating to the education, training and placement of the mentally retarded. The appendixes present household job task descriptions, safety skills check lists, related inventories of visual and auditory skills, and the project evaluation form. (RD)
The general goal of this summer program, funded under Title I, Elementary and Secondary Education Act, was to provide an instructional-vocational program which would meet the needs of handicapped students. Specifically, the program set out to: (a) provide experiences in shop areas which will provide in manipulation of materials and contribute to growth in motor control and manual dexterity; (b) provide experiences in group interaction in shops and opportunities for following through on individual and group projects which will contribute to growth in self-direction; and, (c) provide opportunities for success and achievement in exploration of new media, materials, and equipment. The evaluation was performed by a collection of information from parents, teachers, and students, and by observations by evaluation staff members of shop settings and activities. Teachers rated students at two intervals in the program, once on the seventeenth of July and again on August thirteenth. Students who were able to write filled out questionnaires. The others were interviewed by project staff members. Parents also filled out questionnaires. Teachers responded to a questionnaire at the termination of the program. (Author/JM)
Identifiers—*Elementary Secondary Education Act Title I/ ESEA Title I/ New York City

The 1970 Summer Program for Mentally Retarded Young Adults Occupational Training Centers program, funded under Title I of the 1965 Elementary Secondary Education Act, was designed to serve the summer educational, prevocational, and social needs of approximately 170 retarded adolescents and young adults. The general objectives of the project were to meet the following needs of the enrolled retarded young people: (1) to improve self-image through activities to promote socialization skills; (2) to develop leisure time skills and independence; (3) for training in the use of community resources; (4) for travel training; (5) to improve employability potential through work experiences; (6) to orient new students to the Occupational Training Centers; (7) to provide vocational and personal guidance; and, (8) to improve physical fitness. In order to evaluate the degree to which these objectives were met, repeated site visits were made to the two Summer Occupational Training Centers. It was found that the two centers had quite different approaches to meeting the objectives: whereas one center used a carefully preplanned and highly structured program featuring "tracking," the other used a less structured, more flexible, and in certain respects, more creative program. (Authors/DM)

ED053290 VT013024
Wall, Paul C.
Pub Date 70 Note-00p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Educational Needs/ Educational Opportunities/ *Employment Opportunities/ Feasibility Studies/ *Physically Handicapped/ Program Costs/ Program Development/ *Student Needs/ Surveys/ *Technical Education/ *Vocational Education

Using data gathered from 15 local agencies, this study sought to identify the number of physically handicapped individuals who could benefit from educational experiences in existing technical and occupational programs in the city colleges of Chicago. Answers were sought to questions such as the following: (1) What are the categories of disabilities of the handicapped individuals of the metropolitan area of Chicago? (2) Which types of academic, technical and occupational training are appropriate to each category of handicapped individuals? (3) What areas and levels of employment are available for the handicapped individual and in what quantity? and (4) What are the
cost factors involved in initiating and operating such programs? A major finding of this study is that the handicapped students who are receiving educational opportunities at the 4-year universities are pursuing baccalaureate degrees, and many who could benefit from technical and occupational programs are not provided the opportunity. New programs are needed to provide vocational and technical education to this group of students. (Author/JS)

FD048644 FC031748
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date 70 Note-30p.
FDRS Price MF-$0.65 HC-$1.29
Descriptors-Employment Experience/ Employment Potential/ *Exceptional Child Education/ *Followup Studies/ *Handicapped Children/ *Inservice Teacher Education/ Public Schools/ Special Education Teachers/ *Vocational Education/ Workshops
Identifiers-Ohio

An evaluation report of a workshop conducted by the Office of Research, University of Pittsburgh (May 18-21, 1970) for vocational and special education teachers in the Cincinnati Public Schools is presented. Summary of the workshop, objectives, consultations, inservice workshops, and evaluations by participants and staff are enumerated. Such concerns as a need for more instruction in the use of media, better advance information, workshops of longer duration, and involvement of more non-teaching personnel from related fields were emphasized in the evaluation. As part of the plan for improved capability of the Cincinnati Public Schools to educate the handicapped children, an analysis of the incidence of employment, type of employment, income range, and employer attitude was also conducted. Pupils involved in the study were considered as finished products of the special programs. Introductory and summary parts of the study are included in the report. Persons wanting a copy of the full study are requested to contact Dr. Paul Miller, Superintendent, Cincinnati Public Schools. (CD)
DEVELOPING ADAPTIVE BEHAVIOR AND WORK SKILLS IN SEVERELY RETARDED YOUNG ADULTS.

Penning, Jerome M.; McBee, Edwin D.
California State Dept. of Mental Hygiene, Sacramento.; Pacific State Hospital, Pomona, Calif.

Sponsor Agency-California Coordinating Unit for Occupational Research and Development, Sacramento.

Note-10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors--Behavior Change/ Behavior Development/ Behavior Patterns/ Conduct/ Demonstration Projects/ Interpersonal Competence/ Job Training/ Mentally Handicapped/ Mental Retardation/ Reinforcers/ Self Esteem/ Sheltered Workshops/ Skill Development/ Social Behavior/ Vocational Education

The Pacific State Hospital conducted a demonstration experiment with 12 severely and profoundly mentally retarded male adolescents, which concentrated on modifying disruptive, bothersome behaviors while developing basic work skills required for daily activity in sheltered workshops. The experiment provided an integrated program for an entire day, utilizing the concept that skills would transfer from a hospital environment to a community environment. The same daily schedule, work skills, and social behaviors sought during the project occurred in sheltered workshops in the community. The concept of work and reward were utilized as behavior modifiers. Performance evaluations indicated success in achieving the objectives, and clinical observations indicated growth in the students' self-esteem and social awareness, but their adaptive behavior was still unacceptable for community standards. One of the problems was that their behavior deteriorated unless very structured rewarding circumstances were present. The program has been continued with a token economy being substituted for the tangible rewards, and an hour interval now occurs before reinforcement is given. The efficacy in providing a vocationally oriented program for severely retarded adolescents was demonstrated. (SR)
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