This collection of ERIC documents is designed to identify useful resources for anyone working with problems of violence or vandalism in an educational setting. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: issues and trends in school violence; methods for coping with violence such as student cooperation, special projects, public relations, and parent education; the Safe Schools Act; and the role of the counselor. Additionally, descriptions of exemplary programs and services specifically designed to deal with school violence are provided. (HLM)
VIOLENCE IN THE SCHOOLS

Carol K. Jaslow

Relevant Resources in High Interest Areas
VIOLENCE IN THE SCHOOLS

Carol K. Jaslow

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through May 1978

The work presented herein was performed pursuant to a contract from the
National Institute of Education
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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1978
INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights—computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling
Career Resource Centers
Counseling the Exceptional: Handicapped and Gifted
Violence in the Schools
Career Development: Programs and Practices
Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS
VIOLENCE IN THE SCHOOLS
Carol K. Jaslow

A growing issue over the past decade, school violence has now become a distressing national concern. The threat of bodily harm to teachers and students alike has brought about further deterioration in already-troubled school systems, particularly large urban ones unable to retain stable student bodies or teaching staffs (ED 082 363). In New York City alone, there are over 2,000 teaching positions going begging despite the surplus of available candidates. A look at recent literature in the area will help to clarify some of the issues and trends, school and community attempts at coping, and effects on society.

Issues and Trends

Over the past decade pervasive social violence has found its way down into the elementary schools where it remained largely ignored until the mid 1970's. The signs of unrest prevalent first on university campuses and later in high schools were rarely considered to be of immediate concern to elementary schools even though no other institution, with the possible exception of the family, has greater potential impact on the young (EJ 012 929). Just as parents often ascribe misbehavior in young children to a "phase," so were elementary schools prone to ignore early warning signs, hoping that the problem might go away. Early delinquency does not "go away"; it must be acted upon early, before it becomes chronic. Early delinquency, left untreated, not only becomes...
an entrenched pattern of behavior but lasts longer than at later onset (ED 105 325).

General social unrest was exacerbated by attempts at racial integration in the schools—particularly during the late '60's when most such integration took place at the high school level. Students coming from long-standing segregated communities and/or schools were ill-equipped to deal with immediate integration. Tension and violence resulted. Earlier integration, at the elementary level, was advocated to help reduce tensions between the races to make the system work more smoothly (EJ 012 929). Since integration affects not only students but teachers as well, the need for inservice training programs to sensitize teachers to potential problem areas was early recognized and advocated (EJ 022 048).

**Coping**

With increasing problems of both school violence and vandalism, following in large measure from early integration efforts, schools began allocating funds for expensive equipment designed to prevent vandalism/violence or, barring that, at least to reduce their impact (EJ 040 290, 065 990, 072 976). However, it was recognized that such equipment treated the symptoms and not the cause, and that people were at the heart of the matter.

The violent children often came from homes which, themselves, were violent so that violence was perceived as an acceptable behavior. Parent counseling, focusing on eliminating physical aggression and abuse in the home, was seen as one way to reduce violence-prone behavior among students (EJ 043 671). Families were urged to express their aggression...
and frustration verbally rather than physically, thereby serving as more positive role models for their children (EJ 092 506).

Several early techniques for attempting to work with juvenile repeat offenders included reinforcement and role-reversal. The SCORE (Street Corner Offense Reduction Experiment) project, for example, was a low-cost system designed for use with street corner boys in New York City and Cambridge, MA. Based on the theory that behavior is controlled by its consequences, SCORE workers utilized a series of prestige rewards—money, clothes, a ride in a Cadillac—to promote appropriate behavior. The project was also successful in reducing street crime in the area by turning over to the boys themselves the job of crime reduction (ED 012 286).

Because it was recognized that school "incidents" often made front-page headlines in which any distortions could spark community anger, school public relations personnel gave particular emphasis to working with both the news media and the police so that incidents would be reported accurately and without bias (EJ 137 969).

Involving parents in the problem of school violence provided another source of support for trouble-prone youngsters. Parent education programs, offered by many schools through their counseling programs, focused on such areas as (1) how to relate to children to reduce their hostility; (2) how to respond to children so that they develop a positive self-concept; (3) how to promote self-disciplining, self-regulating behavior; and (4) how to reduce destructive coping mechanisms such as lying, cheating, fighting and drug abuse (ED 108 334).
Effects on Society

While the effects of school violence on immediate educational environments are obvious, effects on the larger society may be harder to discern. As early as 1972, school violence was viewed as sufficiently severe and widespread to warrant Federal intervention. The Safe Schools Act was passed to provide financial assistance for the development and implementation of locally approved school security plans, and generally involved hiring personnel specifically trained in crime control, and purchasing of anti-vandalism equipment (ED 063 427). A 1973 bill sought further improvement in school security through the developing and testing of techniques to reduce crime (ED 090 688).

Due to the enormity of the problem and the resources required for trying to solve it, the Federal government became further involved through sponsorship of studies and subsequent reports, and legislation. A 1972 report sought to determine the effects on the nation of there being a substantial portion of the population inadequately educated. The research revealed a self-perpetuating, vicious cycle: A low educational level leads to reduced earning potential which, in turn, leads to low (or no) taxes paid for government services while, at the same time, the government must make welfare payments. People with limited job opportunities often express their discontent with the social order by turning to violence and/or crime, in and out of school (ED 064 437).
Implications for Counselors

As always, counselors need to be aware of the environments in their schools and how their students interact with those environments. They need to be alert to students with a history of violence and to those who are physically aggressive.

Counselors should take the initiative in their schools to learn about the Federal legislation and funding relative to prevention and/or reduction of school violence. They need to develop special counseling programs not only for students who need to redirect their aggressions but for their parents as well. Counselors must take the initiative in establishing public relations programs between their schools and both police and the news media. Such programs would encourage an ongoing and positive relationship between the police and the students, and would, when necessary, encourage more unbiased handling and reporting of "incidents."

Recognizing that the schools cannot accept full responsibility for alleviating the problem of school violence, counselors need to involve themselves in social change through political reform in efforts to improve the environments which contribute to the development of young people.

By working on several fronts--awareness of school climates; development of special counseling programs for students, parents and community publics; and social action--counselors can do much to reduce the incidence of violence in their schools.
Summary

Violence is a painful phenomenon which has gripped American schools with increasing intensity in the past decade. Its causes are complex and multifaceted, reflecting, in part, effects of urban decay and unemployment, weakening family influence, school integration, and the education/employment cycle. Responses to the problem have come from the schools themselves and from the Federal government through grants of assistance for staff training and for purchase of security equipment. Solutions to the problem must reach beyond the school, and society must consider measures relative to welfare reform, unemployment, housing, health, and security (ED 128 513).
prior to the actual beginning of a program can prove of value to an administrator in shaping the program and explaining and defending it to boards and funding bodies. Evaluation methods are discussed. (Author/MS)

Descriptors: *Rape/ *Counseling Programs/ *Program Development/ *Program Evaluation/ *Evaluation Methods

level. Myths which may block awareness of this widespread problem are briefly described. Particular attention is given to the inadequacy of the catharsis hypothesis in explaining and treating marital violence. (Author)


An Alternative Model for the Treatment of Sex Offenders

An Alternative Model for the Treatment of Sex Offenders (PASO) program which attempts to provide a treatment alternative to incarceration for sex offenders. (Author)

Descriptors: *Correctional Rehabilitation/ *Rehabilitation Programs/ Program Descriptions/ Counseling Programs/ Rape/ Socially Deviant Behavior/ Prisoners.

Identifiers: *Sex Counseling/ *Positive Approaches For Sex Offenders/ PASO

Vandalism and Violence in School and Society

Brickman, William W.

Identifiers: *Analytical Grief Process

From the analytic grief framework one can formulate a philosophy related to counseling the rape victim or the woman facing unwanted pregnancy. This article describes such a philosophical orientation and the counseling interventions which emerge from it. (Author)

Descriptors: *Rape/ *Pregnancy/ *Females/ *Psychotherapy/ *Counseling/ *Mothers/ Program Descriptions/ Psychological Services/ Prenatal Influences/ Adjustment Problems/ Intervention

Identifiers: *Analytical Grief Process
As boys and girls develop individual physical skills and learn in games and sports how to compete with one another playfully, they will be on the way toward learning to relate constructively in marriage, business, professions, and politics.

Descriptors: *Interpersonal Relationship/ *Athletic Programs/ *Coeducation/ *Aggression/ *Women's Athletics/ *Psychological Patterns/ Counseling/ Physical Education/ Rape/ Hostility

Schools must devise the means of preventing school violence and crime and of immediately dealing with incidents when they do occur. The school public relations director should check the accuracy of reported violence and should maintain good relations with the police and the news media. (DS)

Descriptors: *Public Relations/ *Violence/ *Information Dissemination/ *School Community Relationship/ Police School Relationship/ Crime/ Public Schools/ News Media/ Elementary Secondary Education

Identifiers: *Public Relations Directors

The Metamorphosis of Lee High School

Schreck, Robert; And Others

Urban Education, 10, 2, 198-211 Jul 75

Describes the successful efforts, it is stated, of one high school in reducing the incidence of intergroup conflict: the school, consisting of approximately 1800 students with large segments of blacks, Puerto Ricans, Italian Americans, and Jews, was plagued in 1968 by major outbreaks of intergroup violence. (Author/UM)

Descriptors: *High Schools/ *Intergroup Relations/ *Organizational Change/ *Conflict Resolution/ *Case Studies/ Violence/ School Community Relationship/ School Administration/ Administrator Selection

Identifiers: Connecticut (New Haven)

America's faith in its schools is still strong, says this pulse-taker of public opinion. But to be worthy of this faith, schools must take measures to reinstate discipline in students' lives, which can be done only in cooperation with parents. (Editor)

Descriptors: *Public Schools/ *Parent School Relationship/ *Educational Problems/ *Discipline Policy/ *Crime/ Educational Attitudes/ School Community Relationship/ Ethical Instruction

Conflict and Violence in California Schools: The Need for New Answers

California School Boards, 33, 8, 17-30 Sep 74

Presents proposals and programs for dealing constructively with violence in the schools. Published by: California School Boards Association, 800 9th Street, Suite 201, Sacramento, California 95814. (Author)


Identifiers: Elementary Secondary Education

Superfly, The Mack, Black Youth, and Counselors

Hayes, Edward J.; And Others

School Counselor, 22, 3, 174-179 Jan 75

Focuses attention of counselors on the possible negative impact of blaxploitation films on self-concept development and aggressive behavior patterns of youth who view such films. Graduate-level counselor education curricula should include exposure to the possible effects that may accrue from current black films. (Author)

Diversion as an Alternative to Incarceration

Jasmine, Frank

Personnel and Guidance Journal, 53, 2, 140-141 Oct 74

It is time to develop a variety of alternatives to a system of incarceration that, for hundreds of years, has not worked. This article discusses the advantages of pretrial diversion programs which offer supportive services and job training rather than imprisonment. (Author/HMV)

Descriptors: *Rehabilitation/ Counseling/ *Crime/ *Counts/ Corrective Institutions/ Institutionalized (Persons)/ Delinquents/ Prisoners

Security: Detection, Emergency System, Guard Services

Nation's Schools and Colleges, 1, 3, 24-26, 30 Nov 74

Three short articles describe (respectively) a student security advisory council at one high school that involves students in security work, emergency telephone systems on two university campuses, and tips for hiring security guards for colleges. (Author/DN)

Descriptors: *Student Participation/ *School Safety/ *Security/ *Police Costs/ *Telecommunication/ Colleges/ Crime/ Vandalism/ *High Schools/ Police

Rape Victim Counseling: The Legal Process

Burgess, Ann Wolbert; Holstrom, Lynda Lytle

Journal of the NAWDAC, 38, 1, 24-31 Feb 74

This paper focuses on the counseling framework developed for the Victim Counseling Program for post-rape victims, the steps in the judicial process, reactions of victims to court, and victim counseling techniques during the court process. Presented at NAWDAC Conference, Chicago, April, 1974. (Author/PC)

Descriptors: *Females/ *Counseling/ *Legal Aid/ *Crisis Therapy/ Counseling Theories/ Violence/ Crime

Identifiers: *Rape

If You and Your Board Can Handle a Crisis Like This District's, You Probably Can Handle Anything

Martin, David L.

American School Board Journal, 161, 5, 23-27 May 74

Describes in detail how one school board dealt with the problems of a school sex scandal, and offers nine pieces of advice for administrators who might find themselves confronted with a similar crisis situation. (WM)

Descriptors: *Administrator Guides/ *Socially Deviant/ *Teacher Dismissal/ *Board of Education Role/ 

*Teacher Behavior/ Crime/ Legal Problems/ Elementary Schools

Identifiers: Illinois/ *Gurnee

Leveling, Civility, and Violence in the Family

Straus, Murray A.

Journal of Marriage and the Family, 36, 1, 13-28 Feb 74

The factual basis for therapy and family advice urging "leveling" in the sense of giving free expression to aggressive feelings is reviewed and results presented of a study which tested the hypothesis that verbal aggression is a substitute for physical aggression. Presented at National Council on Family Relations, 1973. (Author)

Descriptors: *Aggression/ *Hostility/ *Verbal Communication/ *Marriage Counseling/ *Marital Instability/ Interpersonal Relationship/ Family Relationship/ Behavioral Science Research

Gang Violence Makes an Ugly Comeback on the School Scene


Descriptors: *Delinquency/ *Delinquency Prevention/ *Juvenile Gangs/ *Public Schools/ Urban Schools/ *Violence
Crime Control in Public Schools: Space Age Solutions
McGowan, William N.
NASSP Bulletin, 57, 372, 43-8 Apr 73
Space age technology is providing techniques for attacking problems of crime control in schools and provides help in developing programs to improve instruction and facilitate learning. (Editor/CB)
Descriptors: Attendance/ Automation/ *Crime/ *Electronic Control/ Equipment Utilization/ *Prevention/ *Public Schools/ Scheduling/ *School Vandalism/ Technology

Group Counseling for Offenders
Pew, Miriam L.; And Others
Social Work, 18, 1, 74-79 Jan 73
A community-based group counseling program for offenders in St. Paul, Minnesota, has had promising results—both in rehabilitation and crime prevention. (Author)
Descriptors: *Behavior Change/ Correctional Education/ *Correctional Rehabilitation/ *Crime/ *Group Counseling/ Group Dynamics/ Group Therapy/ *Rehabilitation Counseling/ *Social Work

Technology vs the Academic Book Thief
American School and University, 45, 2, 25-35 Oct 72
Three case studies describe successful installations of three leading book security manufacturers. Reports on a 92 percent book loss cut at West Leyden High School, Northlake, Illinois; a substantial savings and a loss cut at the Charles Stewart Matt Library, Flint, Michigan; and a 75 percent loss cut at Chabot College, Hayward, California. (EA)
Descriptors: *Book Thefts/ Case Studies/ College Libraries/ *Crime/ High Schools/ *Library Equipment/ Library Expenditures / *School Libraries/ *Technological Advancement

Violence Whitewashed
Times (London) Educational Supplement, 2942, 6 Oct 871
Descriptors: *Problem Solving/ *Secondary Schools/ *Violence

Violence Begins at Home. The Parents’ Center Project for the Study and Prevention of Child Abuse
Galdston, Richard
Journal of Child Psychiatry, 10, 2, 336-350 Apr 71
Describes a project in operation for over two years which offers protective intervention for children and group meetings from parents. Suggests the creation of a number of centers to help vulnerable parents of preschool children in an effort to interrupt the circular spread of violence as a family phenomenon. (WY)
Descriptors: Agencies/ *Child Abuse/ *Child Care Centers/ Fear/ *Intervention/ *Parent Counseling/ Psychomotor Skills/ Sexuality/ *Violence
Identifiers: Parents Center Project

Dissident Students
Ohlsen, Merle M.
Contemporary Education, 42, 4, 157-63 Feb 71
Descriptors: *Antisocial Behavior/ *College Students/ Educational Counseling/ Family Ro”/ Guidance Counseling/ *High School Students/ *Parent Role, *Socially Deviant Behavior / *Student Behavior/ Student Problem: Violence

Reactions to the Reasonable Exercise of Authority
Ackerly, Robert L.
NASSP Bulletin, 55, 352, 1-12 Feb ‘71
Descriptors: Administrator Role/ Behavior Standards/ *Court Litigation/ Drug Abuse/ *Power Structure/ *Principals/ *Secondary Schools/ Student Reaction/ *Violence

A Study of Intercultural Conflict
Wittes, Glorianne; Wittes, Simon
Amer Educ, 6, 5, 7-10 Jun ’70
Racially integrated secondary schools that draw their students from segregated communities are breeding grounds for tension and violence. To prevent such a situation, integration at the elementary level and in-service training for teachers are two steps that should be taken. (OK)
Although the disinvestment approach would result in much higher losses in urban property values. Since 1971, the Congress and the American people, however, have been giving tacit approval to the latter approach. [Author/GC]

Descriptors: Blacks; City Planning; Community Health; Crime / Elementary Secondary Education; Employment Opportunities; Housing Opportunities; Inner City; Metropolitan Areas; Neighborhood Improvement; Population Trends; Public Schools; Transportation; Urban Areas; Urban Education; Urban Renewal; Urban Schools; Urban to Suburban Migration

ED148919 U0017548
United Federation of Teachers, New York, N.Y.
Aug 77 40p.; Part II containing confidential material has been removed
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This report presents an analysis of crimes committed in the elementary and secondary schools of New York. It is noted that the New York City school system had 3,136 staff related incidents in 989 schools during 1976-77. Analysis of the data also indicated that 414 schools reported no staff related incidents and that an additional 148 schools reported only 1 incident. Eighty-two schools had 10 or more incidents for a total of 1,359 incidents, nearly half the total. Fifty-two of these schools were high schools, with Brooklyn and the Bronx accounting for 33 of the 52. Victims were analyzed by sex and identified perpetrators were classified as students or non-students. In a six-week sample, there were 329 incidents in which 175 of the victims were female staff members and 154 were males; a higher percentage of males than the percentage in the staff population. Taking a 4-week sample with 206 incidents, 104 perpetrators were identified as students, while 92 were listed as non-students, including intruders, parents, and unknowns. Major problems related to school safety that are discussed are: (1) school personnel and the criminal justice system, (2) staff awareness, (3) size of security force, and (4) reporting of incidents. In order to solve the problem, a nineteen point program is suggested. Also included are samples of reported incidents and crime statistics in tabular form.

(Author/AM)

Descriptors: Crime; Data Analysis; Elementary Secondary Education; Employment Opportunities; Public Schools; Rape; School Environment; Students; Tables; Vandalism; Violence

Identifiers: New York (Bronx)/ New York (Brooklyn)/ New York (New York)/ New York (Queens)/ New York (Staten Island)
ED145178 CE012918
Project New Pride, Denver, Colorado. An Exemplary Project. 
Blew, Carol Holliday; And Others
Jul 77 153p.
Sponsoring Agency: National Inst. of Law Enforcement and 
Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Contract No.: J-LEAA-050-76
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Project New Pride, a positive approach for dealing with 
juvenile delinquents with lengthy criminal records and social 
adjustment problems, is described in this report. The 
introduction includes the following; a discussion of the 
problems of juvenile offenders and their present treatment; an 
overview of the project and its services, which include 
alternative schooling, correction of learning disabilities, 
vocational training, job placement, counseling, recreation, 
and cultural activities; and an overview of the six succeeding 
chapters, which are intended as a resource manual. These 
chapters explain the following: the development and 
organization of the project; referral, selection, and intake 
processes; operations; costs and results; evaluation 
guidelines; and replication issues. Appended are the 
alternative school curriculum materials, the curriculum design 
for the learning disabilities center, and the Denver High 
Impact Anti-Crime Program evaluation report. (BM) 
Descriptors: *Alternative Schools/ Correctional Education/ 
Counseling/ Crime/ Cultural Enrichment/ Delinquency/ 
*Delinquency Prevention/ Delinquent Identification/ 
*Delinquent Rehabilitation/ Guidelines/ Job Placement/ 
Learning Disabilities/ Program Descriptions/ *Program Development/ 
Recreational Activities/ *Rehabilitation Programs/ 
Socially Deviant Behavior/ Vocational Education/ *Youth/ 
Youth Programs
Identifiers: Colorado (Denver)

ED137574 CE010578
The National Council on Crime and Delinquency NewGate 
Herron, Rex; Muir, John
NewGate Resource Center, Hackensack, N.J.
1 Jan 74 94p.
Sponsoring Agency: Office of Economic Opportunity, 
Washington, D.C.
Grant No.: CEE-20045
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
The origin and development of Project NewGate are described 
from 1971-74. (The project presents a model program of higher 
education for incarcerated offenders, consisting of the 
in-prison phase, transitional phase, and release phase.) 
Specific project characteristics are discussed and include 
a 4-year academic program for prison inmates; an in-prison 
component which offers a full-time, fully accredited academic 
program; therapy; career, academic, and personal counseling 
services; a transitional phase (school release, school 
furlough, early parole) which enables the inside-program 
participant to transfer his program to the college campus 
intact with therapy and counseling services as well as full 
financial support; a release phase (parole or discharge) 
offering continued services and full or partial financial 
support as needed; and NewGate staff (director and 
counselors), who maintain a neutral administration concept 
separate from prison and university financial control. 
Evidence from the literature is offered as support for this 
type of correctional treatment approach. Other areas discussed 
are the growth of prison higher education programs and the 
ojectives of the NewGate Resource Center. A final section (21 
pages) discusses problems confronting the development of new 
programs based on the NewGate demonstration model and is 
titled "The NewGate Resource Center: Issues Faced by the 
NewGate Expert as Change Agent in the Replication of the 
NewGate Demonstration Programs." (TA) 
Descriptors: *Alternative Schools/ Correctional Education/ 
*Change Agents/ Change Programs/ *College Credits/ *Correctional Education/ 
*Correctional Rehabilitation/ Demonstration Programs/ 
Financial Support/ *Higher Education/ Interinstitutional 
Cooperation/ Post Secondary Education/ *Prisoners/ Program 
Descriptions/ *Program Development/ Rehabilitation Counseling 
Identifiers: Oregon

ED143750 U0017238
Disorder, Disruption and Violence in Public Education.
Kerber, Kerry A.
76 442p.; Order No. 76-26,145
Available from: University Microfilms, Dissertation Copies, 
P.O. Box 764, Ann Arbor, Mich. 48106
Document Not Available from EDRS. 
The central problem examined in this dissertation is the 
rapid increase in violence and disorder in American public 
schools. The extent and types of disorder are described and 
analyzed. School disorders have been divided into two broad 
categories: 1) school disorder relating to problems of 
illegodical conflict and dissent, and 2) school disorders 
related to violent and criminal offenses and disruptions. A 
detailed analysis of school disorders was undertaken. First, 
there was an examination of in-school causes. Secondly, an 
additional analysis of social, cultural, and community causes. 
Lastly, a number of short term and long-term strategies were 
suggested for alleviating the serious problems of violence 
occurring in public schools. Models suggested as basic 
categories were: 1) ideological (student boycott, walkout, 
strike, or picketing, and others), 2) violent and criminal 
ofenses (student-teacher physical confrontation or attack, 
riots and student fighting, vandalism, student abuse and use 
of drugs, and others). (Author/AB)
Descriptors: *Crime/ Doctoral Theses/ *Models/ *Public 
Schools/ *School Environment/ *School Vandalism/ *Violence
Identifiers: Oregon
Rape Crisis Counseling.

Hicks, Lou E.


EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Rape crisis counseling at the New Orleans Y.W.C.A. is provided, on a 24 hour basis by a staff of two professionals and 30 volunteers who counsel persons calling the rape crisis line. The caller's confidentiality is strictly maintained. In approximately 36% of the calls which involve crimes not reported to the police, callers are encouraged but never pressured to report the crime. Volunteer training procedures are briefly described, as are linkages with other agencies. 

Descriptors: Counseling Centers/ Counselor Training/ Crisis Therapy/ Program Descriptions/ Rape/ Role Playing/ Speeches/ Training Techniques/ Volunteer Training

Rape Crisis Center Training Manual.

Resnick, Jaquelyn L.; And Others

76 47p.

Available from: Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC $5.00, MF $2.00 order number JSAS MS. 1252, prepayment required)

Document Not Available from EDRS.

This manual is designed for training paraprofessional workers who answer rape-crisis telephone lines. Communication skills, the process of crisis resolution, and the specific body of knowledge relevant to rape victims are uniquely integrated in the training program. The training manual is meant to serve as a guideline for group leaders and as a workbook for trainees. A suggested reading list and a rape-crisis resource list are included. The format of the program is a brief but intensive training course, made up of seven modules, and requiring approximately 20 hours. The training combines a didactic and experiential approach to learning. It is anticipated that both professional psychologists and skilled lay persons will be able to use the manual to provide more systematic training to those seeking to help rape victims. 

Descriptors: Communication Skills/ Counseling Services/ Crime/ Crisis Therapy/ Females/ Manuals/ Nonprofessional Personnel/ Paraprofessional Personnel/ Rape/ Training/ Workshops

Identifiers: Telephone Counseling

A four-session training workshop was conducted by Columbia College for paraprofessionals who are or plan to be engaged in rape-crisis intervention counseling. Medical aspects and treatment of rape victims were discussed along with police procedures and reports required for subsequent legal action. Workshop participants were instructed in selected counseling procedures and were allowed to practice developing their own techniques during group interaction. The workshop concluded with a session that encouraged participants to focus on their own attitudes and values concerning rape. No significant attitude modifications were observed to have changed as an immediate measurable product of workshop attendance. Participants, in general, responded to survey items in a manner similar to the philosophy on rape expressed by the National Organization for Women. 

Descriptors: Counseling Services/ Crisis Therapy/ Females/ Intervention/ Methods/ Nonprofessional Personnel/ Paraprofessional Personnel/ Program Descriptions/ Rape/ Training/ Workshops
ED130035 CE008223
Exemplary Projects. A Program of the National Institute of Law Enforcement and Criminal Justice.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
76-21p.
Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00440-7, $0.60, minimum charge of $1.00 for each mail order)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Issued by the Exemplary Projects Program, this document systematically identifies 19 outstanding criminal justice programs throughout the country and verifies their achievements, with the goal of encouraging widespread use of advanced criminal justice practices. Details on the operating methods, budget, staffing, training requirements, potential problem areas, and measures of effectiveness are given for each program, along with evaluation methods which allow other localities to gauge their own success and shortcomings. Detailed criteria (used by the Office of Technology Transfer) for exemplary project selection and nomination procedures are appended. (WL)
Descriptors: *Community Service Programs/ Counseling Services/ Crime/ Criminal Law/ Justice/ Law Enforcement/ Police Action/ Program Descriptions/ Program Evaluation

ED128513 UD016280
Violence in the Schools and Public/School Policies.
Nemke, Eugenia
15 Dec 75 9p.; Speech made at the Annual Meeting of the Council for Educational Research and Development (December 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The issue of school violence as well as the various public polices and school policies which have an impact on several issues are addressed in this paper. These issues are school suspensions, the distinctions between youth and adult crime, the question of who is to blame for student actions, and which institutions and individuals should be held responsible for what takes place in schools. Youth crime in the schools is high and on the rise. The cost of this crime to the public schools is estimated to be about $600 million a year. While this side of the coin is presented, the series of court decisions and a number of reports which criticize the public schools for the way they handle disruptive students is given as well. These place added burdens on public school officials and fail to grapple with the inadequate resources and facilities of the public schools, especially in a period of an economic crunch. Another aspect of the problem relates to a reanalysis of how the courts should deal with youth crime. While not particularly a school question, the two are closely related. It is concluded that school violence is not simply a problem, but it is tied to large social problems.

ED124625# UD016073
Student Violence Status Maximization and Anonymity as Factors Subject to Staff Control in Potentially Explosive Desegregating Public Schools.
Blodgett, Michael William
75 115p.
Available from: Xerox University Microfilms, P.O. Box 1764 Ann Arbor, Michigan 48106 (Order No. 75-21,037 Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.
This study categorizes types of interpersonal violence and relates such incidents to other factors which can contribute to potentially explosive situations in desegregating schools. Data were collected on: specific types and frequencies of interpersonal violence in three junior high schools; assessment of motive(s) of aggressors in such incidents; findings as to the relative degree of interpersonal familiarity of victim and aggressor; and, overall student responses concerning specific attitudes and incidents relating to their experiences within these desegregating schools. Analysis of the data provided by this study indicates that specific factors seem to have resulted in significantly different experiences for students in each of the three schools involved in this research with the greatest differences appearing between those grades which were the major focus for desegregation and those which were not. Approximately five to ten times as much interpersonal violence occurred in those grades which were actually being desegregated and this higher frequency of violence seemed directly related to the disruption of status differences among students involved in desegregation. In addition students who attended schools where such violence was more frequent reported less commitment to the school and less confidence that problems were actually being responded to by school staff members. (Author/AM)
Descriptors: Doctoral Theses/ *Integration Effects/ Junior High Schools/ Junior High School Students/ Peer Relationship/ Public Schools/ *School Integration/ School Policy/ Social Relations/ Social Status/ *Staff Role/ Student Attitudes/ Student School Relationship/ Student Teacher Relationship/ *Violence
How to Start a Rape Crisis Center.

How to Start a Rape Crisis Center, Washington, D.C.

ED105325 CG009695

Stop Crime by 1984, Here's How.

Darrow, Frank M.

74 37p.

Available from: Frank M. Darrow, P.O. Box 305, Trona, California 93562 (HC-$2.00, write for information on quantity discount).

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This booklet discusses the need for a developmental approach to the prevention of juvenile delinquency and crime in general. It presents an overview of the crime problem, mentions some common viewpoints concerning causal factors, and makes a case for the relationship between early life experiences and incidence of adult criminal behavior. The pamphlet describes research which supports the validity of this relationship. Another section deals with the questions of treatment and prevention. The author believes that the interval between the ages of 6 and 10 is an appropriate time for preventative counseling and guidance. He cautions against waiting until after age 10 because chances of effective intervention are significantly decreased. He discusses a program in California in which counseling at the elementary level was used as a means of dealing with the problem of behavior discipline. On the basis of examining this program the author recommends that all elementary schools include counseling for delinquency prevention in their system. (BW)


How to Start a Rape Crisis Center.

Rape Crisis Center, Washington, D.C.

ED108060 CG009878

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This booklet, written in response to requests from throughout the nation about how a rape crisis center can be started, presents the history of the founding of the Washington, D.C. center. The booklet offers sections dealing with specific issues. A section discusses, for the rape victim, pros and cons of working with the police, together with the various legal implications. The medical and hospital information section describes hospital procedures and the problems of venereal disease and pregnancy. Additional sections discuss the emergency phone service of the crisis center, transportation and counseling, conducting rape conferences, and publicity. The final section, called "Putting it All Together", covers other important issues not mentioned in previous parts of the booklet. Appendices containing sample forms, bylaws of the rape crisis center, and a mock phone conversation are attached. (Author/BW)

Descriptors: +Counseling Centers/ Crime/ +Crisis Therapy/
ED013736 CG005603
74 545p.
EDRS Price MF-$ 0.92 HC-$ 27.29 PLUS POSTAGE
The discussions center on two bills before Congress which would: (1) provide a comprehensive coordinated approach to the problems of juvenile delinquency; (2) strengthen interstate reporting and interstate services for parents of runaway children; (3) conduct research on the size of the runaway youth population; and (4) establish, maintain, and operate temporary housing and counseling services for transient youth. The six days of hearings recorded in this report took place in Los Angeles, California and Washington, D.C. (Author/PC)
Descriptors: Counseling/ Court Litigation/ Crime/ Delinquency Prevention/ Federal Legislation/ Government Publications/ Rehabilitation Programs/ Youth Problems

ED010350 UD014851
A Report on Conflict and Violence in California's High Schools.
California State Dept. of Education, Sacramento.
73 36p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The Task Force on the Resolution of Conflict was given the responsibility of examining the extent and nature of conflict and violence in high schools in California. To carry out that responsibility, the task force sought to identify factors which could contribute to tension-provoking and conflict-producing situations and to identify those plans and programs designed to alleviate or remediate such situations. Specifically, the task force sought to collect data on an objective and subjective nature on separate incidents of conflict and tension and to organize the data in a manner which would allow for a comprehensive assessment of the nature and prevalence of the incidents; and, to identify programs and procedures that have proven effective in preventing and ameliorating conflict on high school campuses. The task force used six major sources of information to accomplish its objectives: surveys, interviews, documents, newspaper reports, workshops, and emergency plans. The task force conducted a mail survey of over 300 California high schools and collected on-site responses to an attitude scale from approximately 1,000 persons in 32 schools. These administrators, students, teachers, parents, and community representatives were also interviewed, as were more than 60 scholars, public agency representatives, and government officials. (Author/JM)
Descriptors: Activism/ Administrator Attitudes/ Community Involvement/ Conflict/ Crime/ Delinquency Prevention/ Field Interviews/ High Schools/ Intergroup Relations/ Race Relations/ Student Attitudes/ Surveys/ Teacher Attitudes/ Violence
Identifiers: California

ED096350 TM003964
A Sourcebook for Mental Health Measures.
Comrey, Andrew L.; And Others
Human Interaction Research Inst., Los Angeles, Calif.
73 435p.; This book incorporates the final report of MH 19661, A Taxonomy of Data-Collecting Devices
Sponsoring Agency: National Inst. of Mental Health (DHHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.
Available from: Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 1120, Los Angeles, California 90024 ($2.50)
EDRS Price MF-$0.76 HC-$22.21 PLUS POSTAGE
This sourcebook of mental health related psychological measures consists of approximately 1,100 abstracts. Each of these abstracts provides certain identifying information followed by a brief description of a questionnaire, scale, inventory, test, or other measuring device. Abstracts have been classified and grouped into 45 clusters of instruments sharing a similar purpose, character, or both. Each entry is divided into two major sections. The first section provides identifying information in the following order: (1) title of measuring instrument; (2) source of instrument (article, book, mental health, etc.); name(s) of instrument author(s); and (4) address of the author. The second section is a 200-300 word description of the instrument. Instructions for obtaining a copy of the instrument are presented at the end of each abstract. An author and title index are included. (Author/SE)
Descriptors: Adjustment (to Environment)/ Adults/ Annotated Bibliographies/ Attitude Tests/ Background/ Cognitive Tests/ Counseling/ Crime/ Delinquency/ Diagnostic Tests/ Drug Abuse/ Family (Sociological Unit)/ Geriatrics/ Handicapped/ Marriage/ Mental Health/ Parents/ Personality Tests/ Psychological Tests/ Racial Attitudes/ Rating Scales/ Rehabilitation/ Student Attitudes/ Suicide/ Teachers/ Tests/ Vocational Adjustment
Identifiers: Test Bibliographies
Identification of Social Groups Based on Social Integration in a Multi-Racial High School.

Marascuilo, Leonard A.; Dagenais, F.

April 1974 58p.; Paper presented at the Annual Meeting of the American Education Research Association (59th, Chicago, Illinois, April 1974); Parts of this document may not clearly legible due to the print quality of the original.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This paper looks at its problem the belief among the general public that conflict and violence among students is a common occurrence, especially in schools that are racially mixed. The responses of 303 students from a racially mixed school, Berkeley High School, were grouped in terms of the degree to which the individual students are socially integrated and the students were examined in light of the violence they had personally experienced. It was hypothesized that students who were socially integrated across ethnic boundaries were not involved with perceived violence and conflict on the campus, while aggressive acts, in the main, involved students whose friends and companions were of their own race. Data were collected by means of a questionnaire sent to about a third of the 1970 graduating class of Berkeley High School. The Tryon clustering of objects was used to identify independent groups of students who were socially isolated or integrated across races. That procedure was effective in that it generated six clearly identifiable groups of students who were socially isolated or socially integrated across the Asian, black, and white students in the school. Because of the low frequencies, the hypothesis that conflict and violence centers around students who are not socially integrated is not supported.

Authors/MLF

Descriptors: Antisocial Behavior/ Caucasian Students/ Cluster Analysis/ High Schools/ Integration Effects/ Minority Group Children/ Race Relations/ Racial Integration/ School Integration/ School Surveys/ Social Integration/ Student Attitudes/ Suburban Schools/ Violence

Identifiers: California

How Can School Security Be Strengthened?

Greary, Joseph I.


EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The primary function of a school system is to educate; however, the safety and security of personnel and facilities must be guaranteed. The author suggests that only way such a guarantee can be affected is by selecting a person who has the background ability to organize a system that will guarantee the safety and security of people and property. The particular approach will be guided by the size and problems being experienced by the individual school system. A qualified person with a sound program will not only help school administrators avoid frustrating and disruptive situations, but will also have funds that are being drained from budgets as a result of acts of vandalism. (Author/MLF)

Descriptors: Delinquency Prevention/ Elementary Schools/ Prevention/ Schools/ School Vandalism/ Secondary Schools/ Security/ Speeches/ Violence


73 104p.; A bill to Amend the Elementary and Secondary Education Act of 1965 To Assist School Districts To Carry Out Locally Approved School Security Plans To Reduce Crime Against Children, Employees, and Facilities of Their Schools

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

This pamphlet contains the text of and hearings on a House bill for improving the educational agencies to meet special needs incident to providing security for children, employees, and facilities in elementary and secondary schools through the reduction and prevention of school-based crimes. (JF)

Descriptors: Costs/ Educational Legislation/ Elementary Schools/ Federal Aid/ School Safety/ School Vandalism/ Secondary Schools/ Violence

Identifiers: School Security
The Reform of Secondary Education: A Report to the Public and the Profession.
73 186p.
Available from: McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($7.95 hardback or $2.95 paperback)
Document Not Available from EDRS.

Jones, J. William
Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-13445, $4.75, Prepayment requested)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE


EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Twenty-three California school districts responded to a burglary and vandalism survey conducted by the Fresno Unified School District Burglary and Vandalism Prevention Project, which represents the first phase of a developing program to reduce vandalism occurrences and improve recovery of losses. This summary compiles survey data on 18,000 occurrences of damage or loss to buildings, glass, equipment, buses, and nonspecified areas amounting to $4,500,000 dollars. The total loss recovery by all techniques utilized in the 23 reporting districts amounted to $432,000, with an average recovery percentage of nine percent. Reported on-site anti-vandalism techniques include the use of fencing, floodlighting, lexan/plexiglass windows, protective screening, burglar alarm systems, security patrols, and guard dogs. Survey results also reflect administrative measures taken, such as community action committees, neighborhood school alert systems, publicity campaigns, telephone "hot lines," police cooperation, and court cooperation. However, from the evidence reported, it appears that no effective means of preventing burglary and vandalism occurrences has been developed, and several suggestions are made for improving preventative measures. (Author/JF)


Identifiers: *Burglary/ California

ED066523 UD012469

On the Social and Cultural Milieu of an Urban Black School: An Ethnographic Case Study.

Rist, Ray C.


EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

To understand the phenomena of academic success or failure among black children in urban ghetto schools, one must look beyond the boundaries of the individual classrooms and examine the social and cultural milieu of the school itself. Both the milieu of the classroom and the milieu of the school appear to sustain one another in a pattern of reinforcement of the presently accepted values and modes of behavior. Thus, the factors which help to establish the atmosphere of the school affect that of the individual classroom as well. Thus, a cyclical effect occurs whereby the milieu of the school influences the learning experiences of the children, which in turn help to define the behavior and responses of the teachers and principal who have major responsibility for the general social themes present in the school. It is contended that such conditions as the negative expectations for the children, the utilization of violence on the children, the exchange of information among the teachers which allows the development of stereotypes as to performance and behavior, and the norms governing the use of classroom discipline are destructive of a humane and supportive learning milieu. (Author/JM)


Department of Justice, Washington, D.C. Community Relations Service.

This report describes the involvement of the Community Relations Service (CRS), Department of Justice, in the desegregation of public schools, as called upon by the Administration to provide assistance toward helping school districts and communities resolve problems that would arise during the period of transition from dual to unitary systems. The specific objectives of the project were: to engage in those activities that would promote the easing of community tensions and avoid the violence arising from desegregation; to promote and assist in the establishment of programs and activities designed to deal constructively with problems incidental to desegregation; and, to function in liaison capacity between the communities, the civil rights agencies of the government, and Attorneys' Offices. The project covered the States of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Texas; numerous contacts were made with students, teachers, parents, school officials, community groups, city officials, and concerned others. Activities and accomplishments encompassed assistance to schools, assistance to communities, crisis response activities, media activities, and monitoring activities. Illustrations and experiences in the various States covered by CRS are provided. Appendices list counties and school districts involved in the program, persons and groups contacted, assistance to schools and communities, and crisis response activities. (Ru)

Descriptors: Community Agencies (Public)/ Community Influence/ Community Involvement/ Government Role/ Integration Methods/ Integration Plans/ Mass Media/ Program Administration/ Public Schools/ School Districts/ School Integration/ School Involvement/ Southern States/ Violence

Identifiers: Community Relations Service

The Costs to the Nation of Inadequate Education. A Report Prepared for the Select Committee on Equal Educational Opportunity of the United States Senate.

Levin, Henry M.; And Others

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity p

Feb 72 65p.; Committee Print, Senate Select Committee on Equal Educational Opportunity

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The purpose of this study was to estimate the costs to the nation of the inadequate education of a substantial portion of the population, where an inadequate education for the latter part of the twentieth century was defined as an attainment of less than high school graduation. Using data from the Department of Commerce and other sources in conjunction with extensive research literature from the social sciences, this report obtained the following findings: (1) The failure to attain a minimum of high school completion among the population of males 24 to 34 years of age in 1969 was estimated to cost the nation $237 billion dollars in income over the lifetime of these men; and, 71 billion dollars in foregone government revenues; (2) In contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about 40 billion dollars; (3) Welfare expenditures attributable to inadequate education are estimated to be about three billion dollars each year and are probably increasing over time; and, (4) The costs to the nation of crime that is related to inadequate education appears to be about three billion dollars a year and rising. (Author/UNI)

Descriptors: Cost Effectiveness/ Costs/ Crime/ Educational Disadvantage/ Educational Discrimination/ Educational Finance/ Educational Opportunities/ Educational Policy/ High Schools/ Income/ Racial Composition/ Surveys/ Taxes/ Welfare/ Young Adults

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

This document reports the hearings held by the Committee on Education and Labor's General Subcommittee on Education in New York, N.Y. and Boston, Mass. on two bills. One, H. R. 3101, is a bill to assist school districts reduce crime against children, employees, and facilities in the elementary and secondary schools by providing financial assistance for the development and implementation of locally approved school security plans. The second, H. R. 10641, is a bill to amend the Elementary and Secondary Education Act of 1965 to assist school districts to carry out locally approved school security plans to "reduce crime against children, employees, and facilities of their schools". Supplemental materials include the following: (1) A booklet entitled "Effects of the use of space technology on a high school campus"; and (2) a report entitled "Stability and disruption in the public schools of New York City." (WM) Descriptors: Behavior Problems/ *Crime/ Delinquency/ Delinquent Identification/ Federal Aid/ *Federal Legislation/ Law Enforcement/ *Public Schools/ *School Safety/ Security/ Student Behavior/ *Urban Schools

Identifiers: Massachusetts/ New York

ED039277 U009964

Compeence for All as the Goal for Secondary Education. Allen, James E., Jr.


EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Education must make citizens not only competent to enter the labor market but also to find work that is a rewarding use of an individual's abilities. Racial unrest and unemployment are the products of an inadequate educational system which finds 25 percent of young people denied access to the labor force. The focus of vocational education must shift from a remedial to a preventive approach. Career consciousness should be fostered in the elementary grades accompanied with job-related instruction in the upper elementary grades. In high school, students should be allowed to move in and out of vocational-technical and academic courses, thus undermining the elitist system of tracking students into a terminal degree of lum. In opposition to a polley which supports a one approach to education for the disadvantaged, a system which would address itself to the needs of all students (eliminating in the process the stigma attached to vocational courses) is needed. In order to encourage local school districts to supply adequate vocational and technical education opportunities, the Federal government should cover a substantial portion of costs and should provide leadership. Cooperation between schools and manpower training programs and the participation of high school principals are also needed. (KG)

Descriptors: Career Planning/ Compensatory Education/ *Disadvantaged Youth/ Educational Change/ High Schools/ Job Skills/ Occupational Guidance/ *Principals/ Remedial Instruction/ *Unemployment/ Violence/ *Vocational Education

Identifiers: *National Advisory Council On Vocational Education

ED035052 CG004663

In Honor of Dean and Mrs. Edmund G. Williamson and in Recognition of His Retirement April 9 and 10, 1969. Darley, John G., Ed.

Minnesota Univ., Minneapolis.

Apr 69 66p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This booklet, in honor of Edmund Williamson, contains several articles. First T. R. McConnell discusses "The Impact of the Minnesota Student Personnel Program on Higher Education." He presents Williamson's theory on student personnel services (SPS) as being an integral part of the university. He also points out Williamson's philosophy on student participation and responsibility, as well as communication and university responsibility. Willis E. Dunan, in "The Impact of the Minnesota Viewpoint on Counseling Under the Leadership of Edmund G. Williamson," uses the Greek term arete in describing the development of the Minnesota SPS. Arete, while difficult to define, means an emphasis on man and his relation to the ideal of excellence. He goes on to describe three models for arete: (1) the Homeric, (2) the Sophistic, and (3) the Socratic. He uses these models to describe what the programs Williamson set up. He also discusses Williamson himself. The pamphlet concludes with an article by Edmund Williamson, "On Striving to Become a Liberally Educated Person." In this article, Williamson presents his philosophy of student responsibility and its relationship to violence and dissent. (KU)

Descriptors: Activism/ Communication (Thought Transfer)/ Counseling/ *Counseling Programs/ Counseling Services/ *Counselor Educators/ Responsibility/ *Student Participation/ *Student Personnel Services/ Universities/ Violence
ED025659  E001859
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).
Margolin, Reuben J., Ed.
Northeastern Univ., Boston, Mass. Dept. of Rehabilitation and Special Education.
37 102p.
Sponsoring Agency: Vocational Rehabilitation Administration (DHHS), Washington, D.C.
Grant No.: VRA-9421
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
An introduction explaining the need for a workshop on the juvenile court and vocational rehabilitation opens this conference report. Papers presented include "Educational Aspects of Delinquency: Its Implications for Vocational Rehabilitation" by William C. Kvaraceus, "Psychological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Joseph L. Massimo, "Some Sociological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Stephen Schafer, "Legal Aspects of Delinquency: Juvenile Courts and Vocational Rehabilitation" by Ted Rubin, and "The Juvenile Court and Vocational Rehabilitation: Possibilities of Corporate Relationships" by Dorothy Singer. A section on "Practical Applications: Successful Programs in Rehabilitation, the Delinquent" includes descriptions of the Family Court in Rhode Island and the Springfield Goodwill Industries Program. A brief commentary precedes each paper or section. The appendix lists workshop Planning committee members, speakers, and participants. (LE)

ED019379  U0006144
Profiles of Twenty Major American Cities.
LOUIA, MARGOT; STOKES, MARGURITE C.
JAN68 110P.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
These profiles provide extensive data on poverty, population trends, education, welfare, crime, and unemployment in 20 major metropolitan areas. Fiscal year 1967 appropriations for elementary and secondary school activities, for basic and occupational training, and for community development are also included. The population, poverty, and education indexes include white and nonwhite groups. The education indexes reflect figures on the percentage of classroom teachers in public schools, on school expenditures, on student enrollment, and on dropouts. General findings are briefly summarized. (LB)
Descriptors: Adult Basic Education/ Caucasians/ Community Development/ Crime/ Data/ Dropouts/ Economic Disadvantaged/ Education/ Expenditures/ Federal Aid/ Federal Programs/ Job Training/ Metropolitan Areas/ Negros/ Population Trends/ Public Schools/ Student Enrollment/ Tables (Data)/ Teachers/ Unemployment/ Welfare Services

ED001536
Special Problems Presented by Special Categories of Offenders, Minority Groups, Females, Low-Income Groups.
CUNNINGHAM, GLORIA
64 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The idea of a "born criminal" or a class of criminals is erroneous. Some citizens maintain this attitude and therefore lack community concern or involvement. Thereby, reducing the number of resources and cooperating community units that a probation officer can draw on. Another problem with resources is that, even where they do exist, they are often ineffective in helping the very people they have been set up to serve, in spite of their basic intentions, they do not know enough. Probation officers fail, too, because of ignorance of cultural determinants of behavior. The ratio of female crimes to male crimes is approximately 1 to 8, however, many female crimes go undetected, because of the small number of recognized offenders there are very few adequate facilities for female offenders. Women are raised with the outlook of finding success in material accomplishments. A woman should not be aggressive but should be attractive. The community treats female offenders very severely for deviations from the social norm. Counseling these women probationers requires a recognition of these facts. Men have special difficulties in counseling these women and understanding their seemingly seductive actions. A woman probationer should be treated with a respect and dignity that recognizes her inherent value as a human being, often before she can accept it herself. Juvenile delinquents should generally be assigned to male probation officers to establish the paternal authority that most have never known.
Descriptors: Community Attitudes/ Community Involvement/ Crime/ Delinquent Behavior/ Delinquent Rehabilitation/ Females/ Guidance Counseling/ Probation Officers
Identifiers: BOSTON
TO THE FORD FOUNDATION AND THE PRESIDENT'S COMMITTEE ON
JUVENILE DELINQUENCY AND YOUTH CRIME.
64 35BP.
EDRS PRICE MF-$0.76 HC-$18.40 PLUS POSTAGE
DURING THE PERIOD UNDER REVIEW, ABCD WAS ENGAGED IN PROGRAM
ELABORATION AND IMPLEMENTATION, ESPECIALLY IN CONJUNCTION WITH
THE BOSTON YOUTH OPPORTUNITIES PROJECT. IT HAS ATTEMPTED TO
MOVE FROM HOPEs AND IDEAS TO TANGIBLE OPERATIONS, TO INSURE
THAT CHANGE TAKES PLACE AND TO DESIGN PROGRAMS WITH SUFFICIENT
CLARITY SO THAT THEIR USEfulness CAN BE FAIRLY AND HONESTLY
JUDGED. IT HAS ALSO PAID INCREASING ATTENTION TO SOCIAL
PLANNING IN CONJUNCTION WITH BOSTON'S URBAN RENEWAL PROGRAM.
THE ACTIVITIES IN PURSUIT OF RESEARCH GOALS HAVE CENTERED ON--RECRUITMENT OF STAFF, DEVELOPMENT AND IMPLEMENTATION OF
THE EVALUATION DESIGNS FOR EACH PROGRAM AND IMPACT DESIGN TO
MEASURE THE DELINQUENCY PREVENTION EFFECTS OF THE TOTAL
PROGRAM, THE OBTAINING AND PROCESSING OF SCHOOL RECORDS, THE
DEVELOPMENT OF A TRACKING SYSTEM AND THE DEVELOPING OF OTHER
INSTRUMENTS REQUIRED FOR MEASUREMENT. THE FIRST FOUR PROGRAMS
WITH THE SCHOOL DEPARTMENTS OF (A) PREKINDERGARTEN, (B) SCHOOL
ADJUSTMENT COUNSELING, (C) GUIDANCE AND (D) READING WERE BEGUN
AFTER FUNDS WERE GRANTED FROM THE FORD FOUNDATION. ABCD WAS
ALSO ENGAGED IN DEVELOPING FOUR ADDITIONAL DEMONSTRATION
PROGRAMS--(A) TUTORING, (B) WORK-STUDY, (C) ABILITY
IDENTIFICATION AND DEVELOPMENT, AND (D) HOME-SCHOOL LIAISON.
FOUR SUMMER PROGRAMS OF RECREATION AND REMEDIATION WERE
NAMED--(A) A SUMMER SESSION TAUGHT BY FIVE JESUIT SCHOLASTICS,
(B) A BRANDEIS PROGRAM HELD ON CAMPUS FOR POTENTIALLY ABLE
BOYS, (C) TWO SUMMER CAMP PROGRAMS WERE DESIGNED BASED ON
DIFFERENT PHILOSOPHIES. A SUMMARY OF EACH WAS GIVEN INCLUDING
THE ORIGINAL PROGRAM DESIGN, PROGRAM OPERATIONS, A SUMMARY OF
THE ORIGINAL EVALUATION DESIGN, A PRELIMINARY EVALUATION
REPORT AND A DISCUSSION OF PROBLEMS. A WEEKEND CAMPING PROGRAM
WAS ALSO ESTABLISHED.
Descriptors: Community Involvement/ *Culturally
Disadvantaged/ *Demonstrations (Educational)/ Educational
Objectives/ Enrichment Experience/ Guidance Counseling/ *Learning Activities/ *Preschool Programs/ Research Projects/
*Summer Programs/ Urban Environment/ Work Study Programs
Identifiers: BOSTON/ MASSACHUSETTS
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<th>2 lbs.</th>
<th>3 lbs.</th>
<th>4 lbs.</th>
<th>5 lbs.</th>
<th>6 lbs.</th>
<th>7 lbs.</th>
<th>8 lbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF or HC</td>
<td>MF or HC</td>
<td>MF or HC</td>
<td>MF or HC</td>
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<td>MF or HC</td>
<td>MF or HC</td>
<td>MF or HC</td>
</tr>
<tr>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
<td>Not to Exceed</td>
</tr>
<tr>
<td>$0.99</td>
<td>$1.27</td>
<td>$1.55</td>
<td>$1.84</td>
<td>$2.12</td>
<td>$2.40</td>
<td>$2.69</td>
<td>$2.97 to $14.85</td>
</tr>
</tbody>
</table>