DOCUMENT RESUME

ED 097 293 95 SP 008 451

AUTHOR DiTosto, Evelyn
TITLE In-Service Training for the Beginning Teacher.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Nov 74
NOTE 15p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Beginning Teachers; *Educational Finance; Financial Support; *Inservice Teacher Education; Preservice Education; Program Budgeting; Teacher Education; Teacher Programs

ABSTRACT

The public has a major financial investment in the education of teachers but has failed to give this problem the attention it deserves. Preservice education prepares the teacher only to the readiness for teaching stage, and on-the-job experience occupies only a minor proportion of the teacher education program. In the first years of teaching, provision should be made to diagnose, prescribe, and program for the beginning teacher; to correct teaching weaknesses; and to develop competencies. Several exemplary programs, which are discussed briefly, suggest 10 steps that could help in developing a 2-year program of inservice training for the beginning teacher. A concluding section calls for a portion of the funds now available for educational innovation to be used for the professional development of the teacher, with the heaviest investment during the first 2 or 3 years of teaching and the balance used for inservice development during the remainder of the teacher's career. (HBH)

IN-SERVICE TRAINING FOR THE BEGINNING TEACHER

by
Evelyn DiTosto

Published by

ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C. 20036

Sponsored by: American Association of Colleges for Teacher Education (fiscal agent); Association of Teacher Educators; Instruction and Professional Development, National Education Association

November 1974

SP 008 451

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 Stanford Center for Research and Development in Teacher Education 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 Stanford Center for Research and Development in Teacher Education or the National Institute of Education.

ABSTRACT

The public has a major financial investment in the education of teachers but has failed to give this problem the attention it deserves. Preservice education prepares the teacher only to the readiness for teaching stage, and on-the-job experience occupies only a minor proportion of the teacher education program. In the first year of teaching, provision should be made to diagnose, prescribe, and program for the beginning teacher; to correct teaching weaknesses; and to develop competencies. Several exemplary programs, which are discussed briefly, suggest 10 steps that could help in developing a 2-year program of in-service training for the beginning teacher. A concluding section calls for a portion of the funds now available for educational innovation to be used for the professional development of the teacher, with the heaviest investment during the first two or three years of teaching and the balance used for in-service development during the remainder of the teacher's career.

ERIC DESCRIPTORS

To expand a bibliography using ERIC, descriptors or search terms are used. To use a descriptor: (1) Look up the descriptor in the SUBJECT INDEX of monthly, semi-annual, or annual issue of Research in Education (RIE). (2) Beneath the descriptors you will find title(s) of documents. Decide which title(s) you wish to pursue. (3) Note the "ED" number beside the title. (4) Look up the "ED" number in the "DOCUMENT RESUME SECTION" of the appropriate issue of RIE. With the number you will find a summary of the document and often the document's cost in microfiche and/or hardcopy. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same procedure. Periodical articles cannot be secured through ERIC.

TOPIC: *In-Service Training for the Beginning Teacher*

DESCRIPTORS

Teacher Education; *Inservice Teacher Education; *Beginning Teachers; *Educational Finance; Financial Support; Program Budgeting; Preservice Education; Teacher Programs.

---

*Asterisk indicates major descriptor.

INTRODUCTION

A wise investor reviews the company's prospectus before making a stock purchase and analyzes the data concerning the yield or outcome, as well as the risks involved. Have we in education made any attempt to analyze our most critical investment--the teacher? Do we assess all the data concerning the teacher's preparation up to the point of entry into the profession? Have we defined the expected outcomes at the end of a four-year professional teacher preparation program? Have we predicted the potential for the finished or semifinished product as the graduate prepares to enter the teaching profession? Does the beginning teacher present a risk? Do we want short-term growth or a long-term growth investment? These are questions of serious concern when we examine who pays the bill for training teachers.

Conant's two-year study of teacher certification policies, published in 1963, shows that 66 percent of the teachers then trained in the 16 most populous states were trained at the expense of the public.[1] The public, therefore, is a concerned investor, but it has failed to make a serious study of the preservice and continuing in-service preparation of the teacher as a critical factor in the education of the nation's children.

PRESERVICE TEACHER EDUCATION

It is commonly assumed that the certified teacher, at the end of a four-year professional preparation program, is a finished product, marketable, and capable of semi-independent growth. This growth may indeed occur if the new teacher is sufficiently motivated to pursue an advanced program in education because of his or her personal need to improve and learn. However, most educators would agree that the neophytic teacher is not a finished product but is only at the readiness stage to begin teaching. The gap between the ideal situation as understood during training and the real situation in the schools has still to be bridged.

Conant analyzed a typical 120-hour teacher education program in 35 colleges and universities and found that between 39 and 90 hours were allotted to special methods and only 5-14 hours to student teaching. Courses which could be labeled "professional" made up 11-29 semester hours.[2] General education dominated the first two years of college, with the professional training occurring in the last semester of the four-year program. This pattern persists today in many institutions.

Can we prepare a competent professional in one year or one semester? Bush, in a study of beginning teachers, considers the quality of a program more important than its length.[3] Programs are now being called for and developed that attempt to provide a professional laboratory in the real world of schools, with "real" children. To meet the criterion of relevance, called for by Smith and others in *Teachers for the Real World*, changes are needed in both preservice and in-service programs.[4]

Support for relevance in teacher education is not intended to exclude the knowledge base. In 1946 the Commission on Teacher Education stated that a teacher needs the best possible general education in order to deal effectively with the important problems of personal and social existence, and it also recommended that general education should not ignore the special and vocational needs of students.[5] These ideas remain valid today and imply the need for an integration of the various types of courses to avoid a sharp dichotomy between general education and professional education.

Although large universities might find it difficult to integrate their general education and professional courses, there is a need for more communication and cooperation between college faculties in the liberal arts and education and the personnel in public schools in order to develop appropriate directions for teacher education.

Teachers for the Real World called for radical reform in teacher education--a challenge that has many implications. The proposed professional laboratories in the public schools entail a commitment by colleges, public school systems, and other agencies. These laboratories can provide the variety of experiences and the breadth and depth of training needed to produce a truly professional teacher. However, this change may take time. It is not easy to modify the curriculum in public schools or in colleges. Educators need to work to develop curricular groups in colleges, made up of both college faculty and public school personnel, to plan together the programs for teacher education.

Industry has for some time worked in cooperation with colleges and the community to provide on-the-job experiences. Until similar programs can be put into operation in teacher education, the first-year teacher faces a dilemma. Smith's proposal could help to link the ideal of teaching, exemplified in college theory, with the reality of the schools.[6] Educators must be responsive to this challenge and, by initiating an ongoing process of cooperative program development in teacher education, help to build an investment in producing experienced teachers.

HELPING THE BEGINNING TEACHER

Although there have been many studies of the problems and needs of the beginning teacher, this information has not been adequately used in helping teachers to grow and to fulfill their potential. Rubin, in "A Study on Continuing Education,"[7] suggests that in-service training is probably more important than preservice preparation because in preservice training the teacher learns about teaching, while in the classroom he or she learns how to teach. Rubin also makes the points that teachers engaged in a common pursuit tend to reinforce one another, that a school can provide for the professional growth of its teachers as part of their regular work load, and that

teaching weaknesses can be diagnosed and corrective programs organized. We diagnose, prescribe, and program for the children in our schools; why can we not do the same for the beginning teacher?

This diagnosing, prescribing, and programming cannot be done by a principal whose management responsibilities are so diverse that he or she has little time for staff development. For many principals it is an accomplishement to record even one or two teacher evaluations during a school year. Even the department chairpersons in secondary schools cannot act as instructional change agents in an ongoing program for the beginning teacher. Douglas Hunt, director of the National Association of Secondary School Principals' teacher education program, has said that there are highly qualified classroom teachers who, if given the time and authority, could provide the support needed for the beginning teacher. He estimated that in 1968 the cost to a school system for operating a beginning teachers program was $2,000 per person per year for equipment and released time.[8] But if we project this amount to cover the long-range growth that may be developed in the teacher, the cost is not great. True, there are some risks involved, when we consider the probability that there will be teacher dropouts during the first years of teaching, but this risk may well be reduced if systematic training helps the bewildered teacher during his or her first and second years in the schools. A majority of the beginning teachers interviewed by the National Commission on Teacher Education and Professional Standards expressed a desire for in-service education programs.[9]

SOME EXEMPLARY PROGRAMS

One of the implications for in-service education drawn from Westby-Gibson's review of the literature is, "Teachers should be helped to learn new roles as they change from being primarily dispensers of information to becoming catalysts in the learning process and coordinators of instructional materials."[10]

Beginning teachers have often complained that in-service programs have not met their needs. However, a number of exemplary programs have been initiated that respond to these needs by developing instructional assistance in methodology, orientation to the community, interpersonal skill development, freedom to try new approaches, help for the teacher to find himself, and support in building a sense of security.

For example, the Wilmette (Illinois) Public Schools recognized that expertise cannot be developed in the first year of teaching and therefore focused on the needs of the teacher through the years of pretenured experience. A total of $20,900 was spent in 1968-69 on in-service training for 160 pretenured staff members, including a beginning teacher project which provided resource personnel, released time for training, materials, consultation, and visitation.[11]

In 1966 a cooperative venture involving the Hawaii State Department of Education, the University of Hawaii, and school personnel was implemented as a pilot study of statewide on-the-job assistance to beginning teachers under contract to the department. The major objective of the program was to encourage the teachers' professional and personal growth. Supervisory services were provided for constructive support and assistance, with the supervisors receiving graduate training in supervisory skills.[12]

The Beginning Teacher Project in New York State utilized master teachers as team leaders, a concept similar to the helping teacher prototypes of twenty years ago. The team leaders received six weeks of summer training, covering interaction analysis in teaching. One of the key phrases of this program was "without fear," intended to encourage a sense of freedom to call upon others for help.[13]

PROGRAM DEVELOPMENT

These are only a few of the experimental projects that have been designed to enhance the teacher's effectiveness during the early years of his or her career. The intent in each case is to begin in-service training as soon as the teacher begins to teach. The readiness stage that is reached at the end of the preservice training marks the right time to use the substantive knowledge acquired in college, to build upon the instructional skills that have been theoretically derived, and to develop interpersonal skills in the real setting of the classroom. The right formula will depend upon what is expected from all the parties involved in the continuing education of the teacher. According to Rubin, finding the right formula can make a profound difference.[14]

As a program evolves, consideration should be given to several broad areas of concern. Research has shown that the paramount concerns of the beginning teacher focus more on his or her own sense of adequacy and ability to maintain interest and control in the classroom than on the needs and accomplishments of the pupils. These factors influenced a three-year study by the National Association of Secondary School Principals and its proposal for a system of gradual induction.[15] Induction began as soon as the teacher was hired, with help planned during the spring and summer before employment. Time was allocated for orientation to routine expectations in the classroom, and another phase dealt with classroom organization, management, and methodology. Finally, midway through the teaching year, the emphasis shifted from practical concerns to case studies, demonstrations, analysis, and the art and skill of relating to children. This plan is described as an extension of teacher training, with structure and direction provided on the job.

The following ideas drawn from experimental programs may help in planning the in-service training of beginning teachers:

1. Assess the needs of each beginner in relation to the skills acquired in college;
2. Identify areas of competence relating to the assessed needs;
3. Specify tasks in the area in which competence is to be achieved;
4. Design a systematic training program to build skills such as
   --Interpersonal relationships,
   --Self analysis,
   --Diagnosis of student needs,
   --Analysis of teaching methodology, and
   --Observation and evaluation;
5. Provide support systems for human, financial, and material needs;
6. Utilize the leadership of teachers who are masters of their profession;
7. Train the helping teachers;
8. Provide released time for seminars, demonstrations, analysis, etc. for both the beginning and helping teachers;
9. Limit the beginner's responsibilities; and
10. Work toward a two-year program that relates to the critical first two years of a neophytic teacher's career.

CONCLUSION

Several hundred million dollars are available each year for the development of innovations in education.[16] The existence of such funds has implications for the further training of the beginning teacher. A generalized cost analysis shows that the teacher who is employed for 35 years may earn more than half a million dollars during his or her teaching career. If only one and one-half percent or $7,500 of that amount were set aside to invest in the professional development of the teacher, the potential benefit to the teacher, students, and public should be many times the cost of the initial investment. Because the first two or three years of teaching are the most critical, the impact of an investment of $4,000 during this period should result in a marked improvement of teaching skills. The balance of $3,500 could be used for in-service development during the remainder of the teacher's career.

Professional teacher preparation is the responsibility of many groups--the public, the school systems, the colleges, and the state agencies. If the best models for teacher education, linking preservice and in-service, are to be developed, the commitment of all these groups is needed. Their involvement is fundamental to the promotion of a high standard of excellence in the teaching profession. Should we settle for less?

NOTES

1. James B. Conant, Education of American Teachers (New York: McGraw-Hill Book Co., 1963), p. 165.

2. Ibid., p. 153.

3. Robert N. Bush, "The Formative Years," in The Real World of the Beginning Teacher (Washington, D.C.: The National Education Association, National Commission on Teacher Education and Professional Standards, 1966), p. 6.

4. B. Othanel Smith and others, Teachers for the Real World (Washington, D.C.: American Association of Colleges for Teacher Education, 1969), pp. 1-20.

5. American Council on Education, Commission on Teacher Education, The Improvement of Teacher Education (Washington, D.C.: the Council, 1946), pp. 82-83.

6. Smith, pp. 41-109.

7. Louis J. Rubin, A Study on the Continuing Education of Teachers (Santa Barbara: University of California, Center for Coordinated Education, 1969), pp. 1-24.

8. Douglas W. Hunt, "Teacher Induction: An Opportunity and a Responsibility," NASSP [National Association of Secondary School Principals] Bulletin 52 (October 1968): 131

9. Bush, pp. 19-20.

10. Dorothy Westby-Gibson, Inservice Education--Perspectives for Educators (Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1967), p. 7.

11. Wilmette Public Schools, Program for Beginning Teachers, An Individualized Approach to Inservice Education (Wilmette, Ill.: the Schools, 1969).

12. Daniel S. Noda, "Beginning Teacher Development in Hawaii," NASSP [National Association of Secondary School Principals] Bulletin 52 (October 1968): 62-72.

13. "The Beginning Teacher Project in New York State," NASSP [National Association of Secondary School Principals] Bulletin 52 (October 1968): 44-48.

14. Rubin, p. 24.

15. Hunt, pp. 131-35.

16. Westby-Gibson, p. 3.

BIBLIOGRAPHY

American Council on Education, Commission on Teacher Education. The Improvement of Teacher Education. Washington, D.C.: the Council, 1946.

This final report by the commission offers recommendations on improving teacher education.

Borrowman, Merle L. Teacher Education in America: A Documentary History. New York: Teachers College Press, 1965.

The author presents a historical view of teacher education in America from the 1800s through 1946.

Bush, Robert N. "The Formative Years." In The Real World of the Beginning Teacher. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1966.

The author discusses the formative years of teaching at three points--the point of entry, the period of initial preparation, and the first few years of practice.

Elam, Stanley, and others. Improving Teacher Education in the United States. Bloomington, Ind.: Phi Delta Kappa, 1966. 214 pp. ED 030 603.

Gage, Nathaniel L., ed. Handbook of Research on Teaching: A Project of the American Educational Research Association. Chicago: Rand McNally & Co., 1963.

This is a book devoted to research on teaching that provides a comprehensive scholarly and critical analysis of the literature.

Hemsing, Esther, comp. A Decade of Thought on Teacher Education: The Charles W. Hunt Lectures. Washington, D.C.: American Association of Colleges for Teacher Education, 1969. 272 pp. ED 027 274. MF only. Also available from the Association.

The lectures given from 1960-1969 relate to the issues teacher educators faced during that decade.

Hunt, Douglas W. "Teacher Induction: An Opportunity and a Responsibility." NASSP [National Association of Secondary School Principals] Bulletin 52 (October 1968): 130-35.

The director of NASSP's teacher induction project summarizes what the project has been able to demonstrate in its short lifetime.

Jersild, Arthur T. "Behold the Beginner." In The Real World of the Beginning Teacher. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1966.

The author attempts to describe the feelings and reactions of the beginning teacher, from his own vantage point as professor of education and psychology at Teachers College, Columbia University.

Mathieson, Moira B. Beginning Teachers in the Inner City: A Study of the Literature on Their Problems and Some Possible Solutions. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. 109 pp. ED 050 028. MF & HC.

This paper reviews literature on problems encountered by beginning teachers in the inner city and points out some steps that have been taken in preservice and in-service teacher education to alleviate these problems.

National Education Association, National Commission on Teacher Education and Professional Standards. The Real World of the Beginning Teacher. Washington, D.C.: the Association, 1966. 90 pp. ED 030 616. MF only. Also available from the Association.

Problems and goals of beginning teachers are the subjects of these speeches presented by both experienced and beginning teachers.

National Education Association, Research. Teacher Supply and Demand in Public Schools, 1973. Washington, D.C.: National Education Association, 1973. Publisher's price: $2.50, stock number 381-12092.

This is a statistical report and analysis of the supply and demand for teachers in the United States.

Noda, Daniels S. "Beginning Teacher Development in Hawaii." NASSP [National Association of Secondary School Principals] Bulletin 52 (October 1968): 1-163.

This issue of the Bulletin consists of reports on various aspects of the NASSP Project on the induction of beginning teachers, designed to discover ways of improving the critical first years and reducing the teacher dropout rate.

Peeler, Thomas H., and Jerome R. Shapiro. "A Focus on the Cooperative Reorganization of Preservice and In-service Teacher Education Programs." Washington, D.C.: U.S. Office of Education, Bureau of Educational Personnel Development, 1971. 120 pp. ED 081 764. MF & HC.

This paper discusses local school development in preservice education and selected models of preservice education,

including several experimental programs, that stress local involvement. In addition, local school involvement in in-service education is discussed.

Rubin, Louis J. A Study on the Continuing Education of Teachers. Santa Barbara: University of California, Center for Coordinated Education, 1969. 31 pp. ED 036 487. MF & HC.

This report describes a project conducted by the Center for Coordinated Education, which attempted to train more than 500 in-service teachers to teach selected cognitive skills to some 15,000 students in grades 1 through 10.

Smith, B. Othanel, and others. Teachers for the Real World. Washington, D.C.: American Association of Colleges for Teacher Education, 1969. 188 pp. ED 027 267. MF & HC. Also available from the Association.

The author presents a broad outline for teacher education to deal with children of all races and backgrounds.

Turner, Richard L. "Beginning Teacher Characteristics and Beginning Teacher Problems: Some Predictive Relationships." Bloomington: Indiana University, February 1966. 10 pp. ED 015 886. MF & HC.

This is part of a larger study dealing with the beginning teacher's adjustment to teaching.

Westby-Gibson, Dorothy. Inservice Education--Perspectives for Educators. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1967. 82 pp. ED 015 161. MF & HC.

This review of current literature on in-service education covers 184 items. The sections which are relevant to this paper are pages 47-53 and the bibliography.

Wilmette Public Schools. Program for Beginning Teachers. An Individualized Approach to In-service Education. An Application for Continuation Grant. Part II, Narrative. Wilmette, Ill. the Schools, 1969. 32 pp. ED 036 458. MF & HC.

This application for continuing financial assistance describes the operation of an in-service program for beginning teachers.

ABOUT ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training funds, and general services to the clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators; and Instruction and Professional Development, National Education Association. It is located at One Dupont Circle, Washington, D.C. 20036.

SCOPE OF CLEARINGHOUSE ACTIVITIES

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; the profession of teaching; and the fields of health, physical education, and recreation. The scope includes the preparation and continuing development of all instructional personnel, their functions and roles. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and in-service preparation of school personnel and the profession of teaching.

FURTHER RESEARCH

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Career Education (CE) and ending with the ERIC Clearinghouse on the Disadvantaged (UD). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education. For readers uncertain how to use ERIC capabilities effectively, we recommend How To Conduct a Search Through ERIC, ED 036 499, microfiche $.75; hardcopy $1.85. It is available from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210.

PRICE LIST

MICROFICHE (MF)		PAPER COPY (HC)	
Number	Price	Number	Price
1 to 5	$ .75	1 to 25	$1.50
6	.90	26 to 50	1.85
7	1.05	51 to 75	3.15
8	1.20	76 to 100	4.20
Each additional microfiche	.15	Each additional 25 pages	1.20
Postage: $.18 for up to 60 microfiche $.08 for each additional 60 fiche		**Postage:** $.18 for first 60 pages $.08 for each additional 60 pages	

STANDING ORDERS
Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Research in Education** average $116 per month at the rate of 7.8¢ per microfiche. Postage extra.

BACK COLLECTIONS (postage included)

Reports in *Research in Education for* 1966 and 1967	$ 351.25
Reports in *Research in Education for* 1968	1057.37
Reports in *Research in Education for* 1969	1261.43
Reports in *Research in Education for* 1970	1284.37
Reports in *Research in Education for* 1971	1498.96
Reports in *Research in Education for* 1972	1549.60
Reports in *Research in Education for* 1973	1351.24
Reports in *Research in Education for* 1974 (4 issues)	444.89
Entire Collection	8799.11

SPECIAL COLLECTIONS (postage included)

Office of Education Research Reports 1956-65	369.24
Pacesetters in Innovation, Fiscal Year 1966	132.05
Pacesetters in Innovation, Fiscal Year 1967	160.09
Pacesetters in Innovation, Fiscal Year 1968	102.47
Selected Documents on the Disadvantaged	306.06
Selected Documents in Higher Education	140.14
Manpower Research: Inventory for Fiscal Year 1966 and 1967	72.81
Manpower Research: Inventory for Fiscal Year 1968	40.66
Manpower Research: Inventory for Fiscal Year 1969	52.77

NOTE
1. Postage for first class airmail or foreign is extra.
2. Paper copy (HC) will be full page reproductions with heavy paper covers.

TERMS AND CONDITIONS

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges
In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.
Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

ERIC DOCUMENT REPRODUCTION SERVICE

COMPUTER MICROFILM INTERNATIONAL, CORP. (CMIC)

P.O. BOX 190 ARLINGTON, VIRGINIA 22210

ORDER FORM

BILL TO: _____ **SHIP TO:** _____

ED NUMBER	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL

SUB TOTAL	
SALES TAX	
POSTAGE	
TOTAL	

☐ PREPAID

TAX EXEMPT NO. _____

ACCOUNT NO. _____

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 DIGITS)
  See *Research in Education*
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  Include Postage
  (See Reverse Side)
- **ENCLOSE CHECK OR MONEY ORDER**
- **MAIL TO:**
  EDRS
  P.O. Box 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

_____
Purchase Order No.

_____
Date

_____
Signature

_____
Title or Dept.