KEYNOTE SPEAKER: Harry F. Silberman

We are fortunate to have Harry F. Silberman as the keynote speaker of our Second Annual Meeting. Dr. Silberman is currently Professor of Educational Psychology at UCLA and is presently conducting research on work education programs.

For two years prior to his appointment at UCLA, he has been Associate Commissioner of Education Research in the U.S. Office of Education and was director of the Planning Unit for The National Institute of Education. While in that position, he was responsible among other things, for initiating a major research program in Career Education which is currently being administered through NIE.

For two years prior to his USOE appointment, Dr. Silberman was Manager of the Education Systems Department of The System Development Corporation of Santa Monica, California. In this position he was responsible for a great range of projects conducted throughout the country in educational research, development, dissemination, and operation.

He was born in Oakland, California, and attended the public schools of San Francisco. He received his B.A. degree from California University at Chico in Biological Sciences in 1949 and his M.A. from the same college a year later. He earned his doctorate in educational psychology at the University of California at Los Angeles in 1954.

From 1950 to 1952, Dr. Silberman taught mathematics and science at Anderson Union School in Anderson, California. After receiving his doctorate in 1954, he served for two years with the Office of Research and Evaluation, Board of Higher Education, University of the City of New York. Here he helped conduct studies of teaching effectiveness in New York city schools.

In 1956, Dr. Silberman joined the RAND Corporation as a social scientist. When RAND’s System Development Division became the System Development Corporation, he headed a section responsible for the development of a nationwide man-machine simulation teaching program. From 1964 to 1968, he was Senior Research Leader in the Technology Directorate and head of the Education and Training Staff at the System Development Corporation.

Dr. Silberman has taught graduate courses in research methods and instructional technology at several colleges and universities. He has served as a consultant and written extensively on the subject of educational technology. He helped organize the Southwest Regional Educational Laboratory and served as its initial director. He is a fellow of the American Association for the Advancement of Science, the American Educational Research Association, and the American Psychological Association.
NSEA PROGRAM

Schedule of Training Sessions

Wednesday, November 14

10:00 - 7:00 p.m. Registration ........................................ Lobby
11:30 - 12:30 p.m. Meeting of the Board of Directors, Luncheon
1:00 - 5:00 p.m. "INTEGRATING COMPETENCY-BASED COMPONENTS INTO TEACHER EDUCATION PROGRAMS"

ORGANIZER: Walter Cooper, Richard Kazelskis, Nicholas H. Prugie, Patrick Quigley
Lee Jones, Charles Davidson
University of Southern Mississippi

1:00 - 3:45 p.m. Training Session B .... Room A, (Lower lobby)

"EDUCATIONAL OBJECTIVES"

ORGANIZER: Jerry Hutchinson
State Department of Education, Mississippi

1:00 - 4:30 p.m. Training Session C .... Room B (lower lobby)

"APPLYING THE SYSTEMS APPROACH TO DESIGNING CRITERION-REFERENCED INSTRUCTIONAL MODULES FOR TRAINING OR EDUCATION"

ORGANIZER: Stan Easton
University of Mississippi

PRESENTERS: Joe E. Worrell, Don Naught, John Swinney
Holiday Inn University

1:00 - 5:00 p.m. Training Session D .... Room C (lower lobby)

"SELECTION AND IMPLEMENTATION OF WORKABLE DESIGNS FOR SCHOOL RESEARCH"

ORGANIZERS: George Gaines, Eugene Jongama
Louisiana State University at New Orleans

SCHEDULE OF PAPERS, SYMPOSIA, AND MINI-SESSIONS

Thursday, November 15

9:00 - 10:20 a.m. Symposium ........ Shelby Room (11th Floor)

"TENNESSEE TEACHER SUPPLY AND DEMAND"

CHAIRPERSON: Charles W. Babb, Middle Tennessee State University

ORGANIZER: Jerry B. Ayers, Tennessee Technological University

PARTICIPANTS: Fred Bollott, Memphis State University
"Profile Descriptions of Teaching Staff Character is in Tennessee"

Jerry B. Ayers, Tennessee Technological University
"Individuals Certified to Teach in Tennessee But Not Teaching"

Charles M. Peccolo, University of Tennessee
"New Graduates and the Demand for Teachers"

DISCUSSION: Robert L. Saunders, Memphis State University
Howell W. Todd, Tennessee State Department of Education
Fred J. Crosson, Tennessee Education Association

9:00 - 9:50 a.m. Evaluation ................ Delta Room (11th Floor)

CHAIRPERSON: Don Wright, Arkansas State University

"GUIDELINES FOR THE IMPLEMENTATION AND EVALUATION OF A NSF CURRICULUM"

Paul C. Belshenherz, Louisiana State University at New Orleans

"ESEA III EVALUATION AND DISSEMINATION: AN ASSESSMENT"

Ralph R. Balyeat, Nashville Urban Observatory
C. Douglas Norman, Upper Cumberland Reading Project, Title III ESEA, Baxter, Tennessee

9:00 - 9:50 a.m. Learning .................... Room A (downstairs)

CHAIRPERSON: George Gaines, Louisiana State University at New Orleans

"MEMORY FOR UNENCOUNTERED EXAMPLES AND FACTUAL INFORMATION FROM A LECTURE"

Parker Blount, Richard Siegrist, W. G. Stallings, Georgia State University

"THE EFFECT OF LAG BETWEEN LECTURE AND DISCUSSION"

Russell Chadbourne, Georgia State University

"AN APPLICATION AND INVESTIGATION OF JOHN B. CARROLI'S MODEL OF SCHOOL LEARNING IN A NON-GRADED ORGANIZATIONAL SETTING"

Glen M. Rymal, Louisiana State University at New Orleans

9:00 - 9:50 a.m. Measurement I .......... Room B (downstairs)

CHAIRPERSON: Eugene Jongama, Louisiana State University at New Orleans

"FURTHER FACTOR-ANALYTIC STUDY OF A CRITERION-REFERENCED INSTRUMENT"

Sylvia T. Johnson, University of Iowa

"ON THE PSYCHOMETRIC ADEQUACY AND FACTORIAL SIMPLICITY OF THE SEMANTIC DIFFERENTIAL"

Charles Drubien, Paul Lefler, Thomas Peoples
Florida Technical University

10:00 - 10:50 a.m. Studies in Higher Education I .... Delta Room (11th Floor)

CHAIRPERSON: Sylvester Moorhead, University of Mississippi

"A STUDY OF THE DISCREPANCIES BETWEEN STUDENT EVALUATIONS AND FACULTY SELF-PERCEPTIONS OF INSTRUCTIONAL PROCEDURES IN HIGHER EDUCATION"

Eugene W. Thompson, University of Alabama in Birmingham

"STUDENT AND FACULTY ATTITUDES TOWARD HONORS-PASS-FAIL AND LETTER GRADING AT A SOUTHEASTERN COLLEGE OF MEDICINE"

Richard W. O'Bryan, Tennessee Higher Education Commission

10:30 - 11:50 a.m. Symposium .............. Shelby Room (11th Floor)

"PROCESS AND PRODUCT EVALUATION IN THE BEHAVIORAL ORIENTED PRESCRIPTIVE TEACHING APPROACH"

CHAIRPERSON: Virginia D. Horns, University of Alabama in Birmingham

ORGANIZER: John Neel, Georgia State University

PARTICIPANTS: Walter Hodges, Georgia State University
"An Overview of the Behavioral Prescriptive Teaching Approach (BOPTA)"

John Neel, Georgia State University
"The Process of Developing a Responsive Education System"

Harry Carter, Georgia State University
"Evaluation by Objectives, Instrument Approach"

Rolie Egan, BOPTA Follow Through Project
"Home Instruction: Improvement Through Education"

Ellen Grober, BOPTA Follow Through Project
"Classroom Instruction: Improvement Through Evaluation"

Jim Huckleberry, Follow Through Project, Davis County, Kentucky
Alberta Harrison, Follow Through Project, Natchitoches Parish Schools
"The Uses of Evaluation by Those Evaluated"

10:00 - 10:50 a.m. Studies in Urban Education .......... Room A (downstairs)

CHAIRPERSON: Bill Kalsounis, Middle Tennessee State University

"THE RELATIONSHIP BETWEEN TEACHERS' KNOWLEDGE OF AND ATTITUDES TOWARD BLACK ENGLISH FEATURES"

Kathleen Jongama, Louisiana State University at New Orleans

"THE EFFECTS OF SOCIO-CULTURAL EXPERIENCES ON THE ATTITUDES OF PROSPECTIVE TEACHERS TOWARD THE CULTURALLY DISADVANTAGED STUDENT"

Arnold Parks, Paul Jones, Patricia Coats
Mississippi State University
10:00 - 10:50 a.m. Elementary School Program . . . . . . Room B (downstairs)
CHAIRPERSON: C. E. Holladay, Tupelo, Mississippi
"CHILDREN'S RESPONSES TO SPANISH CULTURES THROUGH INTEGRATION OF FLES, LANGUAGE ARTS, AND SOCIAL STUDIES"
Arlene Schrade, University of Mississippi
"THE EFFECTS OF INSTRUCTION IN THE USE OF THE METRIC SYSTEM ON THE ATTITUDES AND ACHIEVEMENT OF FIFTH YEAR ELEMENTARY STUDENTS"
Ove Jensen, Auburn University

11:00 - 11:50 a.m. Behavior Modification . . . . . . Delta Room (11th Floor)
CHAIRPERSON: Joseph Blackston, University of Mississippi
"REDUCING INAPPROPRIATE CLASSROOM BEHAVIOR USING TWO SCHEDULES OF POSITIVE REINFORCEMENT: DRO AND DRL"
Samuel M. Deitz, Alan C. Repp, Georgia State University
"FREE TIME AS A REINFORCER FOR TEACHING LANGUAGE SKILLS IN A LOW LEVEL NINTH GRADE ENGLISH CLASS"
Margo J. McCoy, Samuel M. Deitz, Georgia State University

1:30 - 2:20 p.m. Creativity . . . . . . . . . . . . . . Shelby Room (11th Floor)
CHAIRPERSON: John Burns, Arkansas State University
"EFFECTS OF SOUND ON CREATIVE PERFORMANCE"
Bill Kaltsounis, Middle Tennessee State University
"A STUDY OF THE EDUCATIONAL, BEHAVIORAL AND PSYCHOLOGICAL CHARACTERISTICS OF TEACHERS AS MOTIVATORS FOR CREATIVE AND LESS CREATIVE STUDENTS"
Yvonne Hooks, Memphis Public Schools

1:30 - 2:20 p.m. Listening . . . . . . . . . . . . . Delta Room (11th Floor)
CHAIRPERSON: Tom Reddick, Tennessee Technological University
"THE DEVELOPMENT OF A TEST FOR LISTENING COMPREHENSION FOR KINDERGARTEN AND FIRST GRADE"
Nancy Walner, Mississippi State University
"DEVELOPING LISTENING COMPREHENSION SKILLS WITH VERBALLY DEFERRED FIRST GRADE CHILDREN"
Eugene F. Martin, Mississippi State University

3:00 - 4:20 p.m. Symposium . . . . . . . . . . . Room A (downstairs)
CHAIRPERSON: Clyde Mace, Meridian, Mississippi
"CURRENT RESEARCH ON YEAR-ROUND EDUCATION"
George Gaines, Glenn Hymel, Louisiana State University at New Orleans

Symposium . . . . . . . . . . Room A (downstairs)
CHAIRPERSON: Richard Kazelskis, University of Southern Mississippi
"RELATIONSHIPS OF LANGUAGE AND PERCEPTION WITH BEGINNING READING"
George McNinch, University of Southern Mississippi
"The Relationship of Selected Oral Language, Perceptual, Demographic, and Intellectual Factors to the Reading Achievement of Good, Average, and Poor First Grade Reading Groups"
Joyce A. McClosky, Troy State University at Fort Rucker, Alabama
"Specific Language Training As A Method of Facilitating Reading Readiness for a Select Group of First Grade Children"
George McNinch, University of Southern Mississippi
"Experiments in Aural and Visual Word Boundary Awareness in a Prereading Sample"
Wallace D. Miller, University of Southern Mississippi
"The Development of a Readiness Inventory Based on Language Perceptual Skills"
Mark Richmond, University of Southern Mississippi

2:30 - 4:20 p.m. Mini-Course . . . . . . . . . . . . . . . . . . . Delta Room (11th Floor)
ORGANIZER: David J. Parks, Virginia Polytechnic Institute and State University
"AN APPLICATION AND INVESTIGATION OF JOHN B. CARROLL'S MODEL OF SCHOOL LEARNING AS A BASIS FOR MASTERY LEARNING FOOD FOR THOUGHT FOR EDUCATIONAL PRACTITIONERS AND RESEARCHERS"
Linda Gail Leffel, Extension & Continuing Education, Reston, Virginia
"The Relationship Between Selected School District Characteristics and Planning Styles for Year-Round Education"
Walter Hunt, City Schools, Roanoke, Virginia
"Profiles of Schools Implementing Year-Round Educational Programs"
II. Elementary Curriculum

3:20-4:20 p.m.  Room B

Chairperson: Roscoe Boyer, University of Mississippi

"Preparation, Evaluation and Implementation of a Short Linear Program in Elementary School Classrooms"
Donald Daugherty, Thomas Sherman
Virginia Polytechnic Institute and State University

"The Effect of Teachers Preparing Individualized Learning Packages on Student Achievement"
Harold Schoen, Robert Todd
Virginia Polytechnic Institute and State University

3:30-4:20 p.m.  Delta Room

Chairperson: Crady Harlan, University of Mississippi

"Attitudes of Students Toward Education and Liberal Arts Courses"
Jack Brimm, Jerry Ayers
Tennessee Technological University

Relationship of Student Achievement and Attitudes to Self-Selection of Traditional and Personalized Systems of Instruction"
Judith A. Rohr, Michael T. Rohr

4:30-5:30 p.m.  Room A

Chairperson: Frank Yates, Middle Tennessee State University

Organizer: George Banks, Southern University

Participants: George Banks, David Any, Laurabeth Hickey, Ted Holder, Southern University, Baton Rouge, Louisiana

Saturday, November 17

9:00-9:50 a.m.  Delta Room

Chairperson: William H. Brooks, Jackson State College

"Analysis of Activities of College Volunteers in Schools and Related Institutions"
Polly Williams, University of Mississippi

"The Effects of Directive and Non-Directive Coloring Instructions on the Color Choices of Children Ages Five, Six and Seven"
Cindy Ray, Louisiana State University at New Orleans

9:00-9:50 a.m.  Room A

Chairperson: Wallace Maples, Middle Tennessee State University

"The Development of Predictions Equations and Rankings for Assessing the Quality of Public Education in Georgia"
David Christopher, Jerry Robbins, University of Mississippi

"Measuring Effectiveness of a Principals' Desegregation Workshop"
George Huys, Frank Markus, Memphis State University

10:00-10:50 a.m.  Delta Room

Chairperson: Douglas McDonald, University of Mississippi

"Proper Advice to Students about Changing Initial Responses to Multiple Choice Test Questions"
John Fluit, John Newfield, Louisiana State University at New Orleans

"An Instruction Approach to Help Education Students Learn Selected Concepts of ANOVA"
John Newfield, Louisiana State University at New Orleans
A BRIEF REVIEW OF RECENT FOREIGN LANGUAGE RESEARCH

by

Arlene Schrade

According to A Selected Bibliography of Doctoral Dissertations in Modern Foreign Language Education, 1961-1971 (MLA/ERIC, 1972), research has been directed toward the following areas: 1) general, 2) linguistics, 3) culture 4) teaching the foreign literature, 5) curriculum in foreign language, 6) physiology and psychology of language learning, 7) bilingualism, 8) teacher education in foreign language, 9) teaching English to speakers of other languages, 10) methods of teaching the foreign language, 11) equipment, and 12) testing the foreign language. This bibliography is concerned with the commonly taught modern foreign languages; i.e., French, German, Italian, Russian, and Spanish.

The strongest thrust in research and development, however, is in bilingual/bicultural education and TESOL (Teaching English to speakers of other languages).

The “sudden” realization of a culturally pluralistic society brought to a nation’s awareness by the demands of the “hyphenated Americans,” (Mexican, Indian, Puerto Rican, Black) has resulted in a rush of activity designed to create and improve bilingual education programs in the United States. To a lesser degree, research is also being directed toward standard and non-standard dialects of English. The majority of bilingual studies concerns Spanish and English due to the fact that the Spanish speaking minority is the largest in number (approximately 10 million speakers), and the strongest in cultural heritage. Research is also being done in Indian languages/English, French/English, and Portuguese/English.

In progress is research in bilingual education for American Indians at SUNY, Albany; the development of materials and methods for Chinese Studies at Temple Buell College, Denver, Colorado; cross-cultural projects and curricula in bilingual education at the University of Alaska Center for Northern Education and the Southwest Education Development Laboratory, Texas, study for new methods and materials for teaching children of Spanish migrant farm workers.

Youthgrants have been awarded for research in Chinese studies, and American Indian children studies in Nebraska.

Recent research in modern foreign languages has told us the following:

1. At least 90% of class time must be devoted to the active use of the language if students are to understand native speakers and speak the language themselves.
2. Reading and writing reinforce the oral skills; basic structures, a limited vocabulary orally and current pronunciation are first activities.
3. Language is a complex skill. It is acquired as other skills are acquired—through steady daily practice, actively and aloud. Tapes of authentic native speakers and the language laboratory are correlated with class work.
4. A four-year or a six-year sequence is important since language is such a complex skill.
5. Language programs should use a variety of materials (tape and print) to provide for individual differences of students.
6. Efficient staff usage should combine specialists and native informants, large group sessions, small group sessions for practice and performance, and individual work on a programmed learning basis in the laboratory.
7. The materials being used are designed by the descriptive linguist, the psychologist (learning), and the classroom teacher. These materials use culturally authentic language and situations.
8. In order for language learning to be effective, articulation is important from school to school; from elementary school to groups in junior high school to a multittract system in high school. The differences in individuals are recognized.
9. A coordinator is important for the development and maintenance of a good program. Time must be provided for teachers to work on materials, and to visit each other’s classes. Coordination is important horizontally and vertically.
10. Advanced students should be used to teach first year language classes to stimulate continued interest with gifted students.
11. The emphasis in teaching has shifted from the intellectual to the utilitarian—language is a means of communication with all peoples of the world.
12. Word frequency lists should be used in teaching vocabulary.
13. Use should be made of the community and its foreign language, both cultural and human resources. Native speakers can be asked to participate in class and other activi-
ties. Students may work with schools in the target country with the exchange of tapes, letters, pictures, slides, and even visits. Exchange students are encouraged, and some states have summer language camp programs which become a part of the enrichment program. (Indiana is a case in point.)

The ironic twist is that with the cry for communication and peace with the peoples of the world, and the rise of dialect and bilingual studies, there is a cutback and a loss of interest in foreign language learning in the United States. The rash of research and development resulting from a growing concern with cultural pluralism is not in keeping with the reality of foreign languages in the nation's schools. When will North Americans and their educators cease talking out of both sides of their monolingual mouths at the same time?

Arlene Schrade is Assistant Professor of Secondary Education at the University of Mississippi, holding a Ph.D. in foreign language education from the Ohio State University. She has studied at the University of Madrid, the University of Costa Rica, and the Instituto Michoacano-Norteamericano in Morelia, Mexico in addition to extensive travel in Latin America and Europe. Her teaching experience has included Spanish, English and English as a foreign language, and covers the range from elementary school through the university. She is co-author of several Spanish textbooks and would welcome comments and questions concerning research in the area of foreign language.

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MSERA JOINS CONSORTIUM

During last year's meeting of the American Educational Research Association in New Orleans the Consortium of State and Regional Educational Research Associations was formed. The function of the Consortium is to provide a communication network among the various research organizations. MSERA joined research organizations from Michigan, Wisconsin, California and the Northeast and is a charter member of the new association.

The Consortium is also a Special Interest Group of AERA and is planning several programs for the AERA Annual Meeting which will be held in Chicago in April. Walter M. Mathews, the current President of MSERA, is serving as chairman of the Consortium.

***************

NON-MEMBER ALERT

This newsletter is intended for members of the Mid-South Educational Research Association. The only membership requirement of the association is that an individual be interested in quality educational research and its application in the schools. Our mailing list contains over 800 names, and we are paying 16¢ postage for each copy. We plan to expand the volume of future issues and the U.S. Postal Service plans to increase the postage rates. We see no alternative but to reduce our mailing list to members who have paid their 1974 dues—which is due at the beginning of the annual meeting this month in Memphis. For your convenience we have printed a membership application form in this issue. We hope that you see the potential of MSERA and that you will join us to achieve it.

***************

TWO INVITATIONS TO GET INVOLVED

The editors of the Mid-South Educational Researcher are planning the expansion of successive issues of the newsletter. You are invited to make whatever literary contributions you consider to be appropriate. All submissions will be considered for publication. You may send two copies of your double-spaced manuscript to the Editor, MSERA, Box 635, University, MS 38677.

The second invitation comes from Walter Mathews, the President of MSERA. He solicits ideas for activities that MSERA might undertake in the next year, and more importantly, volunteers from the membership to participate in planned and potential activities. He also may be contacted via the MSERA post office box.
Mid-South Educational Research Association (MSERA) is an association for those in the Mid-South who are interested in quality educational research and its application in the schools.

APPLICATION FOR INDIVIDUAL MEMBERSHIP
1974

☐ DR.
Name: ☐ MR. __________________________ Institution or Organization: __________________________
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Mailing ___________________________________________ Position: __________________________
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Membership
☐ Member . . . . . . . . . . . . . $5.00
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(students only: name of sponsoring professor: __________________________)

This application form may be returned to any of those listed on the back of this form or to Box 635, University, Mississippi, 38677. Make checks payable to MSERA.

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MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
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Jackson State College
Walter Cooper
University of Southern Mississippi
Thomas L. Reddick
Tennessee Technological University

*Positions to be filled at election to be held at the Annual Meeting.
### Wednesday, November 14

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:00 - 6:00 p.m.</td>
<td>Registration, Main Lobby</td>
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<tr>
<td>11:30 - 12:30 p.m.</td>
<td>Board of Directors Luncheon</td>
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<tr>
<td>1:00 - 5:00 p.m.</td>
<td>Training Sessions, Rooms A, B, C, Gold</td>
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<tr>
<td>6:30 - 7:00 p.m.</td>
<td>Informal Session (cash bar)</td>
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<td>7:30 - 9:30 p.m.</td>
<td>Opening Session and Welcome, Ballroom</td>
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<td>9:30</td>
<td>Informal Session (cash bar)</td>
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### Thursday, November 15

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<td>8:00 - 4:00 p.m.</td>
<td>Registration, Main Lobby</td>
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<td>8:00 - 4:00 p.m.</td>
<td>Coffee, Kappa Delta Pi, Memphis State University</td>
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<td>Exhibits, Room C (lower level)</td>
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<td>9:00 - 9:50 a.m.</td>
<td>Paper, Symposia, Mini-Sessions</td>
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<td>Paper, Symposia, Mini-Sessions</td>
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<tr>
<td>LUNCH</td>
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<td>1:30 - 2:20 p.m.</td>
<td>Paper, Symposia, Mini-Sessions</td>
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<td>4:30 p.m.</td>
<td>&quot;Statistics Carrousel&quot;, Room A</td>
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<td>4:30 p.m.</td>
<td>Special Interest Group, Public School Research</td>
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### Thursday, November 15 - continued

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<td>Keynote Presentation, Ballroom, Harry Silberman, University of California at Los Angeles</td>
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<td>Informal Session (cash bar)</td>
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### Friday, November 16

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<td>Papers, Symposia, Mini-Sessions</td>
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<td>4:30</td>
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