

THE MID-SOUTH EDUCATIONAL *R E S E A R C H E R*

Volume 19 Number 1

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CALL FOR PAPERS ISSUE

CONTENTS

Editorial Policy	2
Committees	3
1990 Annual Meeting Evaluatuion	4
Nominations	4
The Manuscript Rejection Blues	6
News from SERA	6
Call for Papers	8
(Cover sheet, acknowledgement form, acceptance and assignment form, sample abstract, outstanding paper award, distinguished thesis/dissertation award)	
1991 MSERA Board of Directors	15
Membership Renewal	16

**MSERA MEMBER STATES:
ALABAMA, ARKANSAS, KENTUCKY, LOUISIANA, MISSISSIPPI, TENNESSEE**

Editorial Policy

Purpose

The Researcher, MSERA's research journal and newsletter, is to provide a means of communication with members of MSERA. Additionally, it is to encourage research and to promote the sharing of knowledge through publication of research studies and other articles of interest to the membership. The Researcher may include research articles and scholarly material in four of the five issues each year. The exception is issue number 4, the Annual Meeting Program issue.

Change of Address. Notification of a change in address should be made to:

Harry Bowman, MSERA Executive Secretary
302 Ball
Memphis State University
Memphis, TN 38152
(901) 678-2363

Submission Requirements

Length. Text is not to exceed 2,000 words.

Manuscript Preparation. The Publication Manual of the American Psychological Association is the accepted style manual. Contributors are to submit four paper copies of the manuscript and a copy on a computer disk. Include author name and any other identifying information on the title page only. Submissions in WordPerfect are preferred, though

translations from Mac and Dos can usually be made. Indicate your word processing program and, on your computer file, limit formatting to paragraph breaks, bold, tabs, underline, and other simple procedures. Do not change font or size. Tables are to be camera-ready or easy to edit.

Title Page. The title of the manuscript should appear on a separate page along with the following information on each author: name, position, institution, address, fax number, and phone number. If the manuscript is based on thesis or dissertation research, also include: the name of the major professor or dissertation advisor, institutional affiliation, degree awarded, and date of degree.

Review Process. Manuscripts meeting submission requirements will be acknowledged when received. Each manuscript will undergo blind review by a minimum of two members of the Publications/Communication Committee. Notification of the results of the review will take approximately six to eight weeks. The Researcher editorial staff reserves the right to make editorial changes in accepted manuscripts to improve clarity, to conform to the style manual of the APA, and to fit available space.

Editorial Address. Send the four copies and computer disk to:

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MSERA Researcher
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College of Education
Mississippi State University

Committees Announced

MSERA President Gypsy Abbott Clayton has announced the following committees to serve in 1991.

Standing Committees

Current Year Program Committee:

Barbara Lewis (Chair), Dan Fasko (Co-Chair), Nan Lintz (Co-Chair), Marty Alberg, Arlene Amos, Collin Ballance, Vickie Ballance, Linda Barron, Earnest Bentley, John Burns, Robert Byrne, Shirley Byrne, Robert Calvery, Carl Cecil, Ann Chapman, Nola Christenberry, Larry Daniel, Nancy Draper, Sherrill Evans, William Ferguson, Pat Gariikov, Anita George, Vern Gifford, Jeff Gorrell, Gerald Halpin, Shanette Harris, Samuel Hinton, Clifford Hofwolt, Bruce Holliman, Kevin Hughes, Ali Iran-Nejai, George Mann, Robert Massey, George McCormick, Jane McHaney, Vern McHaney, Carolyn Minder, David Morse, Lee Napier, John Price, Robert Prickett, Jan Ruthven, L. Nan Risline, George Risner, Lucinda Rose, Dorren Schmitt, Barbara Schoer, Quaisar Seltana, Edward Shaw, Wayne Shelton, William Spencer, Muriel Stockburger, Marian Talley, Anne Tishler, Robert Todd, E. M. VanDevender, Dwillis Wallman, Angelo Webb, Linda Wesson, Russ West, William White, Roslin Williams-Dixon, Brenda Wilson.

Annual Meeting Evaluation Committee:

Jim Flaitz (Chair), Ken Clawson, Dan Lindow, George McCormick, Lonnie McIntyre, Jan Melancon, Arnold Moore, Georgie Napier, Anne Tishler.

Constitution and Bylaws Committee:

Harry Bowman (Chair), John Burns, Hampton Williams.

1991 Local Arrangements Committee:

Jim Craig (Chair), Robert Byrne, Glynn Creamer, Samuel Hinton, Kevin Hughes.

Nominations Committee:

John Petry (Chair), AL Glennelle Halpin, AR Don Right, KY Carl Martray, LA Ava Pugh, MS Neil Amos, TN Dean Butler.

Outstanding Paper and Distinguished Dissertation/Thesis Selection Committee:

Judy Boser (Chair), Lynn Doak, John Enger, Jeff Gorrell, Dwight Hare, Diana Lancaster, Esther Leung, Robert Lockwood, Lee Napier, Ann Neely, Earnest Rakow, John Slate.

Publications/Communications Committee:

Jim McLean (Chair), Judy Boser, Dan Fasko, Frances Fowler, Jim Flaitz, Dwight Hare, Ken Henson, Mike Richardson, Newton Suter, Bruce Thompson.

Special Committees

Archives/Paper Repository:

Vern Gifford (Chair).

Future Site Selection Committee: 1994

Bill Earnest (Chair), Arlene Amos, Harry Bowman, John Dempsy, Virginia Horns-Marsh, Warren Land, John L. Price, Carolyn Reeves-Kazelskis, Quaisar Sultana, Carol Templeton, Norma Tedder, John Thornell.

Graduate Student Advisory Committee:

Vicki Lepanto (Chair), Julia Carskadon, Ed Davis, Lynn McElveen.

Membership Committee:

Jeff Gorrell (Chair), John Brown, Joan Butler, Anna Looney, Hillman, Dan Lindow, Winfred Nweke.

1992 Local Arrangements Committee:

Patty Wiley (Chair), Bill Butefish, John Byrne, Tom George, Tricia McClam, Kathleen Warden.

1993 Local Arrangements Committee:

Rita Zerr (Chair).

Registration Committee:

Rob Kennedy (Chair), Beatrice Baldwin, Judy Burry, Ruth Eavenson, Cynthia Gettys, Janet Henderson, Betty Hipps, Betty Holcombe, Glenda Holland, Richard Kazelskis, Jean Marsh, Tom Mize, Dawn Ossont, Tim Pettibone, Gordon Sutherland.

Special Interest Groups Organization:

Dot Reed (Chair).

Editorial Note:

Dr. Jann James, Assistant Professor, elementary education, has assumed the position of Co-Editor of the MSERA Researcher. Dr. Vincent McGrath, originally named Associate Editor, has assumed other responsibilities within the College of Education.

Jann is in her second year at Mississippi State. She has taught in California and Arizona, and brings to the Researcher experiences in writing, editing and publishing. We are pleased to have her involved with MSERA in this capacity.

What you see before you now is a result of Jann's diligence, taste, and sharp eye for detail. Thanks, Jann.

Dwight Hare, Co-Editor

1990 Annual Meeting Evaluation Report

Jim Flaitz, Program Evaluation Committee Chair

A record number of MSERA members attended the 1990 Annual Meeting in New Orleans. As is the case each year, those members attending the Business Meeting on Thursday evening were provided an evaluation form with which to share their impressions of the Annual Meeting. A total of 138 evaluation forms were returned, which represents a noticeable increase from last year's 113. Not all items were completed on every evaluation form, thus some items will have fewer than the maximum possible responses reported.

Members who responded to the evaluation included almost equal numbers of men and women. The professional category most strongly represented was higher education faculty. The largest percentage were regular members who had been members an average of 6.57 years (s= 6.1) and had attended an average of 6.17 Annual Meetings (s= 5.9). The state with the largest contingent represented was Mississippi (43), followed by Tennessee (27) and Alabama (24). The general overall response to the 1990 Annual Meeting was very favorable. The meeting was described as excellent by 48.6% (67), as good by 47.1% (65), and as fair by 3.6% (5) of those responding. No one rated the meeting as either poor or very poor. When asked to give an overall rating to each type of session, the responses were generally positive (Table 1).

Table 1- Session Ratings

Session Type	DNA	P	Mixed	G	E
Discussion	3	3	13	76	41
Display	49	2	11	41	15
Symposium	34	0	10	48	28
Training	83	1	6	15	9
General	11	0	9	60	41

Ratings: DNA = Did Not Attend; P = Generally Poor; Mixed = Mixed Reaction; G = Generally Good; E = Generally Excellent

As in years past, display sessions and training sessions appear to be the least well attended (possibly due to such factors as being relatively fewer in number than the discussion sessions, and in some cases, scheduled opposite more popular discussion sessions). Respondents were also asked to rate selected features of the program that might affect the effectiveness of the program. Again, the overall pattern would suggest that the membership was reasonably pleased with these dimensions of the program (Table 2).

**Table 2
Program Quality Ratings**

Factor	P	A	G	E
Effectiveness of session format	2	19	68	45
Scheduling of sessions	6	25	67	37
Quality of presentations	1	20	84	30
Grouping of papers	4	34	59	38

Ratings: P = Poor; A = Acceptable; G = Good; E = Excellent

Another aspect of our Annual Meeting that was evaluated has to do with the accommodations and attractions (distractions?) associated with the meeting, collectively referred to as Meeting Arrangements (Table 3). As can be seen by examining Table 3, respondents were very positive in their rating of every item.

Table 3- Meeting Arrangements

Item	VD	D	N	S	VS
Hotel Guest Rooms	0	4	17	71	38
Hotel Meeting Rooms	0	5	10	71	49
Local Restaurants	0	0	3	38	93
Local "Nightlife"	0	2	8	37	85
MSERA Socials	0	2	16	58	55

Ratings: VD = Very Dissatisfied; D = Dissatisfied; N = Neutral; S = Satisfied; VS = Very Satisfied

While part of the success of the Annual Meeting can be measured by how well the attendees enjoyed the various attractions and accommodations of the meeting site, perhaps of greater significance is the degree to which members benefit professionally from the meeting. Respondents were asked to indicate the extent to which they had benefitted in various ways as a result attending this meeting. Those responses are summarized in Table 4.

(see EVALUATION on next page)

EVALUATION (continued from last page)

Table 4
Benefits of Annual Meeting Attendance

Item	N	AL	Q
Gained information on topic(s) of interest	1	42	88
Shared information on topic(s) of interest	4	50	72
Got idea(s) for a research project	18	64	42
Got idea(s) for an instructional activity	32	54	32
Got idea(s) for administrative practice	52	38	23
Made useful professional contacts	3	39	87

Ratings: N = None; AL = A Little; Q = Quite a bit

Data from Table 4 suggest that the meeting may be most valuable as a forum for the exchange of information of mutual interest and as a place to establish or re-new professional contacts. There appears to be a less strong pattern of direct influence upon research activities, instructional activities, or administrative practices of members.

When asked of their plans for attending next year's Annual Meeting in Lexington, 80.4% (111) indicated their intentions to attend, 1.4% (2) indicated that they would not attend, and 17.4% (24) indicated that they were not sure. This compares to about 89% who last year said they intended to attend this Annual Meeting.

This year's evaluation form included a series of items soliciting opinions regarding possible alternative deadlines for the submission of proposals to the program chair. At present, the deadline of July 15 means that notification of acceptance can occur no earlier than October 1, and information regarding the actual day and time of the session may be unavailable until October 15 or later. For those members whose travel plans hinge upon this information, notification may come so late as to make travel arrangements difficult. To find out how the membership felt about possible alternative arrangements, they were offered two alternative dates for the proposal deadline and asked to indicate if they would favor that particular date. If the arrangement were a deadline of July 1 with notification

by September 15, 44.2% (61) respondents indicated that they would support this, 34.1% (47) opposed it, and 16.7% (23) had no opinion. If the arrangement were a deadline of June 15 with a notification date of Sept. 1, 21.7% (30) would support this, 51.4% (71) would oppose it, and 17.4% (24) have no opinion. When asked which of the three alternatives they would prefer, 42% (58) chose the current arrangement of a July 15 deadline and an October 1 notification; 30.4% (42) chose a deadline of July 1 with notification by September 15; and 17.4% (24) chose a deadline of June 15 with notification by September 1. These findings will undoubtedly be discussed at the Spring Board meeting.

It seems clear from the information generated by the evaluation that the membership was very pleased with this year's meeting. Much credit is owed to Rob Kennedy, program chair for the meeting, and Susan Kappelman, local arrangements chair. Both did an outstanding job, with the able assistance of many of you who served on the several committees of the organization. I would also like to thank the people who served on the evaluation committee for their support and assistance.

Nominations for 1992

John Petry
Nominations Committee Chair

The Nominations Committee will be seeking and accepting nominations for Vice President/President-Elect, Secretary/Treasurer, and six Directors: one local education agency, one state department of education, and four at large. Members of the Committee include: John Petry (Chair), Neil Amos, MS; Dean Butler, TN; Glennelle Halpin, AL; Carl Martray, KY; Ava Pugh LA; and Don Right, AR.

Nominations may be made to the committee by any active member of MSERA, provided that the member making the nomination secures (1) the written permission of the nominee, and (2) the signatures of four other active members endorsing the nomination. Individuals whose names are submitted to the committee through the process will be considered by the Nominations Committee.

Names of individuals being submitted for consideration, their written permission, and the necessary signatures of four active members are to be sent by **April 1, 1991** to:

John Petry, Nominations Committee Chair
Ball 302, COE
Memphis State University
Memphis, TN 38152

A (Partial) Remedy for the Manuscript Rejection Blues

W. Newton Suter

Member, Publications/Communications Committee

Undoubtedly, all of us have experienced it. It renders us temporarily weak and helpless. It assaults our fragile self-esteem. We sleep it off, but it leaves us wondering about the whole process. Brace yourself, here it is:

I regret to inform you that your manuscript has not been accepted for publication. The reviewers' comments are straightforward. Thank you for considering this journal, and good luck in your future writing projects.

The manuscript rejection blues hit hard. You would rather have the flu. You rationalize. It's a crapshoot. Peer reviewers are moody, even whimsical. They're on powertrips, guilty of capricious fault-finding and arbitrary criticisms. Contemporary editorial practices are unfair. Rationalizations go on and on, and they become wonderful examples of external attributions for the educational psychology course.

Criticisms about the entire manuscript review process are nothing new. According to Bornstein (1990), critics argue that manuscript reviews are unreliable, unconstructive, and biased in a variety of ways. The common sources of alleged bias include unfavorable evaluations of nonsignificant findings, unpopular findings, replications of others' work, and research reported by unknown authors from less prestigious institutions, to name just a few. There are probably sources of bias yet to be discovered. Bradley (cited in Bornstein, 1990) reported survey data revealing that the majority of author respondents received reviews which contained subjective judgments treated as objective truth as well as outright error in fact.

Some journals are experimenting in an attempt to improve the publication process. Applied Psychological Measurement as described by Weiss (1989), for example, announced an Advance Review Option (ARO) whereby authors receive evaluative feedback before data are collected. Reviewers focus on the adequacy of the research question, literature review, design, and a proposed analysis and presentation of findings (including dummy tables and figures). This review option allows for such data-free manuscript to be accepted for publication contingent only on acceptable discussion of the findings. The Journal of Social Behavior and Personality, as reported by Crandell (1990), also experimented with innovative review practices, including reviewing papers without results and discussion and inviting authors to submit research ideas before collecting data.

What can the MSERA Researcher do to improve the manuscript review process and minimize the manuscript rejection blues? A formative judiciary model of manuscript review should be considered. Reviewers under this model must be willing to offer formative evaluations at any stage of research, from idea generation to planned data analysis. They must be willing, in other words, to provide constructive suggestions to authors of research proposals as well as evaluative comments to authors of completed research. The relationship between reviewers and authors in a formative judiciary model of reviewing is cooperative, not adversarial; developmental, not final. A second significant aspect of this proposed model allows for authors' opportunity to reply to reviewer critiques before a publication decision is made. This concept, described by Finke (1990), reduces problems of manuscript rejection due to reviewers being overly demanding and to reviewers simply misunderstanding the paper. Editorial decisions are based on a fair balance of opinions after weighing authors' and reviewers' input.

Many universities have a peer review procedure for faculty use when developing research proposals and writing for publication. Often a faculty member is employed for the purpose of assisting colleagues and students who are designing research projects, collecting data, or writing results. The proposed model of manuscript review is similar, at least in spirit, to this type of university support and would be available to all members of MSERA. The formative judiciary model of manuscript review will work only if reviewers are willing to serve in this capacity. The decision regarding anonymity is determined by the individual author/researcher and reviewer. The compatible team of authors and reviewers work together until publication is realized. The editor does not function as a postal service, merely moving proposals, drafts, and critiques back and forth. Rather, he or she functions as a reviewer, facilitator, arbitrator, and decision maker as well as an editor. As a facilitator, for example, the editor helps govern reviewers in a manner described by Tuckman (1990), whereby evaluation criteria are made explicit and reviewers are instructed in the use of an instrument designed to improve the quality of published research.

This model requires commitment on the part of reviewers, authors, and manuscript editors. Authors whose manuscripts

(see **Remedy** on next page)

Remedy (continued from last page)

have evolved with the assistance of MSERA formative reviewers over a period of time have an obligation to the Researcher as an outlet for their work. Dedicated members of the Editorial Review Board are not in the business of preparing manuscripts for other journals.

The editorial staff of the MSERA Researcher is dedicated to publishing superior articles addressing a wide variety of topics of interest to educational researchers and practitioners. Your ideas regarding the review and publication process are appreciated at any time. Anyone who is interested in serving as a volunteer reviewer under this model is encouraged to contact me at the earliest convenience.

W. Newton Suter
Department of Educational Leadership
University of Arkansas at Little Rock
2801 S. University Avenue
Little Rock, AR 72204

References

- Bornstein, R. F. (1990). Manuscript review in psychology: An alternative psychology: An alternative model. American Psychologist, 45, 672-673.
- Crandell, R. (1990). Improving editorial procedures. American Psychologist, 45, 665-666.
- Finke, R. A. (1990). Recommendations for contemporary editorial practices. American Psychologist, 45, 669-670.
- Tuckman, B. W. (1990). A proposal for improving the quality of published educational research. Educational Researcher, 19(9), 22-25.
- Weiss, D. J. (1989, October). Applied Psychological Measurement announces an experiment in publication: Advance publication review. The Score, p. 4.

**ADVANCES IN EDUCATIONAL RESEARCH:
SUBSTANTIVE FINDINGS, METHODOLOGICAL DEVELOPMENTS**

*The Annual Series of the
Southwest Educational Research Association*

Volume 1 -- January, 1991 Books in Print ISBN: 1-55938-316-X

Selected Chapters

OPERATIONALIZATION OF A FRAME OF REFERENCE FOR STUDYING ORGANIZATIONAL CULTURE IN MIDDLE SCHOOLS, *Larry G. Daniel*; INITIAL EFFORTS IN CONSTRUCT VALIDATION FOR THE TURKISH MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE, *Max R. Martin and Giray Berberoğlu*; TEENAGE SUICIDE: INCIDENCE AND SCHOOL DISTRICT RESPONSE PLANS, *Nolie B. Mayo*;

THREE REASONS WHY STEPWISE REGRESSION REGRESSION METHODS SHOULD NOT BE USED BY RESEARCHERS, *Patricia Snyder*; A COMPENDIUM OF TEXTBOOK VIEWS ON PLANNED VERSUS POST HOC TESTS, *Mary L. Tucker*; THE EXTREME DANGERS OF COVARIANCE CORRECTIONS, *Lynn B. Loftin and Susan Q. Madison*; METHODOLOGY CHOICES IN A COHORT OF EDUCATION DISSERTATIONS, *Stephanie Squires LaGaccia*

For ms. submission or other information, contact: Bruce Thompson; TAMU Dept. of Educational Psychology; College Station, TX 77843-4225; 409/845-2317

CALL FOR PAPERS

1990 MSERA ANNUAL MEETING

GENERAL INFORMATION

The Annual Meeting of MSERA will be November 13-15, 1991 in Lexington, Kentucky. All members of MSERA are invited to submit proposals for possible inclusion in the program. Proposals for 1) Discussion Sessions, 2) Display Sessions, 3) Symposia, and 4) Training Sessions will be considered if they are postmarked by July 15, 1991. Proposals are to be submitted in the form of an abstract.

1. **Discussion Sessions:** Paper presentations are arranged around a general topic. Each participant will make a 10-12 minute presentation. A general discussion will follow the presentation. Papers may be one of three types:

- (a) research, evaluation, or program results;
- (b) position papers; or
- (c) review of the literature.

An abstract for a paper presenting **research, evaluation, or program results** should include the following:

- (1) a statement of the problem;
- (2) a summary of the methods which includes a description of the data collection, instrumentation, and subjects;
- (3) results; and
- (4) conclusions/implications of the study.

Sufficient detail of methodology and results should be included to enable reviewers to make informed decisions regarding acceptance.

An abstract for a **position paper** should contain the basic tenets of the position and supporting evidence.

An abstract for a **review of literature** should include a statement of the problem, basic findings, and implications.

2. **Display Sessions:** Displays are to be organized to permit informal discussion of research projects, innovative instructional or administrative techniques, or new types of instrumentation. Displayers will have at least one hour for a session. Abstracts for displays should include what will be displayed, the significance of the topic, and methods used with the topic.

3. **Symposia:** The extended presentation of a single topic contains several research papers. Symposia are 50 minutes in length. Abstracts for a symposium should include an overview, summaries of individual papers, and suggestions for audience participation. The cover sheet for a symposium should list the organizer as the senior author and should include the title and presenter of each of the papers in the symposium as "Co-Authors." If the organizer presents a paper, s/he should be listed among the co-authors in addition to the listing as organizer.

4. **Training Sessions:** Offered on pertinent and popular topics, these sessions last one to three hours. Registration fees are optional and set by the trainer. Abstracts should include scope of the session, objectives to be covered, and summary of the activities. An abbreviated vita for each trainer should be included with the abstract.

SUBMITTING THE PROPOSAL

What to Submit. Members submitting a proposal should send the following:

- 3 completed cover sheets (each stapled to one of the full abstracts)
- 3 copies of the full abstract (with the name[s] and affiliation[s] of the author[s])
- 3 copies of the review abstract (without the name[s] and affiliations of the author[s])
- 2 self-addressed stamped envelopes
- 1 self-addressed stamped postcard (with proposal title typed on the blank side)
- 2 Proposal Acknowledgement forms (with upper portion typed in)
- 1 Acceptance and Assignment form (with upper portion typed in)

How to Prepare the Full Abstract. Guidelines include the following (see sample abstract on page 11). The abstract should be typed, single space spaced, on 8 1/2" x 11" paper with one-inch margins on all sides. Double space between paragraphs. Type in indented paragraph form (10 space indentions for paragraphs, 20 spaces for title and author[s]) with no divisions or headings in the abstract.

(see **CALL** on next page)

CALL (continued from last page)

Use prestige pica or prestige elite type if possible, and do not use a dot matrix printer.

The title should be in all capitals and in quotation marks. The author(s) and their institutions(s) should be in caps and lower case letters.

Abstracts should not include references, tables, or lists.

The past tense should be used in describing the research. Spell numbers below 10. Use the number and per cent sign (6% instead of "six per cent"). Nothing should be underlined except titles of books.

Proposals which are not in accordance with the stated guidelines will be returned to the author without review.

Indicate type of presentation in upper left, number of words in the abstract in the upper right. Abstracts for Discussion, Display, and Training Sessions may not exceed 200 words; abstracts for symposia may not exceed 500 words.

Each of the three full copies of the abstract is to include at the top of the page the title, type of presentation, presenter(s), and institution(s), and is to be stapled behind a completed Proposal Cover sheet.

How to Prepare the Review Abstract. Delete the presenter(s) name(s) and institution(s) from the full abstract. Do not attach to a completed cover sheet.

When to Submit: Proposals must be postmarked by **July 15, 1991**. The primary author will be notified by postcard of receipt of the proposal. Each proposal will undergo a blind review process. Final notification of the disposition of each proposal will be mailed prior to September 30, 1991.

Where to Submit: All proposals should be sent to:
Barbara Lewis, MSERA Program Chair
Department of Curriculum and Instruction
204-A Education Building, UAB
Birmingham, AL 35294

AWARDS PROCEDURE CHANGED: The procedure for submitting papers for the MSERA Outstanding Paper and Distinguished Thesis/Dissertation Awards have been modified. In the past, copies of the complete paper (25 pages or less) had to be submitted by July 15, the same deadline as for the abstracts being submitted to the Program Chair. This year, in order to provide authors more opportunity to submit their papers, the deadline for the complete papers will be September 1. The author must, however, indicate intent to submit a paper by sending a copy of the full abstract, along with return mailing address, to the chair of the Selection Committee by July 15. Since it is a requirement for either award that the paper be submitted to the Program Chair for review for presentation at the Annual Meeting, the author need only make an additional copy of the full abstract (prepared for the Program Chair) and send it to the chair of the Selection Committee at the time the submission is sent to the Program Chair.

PARTICIPATION REQUIREMENTS

Primary authors of papers selected for the program must present their papers in person. If adverse circumstances prevent this, the primary author has the responsibility for obtaining a substitute to make the presentation. The Program Chairperson must be notified of any changes. The presenters must register for the meeting prior to presenting their papers.

Each contributor may be the primary author of no more than a total of two discussion, display, or symposia papers. Contributors may participate as a second, etc., author on as many other papers as desired.

Participants must bring at least 27 copies of their completed papers. Two copies are for the MSERA Archives, 25 copies are for distribution. Participants who wish to submit their papers to ERIC should bring an additional two copies.

An overhead projector and a screen will be available in each meeting room. Other audio-visual needs are the responsibility of the presenter.

Authors are requested to be consistent in how they list themselves so that the name appears in the same form each time it is listed in the program. For example, Joan A. Smith should be listed as Joan A. Smith throughout the program (in each proposal containing the same name). Alternate listings for the same individual (Joan A. Smith, J. A. Smith, J. Alice Smith) lead to confusion and are to be avoided.

SESSION CHAIRPERSON

Any member interested in serving as a Session Chairperson should send his/her name and address on a 3" x 5" index card and a stamped, self-addressed envelope to the Program Chairperson. A Session Chairperson introduces each of the session participants, informs them of time limits, and may facilitate discussion in the session. This is another opportunity to participate in the Annual Meeting. Graduate student members are especially encouraged to submit their names to serve in this capacity.

Proposal Cover Sheet 1991 MSERA Annual Meeting

Proposal ID# _____

Session ID# _____

Paper Title _____

Senior author/symposium organizer _____
last name
first name
middle initial

Institution _____ Phone(_____) _____

DIRECTORY ADDRESS OF SENIOR AUTHOR/SYMPOSIUM ORGANIZER TO BE LISTED IN PROCEEDINGS. Please abbreviate your name (last name first) and address (including zip code) to 65 characters (including blanks or spaces) for the program address directory.

Co-Authors: list full name, institutional affiliation, and phone number. For symposium, also list the title of each presenter's paper.

Type of presentation (check one)

- | | |
|---|--|
| <input type="checkbox"/> Discussion - Research, Evaluation, Program Results | <input type="checkbox"/> Display |
| <input type="checkbox"/> Discussion - Position Paper | <input type="checkbox"/> Training - Time Requested: |
| <input type="checkbox"/> Discussion - Review of Literature | <input type="checkbox"/> 1 hour <input type="checkbox"/> 2 hours |
| <input type="checkbox"/> Symposium | <input type="checkbox"/> 3 hours |

Number of words in abstract: _____ (maximum of 200 for discussion, training, display; 500 for symposium)

Descriptors: please identify three major descriptors of the presentation. The first descriptor must come from the list below.

- | | | |
|----------------------------|---------------------------|-----------------------------|
| 1. _____ | 2. _____ | 3. _____ |
| Abilities | Culture | Home Economics Education |
| Administration | Curriculum | Humanities |
| Adult Education | Development | Inservice Education |
| Arts | Distributive Education | Language |
| Attitudes | Drug Education | Learning |
| Biology | Early Childhood Education | Library Materials |
| Black Education | Employment | Mathematics |
| Business Education | English Education | Medicine |
| Career Education | Evaluation | Microcomputers |
| Compensatory Education | Facilities | Occupations |
| Computer Science Education | Finance | Parent Education |
| Cooperative Education | Handicapped | P.E./Recreation |
| Counseling | Health Education | Preschool Education |
| | | Preservice Public Education |
| | | Psychology |
| | | Public Relations |
| | | Race Relations |
| | | Reading |
| | | Religious Education |
| | | Research Methodology |
| | | Schools |
| | | Social Sciences |
| | | Teacher Education |
| | | Tests |
| | | Vocational Education |

SAMPLE ABSTRACT

(Discussion Paper)

Discussion

196

"THE BEST THINGS IN LIFE ARE (NEARLY)
FREE: LOW-COST AND NO-COST STATISTICAL
ANALYSIS PROGRAMS FOR MICROCOMPUTERS"

David T. Morse: Mississippi State
University

Since 1977 many statistical analysis packages have been designed for, or adapted to, microcomputers. Recent reviews in professional and technical publications indicate that powerful and sophisticated packages are readily available. However, these packages tend to be costly (sometimes \$2000 or more) and resource-hungry, both in electronic memory and disk storage requirements. There are, though, many low-cost or no-cost statistical packages available to researchers. This paper compares 10 such packages ranging in price from free to fifty dollars.

The programs are compared with respect to: type of analyses; ease of data entry and manipulation; documentation; input and output options; accuracy of computation, even with "troublesome" data sets; diagnostic indicators or data checks; error handling; memory and disk-storage requirements; and cost. On the basis of these comparisons, several programs were identified that offer competent analysis with flexibility for the user, at little or no cost.

For instructors of statistical methods looking for a package suitable for student use, or for the researcher who finds it necessary to analyze data at home, or for the organization which cannot afford one of the full-featured packages, there are several suitable packages from which to choose. Thus, no data need go unanalyzed for "want of a nail."

Proposal Acknowledgement

To be completed (typed) by presenter/organizer:

Title: _____

Type of Presentation: ___ Discussion session ___ Display session ___ Symposium ___ Training session

To be completed by program chairperson:

Your proposal has been assigned ID# _____. Please refer to this ID number in any future correspondence.

___ Your proposal appears complete.

___ Your proposal lacks one or more of the following which must be submitted as soon as possible. Please include the proposal ID# with the materials to avoid being considered as a separate submission.

___ 3 completed Proposal Cover Sheets

___ 3 copies (or and original and two copies) of the full abstract including title, author(s) name(s) and affiliation(s), and type of presentation

___ 3 copies of the review abstract with title and type of program only (no author[s] name[s] or affiliation[s])

___ 2 self-addressed, stamped envelopes

___ 1 self-addressed, stamped or postage-paid postcard (with title of proposal on blank side)

___ 2 Proposal Acknowledgement forms (with title typed in and presentation type marked)

___ 1 Proposal Acceptance and Assignment form (with title and presenter/organization typed in)

All proposals will be sent to at least two reviewers who will be unaware of author identification.

You will be advised of the disposition of your proposal prior to October 1, 1991.

In case of questions, contact Program Chair Barbara Lewis, Department of Curriculum and Instruction, 204-A Education Building, the University of Alabama at Birmingham, Birmingham, AL 35294. Work phone: (205) 934-5371

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## Proposal Acceptance and Assignment

To be completed (typed) by presenter/organizer:

Title of presentation/symposium \_\_\_\_\_

Primary presenter/organizer \_\_\_\_\_

To be completed by program chair: The proposal listed above has been accepted for presentation at the Annual Meeting.

It is scheduled in the \_\_\_\_\_ room at \_\_\_\_\_ on:

\_\_\_ Wednesday, November 13 \_\_\_ Thursday, November 14 \_\_\_ Friday, November 15

# MSERA 1991 OUTSTANDING PAPER AWARD COMPETITION

Any current member of the Mid-South Educational Research Association who submits an abstract for a proposed paper to be presented at the Annual Meeting may enter the competition for the Outstanding Paper Award. The MSERA member who is the award recipient will receive a \$200 cash award, have the paper published in the Mid-South Educational Researcher, and have the opportunity to present the paper at the 1992 AERA Annual Meeting. Please note that the award competition is open only to MSERA members. Membership applications are included in the MSERA Researcher and are available from secretary/treasurer Rob Kennedy, 425C Tate Page Hall, Western Kentucky University, Bowling Green, KY 42101.

## ELIGIBILITY REQUIREMENTS:

1. The primary author must be a member of MSERA.
2. The paper must be submitted to the Program Chair for review for presentation at the MSERA Annual Meeting.
3. One copy of the full abstract and cover sheet that are being submitted to the Program Chair must be submitted to the Chair of the Selection Committee. (Note: This submission is in addition to the copies of the abstract, etc., that must be submitted to the Program Chair). The abstract must be received by the Chair of the Selection Committee by July 15, 1991. Receipt of abstracts will be acknowledged.
4. The author must submit six (6) copies of the paper to the Chair of the Selection Committee by September 1, 1991. Eligible papers may be one of three types: (1) research, evaluation or program results; (2) position paper, or (3) review of literature. Dissertations, theses, and condensations thereof are not eligible for this award. Submissions to the Outstanding Paper Award competition are limited to 25 double-spaced, type-written pages, including narrative, tables, and bibliography. Papers not adhering to this limitation will be removed from consideration.

## SELECTION PROCEDURES:

1. The Selection Committee will review and evaluate the papers to identify the most outstanding papers among those submitted. The Chair of the Selection Committee will ensure that each paper submitted will receive a minimum of three (3) blind reviews by members of the Selection Committee.
2. The five papers receiving the highest composite reviews (or all papers if fewer than five are submitted) will then be reviewed by members of the Selection Committee based upon all possible pair-wise comparisons. The paper judged to be most outstanding at the conclusion of the two-stage review process will be declared the winner of the MSERA Outstanding Paper Award Competition.

The Chair of the Selection Committee will announce the winner at the MSERA Annual Meeting. The winning paper will be published in the Mid-South Educational Researcher, a refereed, copyrighted publication of the Mid-South Educational Research Association.

Members who desire to place their papers in competition for the award and the opportunity to represent MSERA at the 1992 AERA Annual Meeting are invited to indicate their intent by sending an abstract of their paper, and subsequently sending six copies of the paper, to the Chair of the Outstanding Paper and Distinguished Thesis/Dissertation Committee:

Judy Boser  
212 Claxton Education Building  
University of Tennessee  
Knoxville, TN 37996-3400

**DEADLINE for Abstract Submission: July 15, 1991**

# MSERA 1991 DISTINGUISHED THESIS/DISSERTATION AWARD

Any current member of the Mid-South Educational Research Association who submits an abstract for a proposed paper to be presented at the Annual Meeting may enter the competition for the MSERA Distinguished Thesis/Dissertation Award. The award recipient will have the paper published in the Mid-South Educational Researcher and receive a certificate and a \$200 cash award at the MSERA Annual Meeting in November.

## ELIGIBILITY REQUIREMENTS:

1. The author must be a member of MSERA.
2. The paper must be a condensation of a thesis or dissertation submitted as partial fulfillment of degree requirements at a college or university within the member states of MSERA.
3. The thesis or dissertation must have been completed during the previous two years. That is, papers submitted for the 1991 Award must have been completed during or after the Summer term of 1989.
4. The paper must be submitted to the Program Chair for review for presentation at the MSERA Annual Meeting.
5. One copy of the full abstract and cover sheet that are being submitted to the Program Chair must be submitted to the Chair of the Selection Committee. (Note: This submission is in addition to the copies of the abstract, etc., that must be submitted to the Program Chair). The abstract must be received by the Chair of the Selection Committee by July 15, 1991. Receipt of abstracts will be acknowledged.
6. The author must submit six (6) copies of the paper to the Chair of the Selection Committee by September 1, 1991. Submissions to the Distinguished Thesis/Dissertation Award competition are limited to 25 double-spaced, typed pages, including narrative, tables, and bibliography. Papers not adhering to this limitation will be removed from consideration.

## SELECTION PROCEDURES:

1. The Selection Committee will review and evaluate the papers to identify the most distinguished papers among those submitted. The Chair of the Selection Committee will ensure that each paper submitted will receive a minimum of three (3) blind reviews by members of the Selection Committee.
2. The five papers receiving the highest composite review (or all papers if fewer than five are submitted) will then be reviewed by members of the Selection Committee based upon all possible pair-wise comparisons. The paper judged to be most distinguished at the conclusion of the two-stage review process will be declared the winner of the MSERA Distinguished Thesis/Dissertation Award.

The Chair of the Selection Committee will announce the winner at the MSERA Annual Meeting. The winning paper will be published in the Mid-South Educational Researcher, a refereed, copyrighted publication of the Mid-South Educational Research Association.

Members who desire to place their papers in competition for the award for 1991 are invited to indicate their intent by sending an abstract of their paper, and subsequently sending six copies of the paper, to the Chair of the Outstanding Paper and Distinguished Thesis/Dissertation Selection Committee:

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MSERA MEMBERSHIP: New\_\_ Renewal\_\_ ARE YOU A MEMBER OF AERA? Yes\_\_ No\_\_

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DUES: Professional \$10\_\_ Student \$6\_\_ MAKE CHECKS PAYABLE TO MSERA

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The year through which your MSERA membership is paid is printed to the right of your name on the mailing label used below. If DEC 91 is listed, your dues are paid through December 1991 and you will be listed in the 1991 MSERA Directory. If DEC 90 is listed, you have until **March 29, 1991** to renew your membership, and ensure continued delivery of the Researcher and your listing in the Directory.



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