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MSERA MEMBER STATES:

ALABAMA, ARKANSAS, KENTUCKY, LOUISIANA, MISSISSIPPI, TENNESSEE

PRESIDENT'S COLUMN

Robert L. Kennedy
MSERA President

In this space I would like to share with you some of the **bright spots** I already have observed this new year. First on the list would have to be the **more than 135 members** who completed Invitation to Participate forms indicating their interest in **making contributions** for the benefit of other members. In fact, there were so many volunteers that I **felt compelled** to enlarge many of the committees to enable as many members as possible to **participate** in most or all of the committees for which they volunteered. For example, nearly **100 members** volunteered to help review proposals for the program committee! A work crew this **size should** broadened even the ever-present smile of David Bell, program chair. In addition, he **will have 75** volunteers to draw from to coordinate the program sessions.

Actually, there were volunteers for every committee (and **then some**) listed on the Invitation to Participate forms. Some committees however, **according to the Policies of Procedures**, require equal representation from each of the member states. In those cases, it was not possible to appoint everyone who volunteered. I did, though, **try to appoint** all volunteers to at least one of the committees from their list of choices. I **appreciate very much** the sacrifice in time and energy that each one of the check marks on the Invitations represents.

Another bright spot is Judy Boser, **Immediate Past President**, who has continued to offer support even in "retirement". The benefit of her **wisdom and experience** has been particularly notable.

Diana Lancaster, bless her heart, has said yes to every assignment I have asked of her. She will be playing a very important role as President Elect, and has already demonstrated remarkable enthusiasm.

Another person helping things stay on track is Dwight Hare. Dwight apparently had both his year and mine scheduled before the annual meeting in November. His list of schedules has helped me keep a number of deadlines on target.

There are many, many more members who have offered to help in any way they can. I appreciate very much this warmth and willingness to contribute to this fine group of professionals. It is this family-like atmosphere which, I believe, encourages each of us to want to want to work together to help each other. It is, then, a great privilege to serve you as President.

Thank you for the opportunity.

Robert L. Kennedy, MSERA President, has appointed members to the following committees for 1993.

Constitution and Bylaws: Harry L. Bowman, Chair, Schuyler W. Huck, Ron Partridge, Jack Blendinger.

Evaluation: Kevin Hughes, Chair, Leroy Kemp, Jane Nell Luster, Jim Flaitz, Margaret L. Glowacki, William F. Gilley, Georgia Napier, Jack Barnette, Michele G. Jarrell, John Williams, Robert Byrne.

1993 Local Arrangements (New Orleans): Rita Zerr, Chair, Ira Bogotch, Sonya C. Carr, Susan Kappelman.

Nominations: Judy Boser, Chair. **Alabama:** Bill Ernest, Bill Spencer. **Arkansas:** Stanley Henson, Jesse L. Rancifer. **Kentucky:** Bob Byrne, Carl Martray. **Louisiana:** Beatrice Baldwin, Ava Pugh. **Mississippi:** Neil Amos, Vernon Gifford. **Tennessee:** Jerry Ayers, E. Dean Butler.

Distinguished Awards Selection: Diana Lancaster, Chair. **Alabama:** Jeff Gorrell, Gerald Halpin, Edward L. Shaw, Jr. **Arkansas:** Nola Christenberry, Darryl E. Haley, Linda Wesson. **Kentucky:** Robert Byrne, Ann Chapman, Muriel Stockburger. **Louisiana:** Beatrice Baldwin, Jim Flaitz, William Rieck. **Mississippi:** Vincent McGrath, Linda W. Morse, Richard Kazelskis. **Tennessee:** Carolyn H. Brown, Franklin B. Jones, Ernest A. Rakow.

Publications and Communications: Dan Fasko, Chair, 92-94; Michael D. Richardson 91-93; Anne G. Tishler 92-94; Richard Kazelskis 92-94; John Enger 91-93; Jwa Kim 92-94; Jim Flaitz 91-93; **Ex Officio:** Dwight Hare, Jim Mclean, Alan Kaufman, Rob Kennedy, John Petry, Joan Butler.

Program: David Bell, Chair, Larry Daniel, William Rieck, Lee Napier, John R. Slate, Shirley Byrne, Mary W. Funderburk, Charlotte Ferrell, Sonya C. Carr, Ira Bogotch, Kim Sistrunk, Cliff Ouder, Dwillis G. Wallman, John L. Price, Carolyn H. Brown, Carolyn Reeves-Kazelskis, Edward L. Shaw, Jr., Jupian J. Leung, Harold Griffin, Arlene Amos, Cynthia M. Gettys, Tom Mize, Judy Burry, George Thomas, David Morse, Linda Wesson, Margaret L. Glowacki, Kathleen Pittman, Qaisar Sultana, Vera A. Owens, Russell L. French, Roselyn W. Golovin, Carol A. Sprabery, Bobby J. Franklin, Barbara D. Davis, Gloria D. Richardson, Linda T. Jones, William F. Gilley, Franklin B. Jones, Aubrey W. Shelton, Gary Benton, Jane Nell Luster, Ewuuk Lomo-David, Richard Kazelskis, Nola Christenberry, Jesse L. Rancifer, Landa Trentham, E.

Dean Butler, Abraham Andero, Russell West, Anne G. Tishler, Bill Spencer, A. Jan Ruthven, Patrick Ferguson, Fred H. Groves, Clifford A. Hofwolt, Don Kellogg, Jack Blendinger, Anjoo Sikka, Robert Prickett, Joan Butler, Scott E. Arbet, Muriel Stockburger, George Mann, Ellen S. Faith, Linda W. Morse, Dan Fasko, Jim Flaitz, Bruce Thompson, Carolyn Minder, Vickie V. Ballance, Teresa M. Nichols, Jerry B. Ayers, Leroy Kemp, Marie Hill, Cordelia Douzenis, Donald L. Grigsby, Jianliang Wang, Janet C. Richards, Robert Calvery, Glenda Holland, Donald F. Demoulin, Collin Ballance, Elizabeth S. (Betty) Hipps, Barish S. Balam, Ann Chapman, Ernest A. Rakow, Susan Cutrer, Mary Jane Bradley, John L. Burns, Jerry Brooksher Gee, Robert Byrne, Jane McHaney, Linda Christian, George Thomas, Evelyn VanDevender, Jwa Kim, John Williams.

Special Committees

Archives/Paper Repository: David Morse, Chair, Vernon Gifford.

ERIC Liaison: Walter Emanuel, Jr.

1994 Local Arrangements (Nashville): Ann Neely, Chair.

1995 Local Arrangements (Biloxi): Larry Daniels, Chair.

Membership: Jeff Gorrell, Chair, Janet C. Henderson, Gail H. Romer, Bettye Holcombe, Linda Walker, Qaisar Sultana, Susan Kappelman, Gloria D. Richardson, Jack Barnette, William A. Person, Lucinda H. Rose.

Graduate Student Advisory: Glennelle Halpin, Chair, Ellen S. Faith, James M. Hatcher, Linda Walker, Allen Rogers, Dawn M. Ossont, Gerald Halpin, Cassaundra El-Amin, Gail H. Romer, Joan K. West, Anjoo Sikka, Fred H. Grove, Jody Couch.

Future Site Selection 1996: Qaisar Sultana, Chair, Linda Cornelious, Mitch Holifield, Charlotte Ferrell, John L. Price, Susan Kappelman, Ron Partridge, Kim Sistrunk, David Naylor, Landa Trentham, Gary Benton, Carol A. Sprabery, Lee Napier, Marvin A. Lance, Aubrey W. Shelton, Russell L. French, Georgia Napier, Ava Pugh, Clifford A. Hofwolt, Stanley Henson.

Special Interest Groups: Dot Reed, Chair.

CALL FOR PAPERS

1993 MSERA ANNUAL MEETING

GENERAL INFORMATION

The Annual Meeting of MSERA will be November 10-12, 1993, in New Orleans, Louisiana. 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, 1993. 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, analysis, and subjects;
- (3) results; and
- (4) conclusions/implications of the study.

Evaluation criteria will include the four areas listed above. Abstracts not including this information in sufficient detail to enable reviewers to adequately evaluate the study are likely to be rejected.

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. Displays 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 two 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 large 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 8).

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.

PARTICIPATION REQUIREMENTS

The title should be in all capitals and in quotation marks. The author(s) and their institutions(s) should be in upper 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 percent sign (6% instead of "six percent"). 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. For authors submitting a discussion paper, also indicate whether the paper is a research/evaluation paper, position paper, or review of the literature. 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, 1993**. 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, 1993.

Where to Submit: All proposals should be sent to:

David Bell
MSERA Program Chair
Crabaugh 124
Arkansas Tech University
Russellville, AR 72801

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 Chair 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, symposia papers, or training sessions. Contributors may participate as a second, etc., author on as many other papers as desired.

Participants must bring at least 26 copies of their completed papers. One copy is 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 will be 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. This may also result in the same individual being scheduled in two places at the same time.

SESSION CHAIR

Any member interested in serving as a Session Chair should send his/her name and address on a 3" x 5" index card and a stamped, self-addressed envelope to the Program Chair. A Session Chair introduces each session participant, informs him/her 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 1993 MSERA Annual Meeting

Proposal ID# _____

Session ID# _____

Paper Title _____

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

Institution _____ Phone(_____) _____

MAILING ADDRESS OF SENIOR AUTHOR/SYMPOSIUM ORGANIZER.

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)

- Discussion - Research, Evaluation, Program Results
- Discussion - Position Paper
- Discussion - Review of Literature
- Symposium

- Display
- Training - Time Requested:
___ 1 hour
___ 2 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. _____

Achievement
 Administration
 Adult Education
 Arts
 At-Risk Students
 Attitudes
 Business Education
 Career Education
 Communication
 Computer Education
 Counseling
 Culture
 Curriculum
 Development
 Drug Education

Early Childhood Education
 Education Reform
 English Education
 Evaluation
 Exceptional Education
 Finance
 Gender Issues
 Gifted Education
 Health Education
 Higher Education
 Inservice Education
 Instruction
 Language
 Learning
 Learning Styles

Mathematics
 Medical Education
 Micro-Teaching
 Multicultural Education
 Occupations
 Outcomes-Based Education
 Parent Education
 Parent Involvement
 Performance Assessment
 Policy
 Postsecondary Education
 Preschool Education
 Preservice Schools
 Private Schools
 Public Relations

Race Relations
 Reading
 Research Methodology
 Schools
 School Improvement
 School Restructuring
 Science
 Self Perception
 Social Sciences
 Statistics
 Student Motivation
 Teacher Education
 Technology
 Tests
 Vocational Education

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 chair:

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 large, 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, 1993.

In case of questions, contact Program Chair David Bell, Crabaugh 124, Arkansas Tech University, Russellville, AR 72801

Phone: (501) 968-0290

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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 MSERA Annual Meeting.

It is scheduled in the _____ room at _____ on:

___ Wednesday, November 10

___ Thursday, November 11

___ Friday, November 12

SAMPLE FULL ABSTRACT

(Discussion Paper)

Discussion (research/evaluation)

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"EFFECTS OF STUDENT TEACHING ON
TEACHING CONCERNS AND EFFICACY"

Richard Kazelskis, Carolyn
Reeves-Kazelskis, and M. E.
Kersh, University of Southern
Mississippi

The purpose of the study was to determine the effects of student teaching on preservice teachers' sense of teaching efficacy and concerns about teaching. Measures of concern and efficacy were obtained from a sample of 251 preservice teachers immediately prior to student teaching and at the end of each of two separate six-week student teaching experiences. Teaching concerns were measured along seven dimensions, including concern about: Impact Task, Self, Instructional Materials, School Climate, Classroom Behavior, and Acceptance by Students. Efficacy was measured along two dimensions: Personal Efficacy and Teaching Efficacy.

A multivariate comparison of mean levels of concern and efficacy was significant ($p < .001$), indicating changes in mean efficacy and concern scores across the three measurement periods. Concern about Impact, Self, and Acceptance by Students and Personal Efficacy were the main contributors to the significant multivariate result.

Significant reductions in mean levels of concern were found for each of the seven concern dimensions, and significant increases in mean efficacy scores were found from pre-student teaching to the end of the first student teaching experience for both efficacy measures.

Note that the abstract includes the following: Purpose/problem statement, number and type of subjects, data collection procedures and instruments, type of analysis, results of analysis, and the study.

MSERA 1993 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 1993 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: John Butler, Sudduth School, Greenfield Drive, Starkville Public School, Starkville, MS 39759, (601)324-4150.

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. The author must submit six (6) copies of the paper to the Chair of the Selection Committee by July 15, 1993. 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.
4. To allow Blind Reviews, Authors' names and Institutional Affiliations should be provided on a cover sheet separate from the six copies to be reviewed. Although the title should appear on both the cover sheet and the six copies.

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 (5) 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 winner of the MSERA Outstanding Paper Award Competition.

The Chair of the Selection Committee will announced the winner at the MSERA Annual Meeting. An abstract of the winning paper will be published in the MSERA Researcher.

Members who desire to place their papers in competition for the award and the opportunity to represent MSERA at the 1993 AERA Annual Meeting are invited to indicated their intent by sending an abstract of their paper, and six (6) copies of the paper, to the Chair of the Distinguished Awards Selection Committee: Diana Lancaster, LSU School of Dentistry, 1100 Florida Avenue, Box 140, New Orleans, LA 70119-2799.

DEADLINE for Paper Submission: July 15, 1993

MSERA 1993 DISTINGUISHED
THESIS/DISSERTATION AWARD

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 1993 Award must have been completed during or after the Summer term of 1991.
4. The paper must be submitted to the Program Chair for review for presentation at the MSERA Annual Meeting.
5. The author must submit six (6) copies of the paper to the Chair of the Selection Committee by July 15, 1993. 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.
6. To allow Blind Reviews, Authors' names and Institutional Affiliations should be provided on a cover sheet separate from the six copies to be reviewed. Although the title should appear on both the cover sheet and the six copies.

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 (5) papers receiving the highest composite review (or all papers if fewer than five (5) are submitted) will then be reviewed by members of the Selection Committee based upon all 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. An abstract of the winning paper will be published in the MSERA Researcher.

Members who desire to place their papers in competition for the award for 1993 are invited to indicate their intent by sending six (6) copies of the paper to the Chair of the Distinguished Awards Selection Committee: Diana Lancaster, LSU School of Dentistry, 1100 Florida Avenue, Box 140, New Orleans, LA 70119-2799.

Deadline for Paper Submission: July 15, 1993

1992 WINNER OF THE OUTSTANDING PAPER RESEARCH AWARD

Small is Far Better. A Summary of Class-Sizes Research in Tennessee

B. A. Nye, C. M. Achilles, J. Zahorias, D. Fulton, M. Wallenhorst

Researchers at the Center for Excellence for Research in The Basic Skills at Tennessee State University continue the search for ways to improve school outcomes and for appropriate-sized class units (teacher-pupil ratio) in early primary grades (K-3). Analyses use data from project STAR (1985-1989) and from the Lasting Benefits Study or LBS (1988-1993) and Project Challenge (1989-1993), two derivatives of STAR.

A statewide, longitudinal, randomized experiment, STAR used approximately 100 classrooms each for three teacher-pupil ratios (1:15, 1:24, and 1:24 with a full-time Aide). The class mean was the unit of analysis for outcomes of criterion - and norm-referenced tests. Researchers found statistically ($p < .001$) and educationally (effect size about .25) significant gains favoring 1:15 class at all grades (K-3), in all locations (urban, rural) and for all pupils (sex, race, etc.).

Employing similar analyses in LBS, researchers found that pupils who had been in 1:15 in STAR at least in grade 3 maintained statistically significant ($p < .01$) and educationally important (effect sizes about .15) gains over pupils from other class-size conditions in grades 4 and 5. The early benefits of 1:15 participation remained two full years after pupils returned to regular classes (e.g. 1:25 or so).

In Project Challenge, Tennessee encouraged 17 (of 138) school systems to reduce K-3 class sizes to 1:15 starting in 1989. Outcomes are assessed in grade 2 (regular statewide testing) by comparing the rankings of the 17 challenge systems to statewide rankings of systems on reading and math scores. From 1990 to 1991 Challenge systems gained an average of 5.3 ranks in reading and 6.6 ranks in math. Researchers continued to monitor for trends.

These studies show positive pupil-outcomes benefits from early (K-3) participation in small (1:15) classes. Benefits remain after pupils return to "regular" (1:25 classes in grades 4 and 5. Challenge results support general application of STAR and LBS findings as a base for pupil improvement. Analyses are continuing.

1992 WINNER OF THE HERBERT HANDLEY DISSERTATION AWARD

An Analysis of Test Equating Models For the Alabama High School Graduation Examination

Margaret L. Glowacki, University of Alabama

It is necessary in many testing situations to compare the scores of examinees who have taken different forms of the same test. To be able to compare scores on two or more forms of a test, the test forms need to be equated. Test equating is the process of adjusting the raw score scale of one test form to correspond to the raw score scale of another form of the same test and establish equivalent scores.

The purpose of this study was to determine which test equating models would be appropriated for equating forms of the Alabama High School Graduation Examination (AHSGE). The research questions addressed concerned whether the test equating models being examined would produced different raw test score distributions of differences at the passing score when equating two pre-equated fall forms of the AHSGE reading, mathematics, and language tests.

The data from two fall forms of the AHSGE reading, mathematics, and language tests administered one year apart were used. Five test equating models were examined: linear, equipercentile, and one-, and three-parameter item

response theory (IRT) models. The equating design used random samples from the two fall non-equivalent populations and a set of common items.

The five equating models were found to produce similar results for the AHSGE reading, mathematics, and language tests. The one-parameter IRT model produced scores closest to the criterion for both the reading and mathematics tests at the lower end of the distribution. The closest scores produced throughout the rest of the distribution varied among the models. It was not possible to determine which model produced the closest scores for the language test due to a difference in the number of items, but the distributions resulting from the equatings were very similar.

Results at the passing score for each subject area were within one point for all equating models, although the three parameter IRT model provided the best results for the reading test and the mathematics test, and the one-parameter IRT model provided the best results for the language test.

The major conclusion of this study is that any of the five equating models appears to be appropriate for equating forms of the AHSGE reading, mathematics, and language subject area tests developed in the same manner as the two forms that were equated, and using the same pre-equating methodology. It cannot be concluded that any one model is most appropriate.

1991 WINNER OF THE OUTSTANDING PAPER RESEARCH AWARD

Direct and Indirect Instruction: A Review

Robert L. Kennedy, JianLiang Wang, and Gene Harryman

Rosenshine's "Direct Instruction Model" was an effort to tie together the major research findings on six variables in classroom instruction: time, content, work groupings, teacher questions, children's responses, and teacher reactions. Using direct instruction, time is structured by the teacher and is spent on activities involving academic workbooks or textbooks, or in verbal interactions on reading and mathematics. Time is also spent in seatwork where students progress through academic workbooks at their own paces. Group work is supervised by the teacher. The teacher also direct activities without giving pupils either a choice in, or a rationale for, the activities selected. Learning is organized around narrow questions with only single correct answers, and posed only by the teacher. Students are expected to attempt to answer and to give a high percentage of correct responses both to direct questions and workbooks. The teacher immediately reinforces the pupil as to whether the answer is right or wrong, responds with an academic focus, and asks a new question after a correct answer or gives the correct answer after an incorrect response.

Indirect instruction, according to Soar, is characterized by pupil freedom, game-like activities, art work, and a number of interest centers. There are hours of structured learning, but without the teacher; and hours of unstructured time. Pupils are given free choices, use play objects as playthings, have free work groups, and have frequent socializations. The teacher makes the child the center of attention; joins or participates in the child's activities; organizes learning around the child's own problem; approaches the subject matter in an indirect, informal manner; encourages the child to express himself or herself freely; and permits the child to suggest additional or alternative answers. Pupils are also free to initiate questions or activities.

The research cited in this paper suggests that both direct-type and indirect-type instruction have contributions to make for students. A number of the references cited suggested benefits of direct-type instruction, primarily increased academic performance in mathematics and reading, although its use has been broadened to include many academic levels and areas, including exceptional children. Indirect-type instruction, apparently, can be beneficial also. The studies which were investigated noted improvements in student creativity, locus of control, academic achievement, intergroup relations, mainstreaming, attitudes toward school, and self-esteem. Other studies have suggested that the differing methods of instruction can peacefully coexist in learning environments. Given that both types of instruction can be advantageous, not only under different conditions, but also under the same conditions--for

example, whole language--it seems reasonable to conclude that a melding of the approaches is a reasonable strategy for most or all learning environments. To that end, both direct and indirect instruction have merit.

1991 WINNER OF THE HERBERT HANDLEY DISSERTATION AWARD

A Comparison of Two Procedures, the Mahalanobis Distance and The Andrews-Pregibon Statistic, for Identifying Multivariate Outliers

Michele G. Jarrell, University of Alabama

The purpose of this study was to compare two procedures, the Mahalanobis distance and the Andrews-Pregibon statistic, for identifying multivariate outliers. The procedures were compared under varying conditions of extremeness and dimension. The degree of extremeness involved outliers of three or six times the standard deviation of the population. The dimensionality levels were outliers in one, two, or three dimensions of the data. The study addressed three null hypotheses: whether there would be a significant difference between the two degrees of extremeness; and whether there would be a significant difference among the three dimension.

The data were computer-generated from a three-dimensional multivariate normal (0,1) population. Eleven hundred samples of size 150 were generated. Outliers were induced into the samples according to the varying combinations of extremeness and dimension, producing six new samples from each of the 1,100 samples. Each procedure was run on the 6,600 samples; data on outliers were compiled; and analysis of variance was done using the number of false outliers identified and the number of total outliers identified as dependent variables. False outliers are defined as observations from the distribution by the procedure as outliers.

The two procedures, the two degrees of extremeness, and the three dimensions were all found to be statistically significant. This was as anticipated due to the large number of samples; therefore, the results were analyzed for practical significance as indexed by F -square. Procedure accounted for less than one percent of the variability, and choice of procedure was not found to be an important decision. There was a significant difference between the two degrees of extremeness and among the three dimensions.

The major conclusion of this study is that the choice of procedure is not a critical decision. Both procedures identified valid data points as possible outliers. Due to these results with false outliers as the dependent variable, it is recommended that the researcher carefully investigate the results of any outlier identification procedure before determining the fate of suspect observations.

FUTURE MEETINGS

1993 New Orleans
November 10 -12
Radisson Suite Hotel

1994 Nashville
Maxwell House

1995 Biloxi

New Co-Editor: Diane Greene, Assistant Professor, Department of Curriculum and Instruction, Mississippi State University, has assumed the duties of Co-Editor of the *MSERA Researcher*. Diane completed her doctorate at Louisiana State University, and recently joined the faculty at MSU.

Nominations for 1994

Judy Boser, Nominations Committee Chair

The Nominations Committee will be seeking and accepting nominations for Vice President/President-Elect and six Directors: one local education agency, one state department of education, and four at large. Members of the committee include: Judy Boser (Chair), Bill Spencer and Bill Ernest (AL); Jesse Rancifer and Stan Henson (AR); Carl Martray and Robert Byrne (Ky); Beatrice Baldwin and Ava Pugh (LA); Neil Amos and Vern Gifford (MS); Dean Butler and Jerry Ayers (TN).

Nominations may be made to the committee by any active member of MSERA, provided that the member making the nominations 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, along with their written permission and the necessary signatures of four active members, are to be sent by March 15, 1993 to:

Judy Boser, Nominations Committee Chair
212 Claxton Education Bldg.
University of Tennessee
Knoxville, TN 37996
Phone 615 974-2272
Fax 615 974-8718

Proposals Requested for 1996 Host City

According to the system used by MSERA in selecting the host city for the Annual Meeting, the Future Site Selection Committee will recommend to the Board of Directors a host city for 1996 which may be in any of the six MSERA states: Alabama, Arkansas, Kentucky, Louisiana, Mississippi, or Tennessee. The meeting usually takes place the second week in November with approximately 350-450 members in attendance. A recommendation will be formulated by the committee and presented to the Board of Directors at the 1993 Annual Meeting in New Orleans. Proposals from the host city should include the following information:

1. Letter of invitation
2. Name of an MSERA member who will serve as chair of local arrangements
3. Hotel information (number of rooms, rates, in-house equipment, meeting space, restaurants, parking, transportation, additional services, and amenities)
4. Airport and airlines information
5. Activities and attractions

Number of copies of proposal needed: 21

Deadline: July 31, 1993

Send proposals to: Dr. Qaisar Sultana
Department of Special Education
Wallace Building, Room 245
Eastern Kentucky University
Richmond, KY 40475
(606) 622-4442

MSERA HONORS MISSISSIPPI STATE UNIVERSITY LIBRARY

MSERA recently honored presented Mitchell Memorial Library Director John Gaboury, center, a plaque in appreciation of the library housing MSERA archives. Receiving certificates of appreciation are Betty Self, Special Collections, second from left, and Michael Ballard, MSU archivist, second from right. Making the presentations are Neil Amos, left, and Vernon Gifford, right.



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Decatur, GA 30033-4097
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1993 MSERA Membership/Renewal Form

(Please print or type)

NAME: _____

TITLE: _____

INSTITUTION: _____

MAILING ADDRESS: _____

PHONE: _____ FAX: _____

ELECTRONIC MAIL ADDRESS: _____ BITNET _____ INTERNET _____ OTHER _____

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

WOULD YOU LIKE INFORMATION ON AERA MEMBERSHIP? Yes _____ No _____

DUES: Professional \$10 _____ Student \$5 _____ MAKE CHECKS PAYABLE TO MSERA

SEND FORM AND CHECK TO: Joan Butler
Starkville Public Schools
Sudduth School, Greenfield Drive
Starkville, MS 39759

MSER FOUNDATION Contribution \$ _____. MAKE CHECKS PAYABLE TO MSER FOUNDATION AND SEND TO:

Harry Bowman
SACS
1866 Southern Lane
Decatur, GA 30033-4097

IMPORTANT NOTE: Just a reminder that the conference registration fee includes membership dues for the following year. If you registered for the conference in Knoxville, you have renewed your membership. If you did not, please take a few minutes and renew your membership now. Start 1993 off in the professionally correct way by sending in your **Membership Renewal Form and Invitation for Participation** today.

THE RESEARCHER

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