



RESEARCH
AND
DEVELOPMENT
PROJECTS:
PROGRESS
REPORTS

MOREHEAD STATE UNIVERSITY RESEARCH AND DEVELOPMENT PROJECTS

PROGRESS REPORTS

Research and Development Center
Morehead State University
Morehead, Kentucky

INTRODUCTION

This publication has been developed to give one an insight into some of the on-going research projects at Morehead State University. Each section summarizes the work completed in a project for the 1968-69 calendar year.

Each director has personally written the summation of his individual project describing the scope of innovative programming in the project. It is hoped that you, the reader, may gain a better understanding of some of the research programs at Morehead State University after reading this material. The projects are presented in order according to alphabetical listing of project titles.

Morris Norfleet

Morris L. Norfleet
Vice President
Research and Development

11-29-77 P. Conn. J.H.L.

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Accelerated Learning Program For Students

Progress Report

Report by:

Morris K. Caudill, Director

January 12, 1970

PROGRESS REPORT
for the
ACCELERATED LEARNING PROGRAM FOR STUDENTS

This progress report shall consist of treating approximately six areas that are involved in the efforts being undertaken currently for those students who constitute the A.L.P.S program. These six areas might be listed as follows:

- (1) Reading Lab
- (2) English 101 and 102
- (3) Writing Lab
- (4) Personal Development Institute
- (5) Tutoring
- (6) Advising

READING LAB

The personnel in Reading Lab are presently administering the T₂ California Achievement exams to those A.L.P.S. students who have remained in the reading program. Of course, for those students who remain in the Reading Lab until the end of the second semester, the California Achievement tests will be administered again at that time to assess whatever gains have been made by this group. We are also in the process of working with the Reading Lab to identify those A.L.P.S. students who should be taking Reading Lab the second semester.

The formula, which we have constructed to identify those A.L.P.S. students who shall enroll in Reading Lab for second semester, involves having Dr. Price compile a list of those A.L.P.S. students whose English grades meet the criteria established to indicate a need for one of the two remediation labs being offered second semester. Once this list has been compiled, I shall add to the list certain quantitative data regarding each person. Then Dr. Hampton shall choose for the Reading Lab those 300 or that one-half of the persons listed, whichever is smaller, who rank lowest on their Davis Reading scores.

We have also been concerned with the workload of those work-study students in the Reading Lab, because we have had a very high attrition rate over the first semester. A different work formula, approved by you, has been placed in effect. We are hoping this will alleviate this particular problem. Though a number of work-study positions have not been filled at this time, we foresee no great difficulty in doing so.

As you know, we lost our graduate assistant for the Reading Lab. However, Dr. Hampton has interviewed three or four students for this position and feels sure that replacing Miss Wigand will be no great problem. We are waiting until the second semester officially begins before placing a graduate assistant in that position.

Progress in the area of the Reading Lab might be assessed as sketchy. We have not had the attendance that we had hoped for, we do not have the rapport with other areas on campus

that I would like, and since I do not have the results of testing for reading ability at this time, I cannot answer as to actual reading progress made.

ENGLISH 101 AND 102

As you are fully aware, we are trying to implement an altered English program beginning second semester. The plan calls for A.L.P.S. students to attend regular sections of either English 101 or 102. We planned this for various reasons, including:

- (1) A greater flexibility which would allow each student to attend those remediation labs deemed most necessary for his areas of greatest weakness.
- (2) This would eliminate, or at least alleviate to a great extent, the problems we faced during the week of fall registration.
- (3) We hope this removes the felt stigma attached to a special English class and the homogenous grouping of A.L.P.S. students in that particular area.
- (4) We hope that areas of remediation such as a writing lab and a reading lab would be more fully accepted by all those instructors of English 101 and English 102 as a result of this change.

The structure for the revised English classes has been completed. It now becomes a problem of getting this idea accepted in those areas of administration where approval is required. In a meeting with Dr. Price on Thursday, January 8, I learned that our pathway still contains some hurdles which must be overcome. We are working on these. When the hurdles become so large that I can no longer get over them or around them, I shall ask you for help.

WRITING LAB

As a part of the revised English classes, we hope to implement a writing lab. According to Dr. Price the writing lab seems to be fully accepted by all teachers involved. This is quite a change from these same teachers' lack of acceptance of the reading lab. I believe you are familiar with the structure of the writing lab, therefore, I shall not go into great structural detail. I will say only that I think the idea has much merit. I believe the structure is sound, and I feel sure that the acceptance is there. In other words, no problem at this time.

The students who need writing help will be referred to the writing lab by their regular 101 or 102 instructor. When each referral has demonstrated that he can perform at C level, his attendance in the writing lab will no longer be required.

PERSONAL DEVELOPMENT INSTITUTE

Our first group of A.L.P.S. students to be enrolled in the Personal Development Institute are nearing their "graduation." We have had no problems in the area of P.D.I. since we more or less solved the problem of getting the A.L.P.S. students to attend the program. It seems that once Mrs. Doran meets with the student, she tends to captivate his attention. I do plan to evaluate the progress and feelings

of the group when the program is completed. I will say that, of those students with whom I have talked, I have seen a marked progress in manners, dress, and conversational ability.

ADVISING

We have been somewhat late in our advising program, but at this time I feel pretty good concerning the progress that has been made in this area. I feel that we have been quite lucky in being able to obtain the services of very able people from the various schools on campus. In each case the Deans have been quite willing to work with us on this project, and, as I say, we seem to have come away with the "cream of the crop" of advisors.

I have had two meetings with this group of advisors. I provided each advisor with a folder of information concerning each of his advisees. We then discussed those specific tasks expected of each advisor, including information I needed concerning each individual student.

Present plans call for our meeting as of Friday, January 9, to discuss any problem areas with which they, as advisors to A.L.P.S. students, must wrestle, any success stories they may have had, and plans for advising the A.L.P.S. students in completing their second-semester schedules.

I see no real problem areas with the advising program other than possibly that of lack of participation by the A.L.P.S. students.

TUTORING

I am not as happy with our tutoring services as I would like to report. The A.L.P.S. student, as you well know, participates infrequently or not at all. Since these tutors have no real stake in seeing that students participate, very little participation is reported. Each time I meet with the A.L.P.S. students as a group, or as individuals, I make it a special point to mention the tutoring services available and to provide them with a schedule of the times and places where tutoring help is available. I must report, however, that at the present time participation has been quite small.

Each advisor has been provided with the aforementioned list of times and places for tutoring. Most advisors seem to be making an effort to encourage those students assigned to them to participate in the tutoring services, especially in those areas where a given advisee is having difficulty academically.

Not nearly all departments offer tutoring services. This is quite a problem, especially in light of the fact that many department chairmen have contacted me asking if funds are available for them to provide tutoring services.

I am not satisfied with our follow-up of these tutoring services. Tutors are much more difficult to contact and meet with than are faculty members. As a result, I have not been able to meet with the tutors as a total group. As mentioned before, their schedules are almost impossible around which to plan a meeting.

CONCLUSIONS

As is true in most endeavors man undertakes, I feel that in some areas we are making some progress, in others we seem to be standing still. I hope we are not losing ground in any areas.

Many problems can be and have been related to you concerning each of the areas listed in this report. These are problems with which I have wrestled, other people have wrestled, and, seemingly, very little progress has been made. We have personality conflicts, for instance, and I'm sure we shall continue to have these.

At a somewhat later time I would hope to be able to substantiate with numerical data any claims to progress in each area. As of this time, however, our claims must remain in the conjectural stage.

If you need further elucidation, call me. I shall be happy to clarify any ambiguous statements and/or to treat any given area at greater length.

Adult Basic Education

Progress Report

Report by:

George Eyster, Executive Director

January, 1970

A DEMONSTRATION, AND DEVELOPMENTAL RESEARCH PROJECT FOR PROGRAMS,
MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

CATALYTIC AGENT

As a catalytic agent, the Appalachian Adult Basic Education Demonstration Center has provided leadership coordinating services in and among state departments of education, training programs, and consultant assistance to states and individual programs. The Center has demonstrated the capability of strengthening, stimulating, and energizing adult basic education for problem solving in the Appalachian counties of thirteen states.

The geographic area of special focus currently includes all or portions of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia.

A regional leadership structure, including a regional advisory board, state advisory boards, and local advisory boards, has been developed at all levels to insure the satisfaction of and/or the framework to work toward the major objectives.

THE REGIONAL BOARD OF DIRECTORS OF THE AABEDC recommend policies within the guidelines of "special projects" directives; they review and evaluate new proposals and project operational activities. The Board has representatives from each of the thirteen states with two members from each STATE ADVISORY COMMITTEE including the state director of adult basic education.

State and local advisory committees generally average ten or more representatives of a cross-section of community and professional interests and organizations. These committees are currently functioning in twelve of the thirteen states of the Appalachian region.

ALL AABEDC activity and leadership units have been interrelated in a system which includes periodic meetings for training, the solution of common problems, and the creation of a spread effect based upon the findings and successes of each field unit activity and those of the AABEDC.

THE AABEDC PROFESSIONAL STAFF is one of the excellent adult education groups in the United States. They have been able to serve the interests of the national adult basic education program having been selected for key leadership roles in national educational organizations, and to serve the activities of the Center as highly qualified and experienced adult education professionals. The AABEDC professional staff has continuously served related agencies dealing with the needs of the culturally unique of Appalachia as resource persons and consultants in furthering the interest of ABE in Appalachia and in rural America.

Positions include specialists in research, evaluation, curriculum, learning labs and diagnosis, media, and teacher training.

DEMONSTRATION

FIELD UNITS OF STATE MODULES are those demonstration sites and projects in which innovative operational activities are being carried out or developed. Many function under local advisory committees. Currently, SEVEN such field units are operational. SEVEN new projects are at various stages of planning and development. Two projects are completed; ONE project or module has changed its objectives radically and several of the seven current projects have modified or changed objectives as demonstration experience yields insight into the nature of ABE problems.

The expansion of the AABEDC can be noted in a review of AABEDC progress. This expansion is predicated on the identification of new areas of concern both in Appalachia and in the nation.

SEVEN state Module projects have been completed in FY '69
TWO State Module projects have been completed.
The Appalachian counties of SEVEN states of the United States
have been involved in the AABEDC in FY '69
SIX new states are being involved in FY '69:

New York
Pennsylvania
Maryland
North Carolina
South Carolina
Tennessee

Of the six new states FIVE submitted at least one proposal for demonstration or research development under the auspices of the AABEDC.

RESEARCH

The AABEDC staff has recognized the existence of many problems and potential research activities in ABE which do not lend themselves to study through demonstration procedures or single state module demonstration centers. To meet research needs, the AABEDC has initiated select research components of its program on a regional scale capitalizing upon the unique multistate leadership structure and related Appalachian population.

The potential for effecting change in the efficiency and effectiveness of the national ABE program as a result of comprehensive study of select regional population has great implications. Examples of the fifteen research projects in progress or under consideration are:

1. The relationship between anxiety and a sense of control of one's environment and involvement in adult basic education.
2. The development and testing of life-centered math materials.
3. The relationship between isolation and illiteracy.
4. The relationship between parental participation in ABE and the school achievement, attendance, and behavior of their children.
5. A dialect study of the speech patterns in Appalachia to help recognize grammar, pronunciation and vocabulary differences for the purposes of teacher training in communication skills and the development of supplementary transitional materials.
6. A study of the information-seeking behavior of illiterate adults in Appalachia.
7. The relationship between learning rate and adult anxiety.
8. Participation of adults in ABE and its impact on total family life in Appalachia.
9. Goal formulation and achievement of Appalachian ABE clients and programs.

TRAINING

A Regional "Appalachian Adult Basic Education Teacher-Training Workshop" was conducted in July and August, 1969, involving 111 people from TWELVE of the States. A regional and a state workshop are proposed for the summer of 1970. The regional workshop proposal is designed to develop state trainer teams in the diagnosis, sequence and alleviation of ABE reading difficulties.

A MASTERS DEGREE IN ADULT AND CONTINUING EDUCATION is being developed by the AABEDC at MOREHEAD STATE UNIVERSITY for immediate implementation planned to meet the broad needs of adult education peculiar to one-fifth of the United States--The Appalachian region. Arrangements have been made to provide in-service training for local ABE teachers.

PROPOSALS

The AABEDC will submit several project proposals to other agencies to extend capacities for training program development.

1. The Center will re-submit a second major proposal under the Education Professions Development Act, Teacher Leadership Development, entitled the: "Appalachian ABE Leadership Development", to provide adult education fellowships. (This proposal was not funded in this fiscal year.)
2. The Center will re-submit a second major proposal under the Education Professions Development Act, Teacher Leadership Development, entitled the: "Appalachian Community Education Center for Community School, Life Long Learning Center, Administrators and Directors," to provide community and adult leadership. (This proposal also was not funded in this fiscal year. It should be noted, however, that EDPA funded a minimum of adult education proposals in FY 1969).

3. The Center will re-submit a major proposal to the Mott Foundation for the development of a community school training center as support to the adult basic education project in the Appalachian region entitled: "Appalachian Community Education Regional Development Center."
4. A training program may be complemented by a "special project" in Region IV under the auspices of the Southern Regional Education Board entitled: "The SREB Project in Adult Basic Education," since Kentucky will become part of U.S.O.E. Region IV June 15, 1970.

Other proposals will be developed as the opportunity is presented in support of the AABEDC interests in ABE, Adult Education, and Continuing Education.

INVOLVEMENT AND PRIORITIES

The current level of involvement in the total program of the AABEDC is difficult to estimate. New projects and programs are under continuous development. TWO new projects began January 5, 1970. THREE additional projects will begin on February 2, 1970. Two states are involved TWENTY activities and at least as many classes. Most projects are multicounty and have been used for demonstration purposes in the immediate geographic area. The AABEDC counts as its primary objective and achievement the spread effect of its demonstration efforts in the states, region, and nation. In view of the always needed development of a professional team effort, the delineation of both the basic and the changing ABE needs of the region and nation, and the development of a viable framework through which to work toward these goals, the AABEDC was originally funded in the context of a five-year projection to June, 1972. (See page 4 of the original July, 1967, proposal).

The AABEDC PRIORITIES in the forthcoming six months include:

1. Development of new and support of continuing demonstration modules.
2. Development, continuation, or completion of varying research activities.
3. AABEDC data collection and evaluation for accountability to the field.
4. Dissemination of AABEDC findings to the region and the nation.
5. Graduate and Undergraduate program development.
6. AABEDC proposal negotiations for FY 70: Center and Teacher-Trainer.
7. Proposal development in related areas: EPDA, Mott Foundation, SREB, Kettering Foundation, new federal legislation.
8. Required reports to the U.S. Office of Education.
9. National and association responsibilities.

It is anticipated that the FY 69 AABEDC Budget will be expended as projected through the proposal and proposal negotiations. In the current budget, the contributions of the many other agencies involved, i.e. in-kind contributions, far exceed the total AABEDC funds.

The current Grant Period will end on JUNE 15, 1970.

GWC/February 13, 1970

HEAD START

PROGRESS REPORT

by Mary Northcutt

MOREHEAD STATE UNIVERSITY HEAD START PROGRAM

During the summer of 1969, Morehead State University worked with twenty-two Head Start programs in nineteen counties throughout Eastern Kentucky. Working in cooperation with the Office of Economic Opportunity, the programs were designed to enrich the background of culturally different children through a pre-school program.

The goal of the program was to provide experiences and concepts necessary for achievement in school. Many children express a timidity toward entrance into school based upon environmental experiences. Head Start provides a program of activities for achievement on a level more nearly equal to that of the peer group.

In addition to the summer Head Start programs, there are full year Head Start programs in Eastern Kentucky. The extended school year has proved valuable in Rural Child Development Programs operational in Elliott, Morgan, Floyd and Magoffin Counties. The Rural Child Development Projects are for three- and four-year olds. Teachers apply the same fundamental approach used in Head Start classes. The Follow Through Program of Pike County is designed as a continuation of the Head Start philosophy for the first and second grade students.

One of the highlights of the year in the Head Start program is the annual workshop for teachers in the region at Morehead State University. The training of personnel is one of the chief functions of the University in the Head Start project. Dr. Mary Northcutt, Regional Training Officer of the Head Start Program, serves as a curriculum coordinator and liaison representative of the University. The workshops and orientation programs held at Morehead State University are presented to develop teaching skills in working with the Head Start child. Participants include teachers, teacher aides, social worker aides, cooks, bus drivers, directors, nurses and other public health officials.

The Head Start agenda is filled with various areas of responsibility to the Eastern Kentucky region. In addition to the workshops on the University campus, Dr. Northcutt supervises the regional programs, arranges parent meetings, coordinates the consultation program, advises in the area of curriculum development and provides referral services unavailable in the community.

Morehead State University serves eighteen counties through a summer program while nine full year projects are operational. The counties participating in the summer program include: Robertson, Fleming, Boyd, Morgan, Lawrence, Martin, Floyd, Montgomery, Nicholas and Bracken. Also included are the counties including Lewis, Bath, Rowan, Elliott, Magoffin, Carter, Greenup and the city of Pikeville. The full year participation programs include Pike, Martin, Paintsville, Menifee, Johnson, University Breckinridge, Mason and Maysville.

"We have found Head Start not only to be of great value in preparing children for public school life but in addition, a program that stimulates the parents to place greater values on education," said Dr. Mary Northcutt, Regional Training Officer. "Many of our parents have decided to return to school themselves as a result of their involvement in the program. Several completed their high school education while others enrolled in University classes," she concluded.

SUPPLEMENTARY TRAINING

Morehead State University is also quite involved with Supplementary Training of personnel for full year high school programs in Eastern Kentucky. Teachers and aides take classes for college credit toward certification in the elementary teaching areas. Last year, Morehead State University offered classes in child development--about 100 people enrolled. This year's offerings included courses in art and music.

Plans are underway for more courses in the upcoming year. The participants are interested, enthusiastic and it has been found that through programs of this type the high school program will continue to be upgraded. The professional growth of the participants is very positive and there is a carry over into the homes of the children enrolled.

Institute on the Aging

Progress Report

Report by:

Harry H. Hitch, Director

January 12, 1970

PROGRESS REPORT
Institute on the Aging

Area of Survey

Eleven counties have been surveyed to date. They are Bracken, Robertson, Fleming, Mason, Lewis, Carter, Greenup, Boyd, Rowan, Montgomery, and Bath. The number of remaining counties to be surveyed is four. Plans are to complete the fifteen-county region by January 23, 1970, the date specified for completion by the PERT.

Findings

Although thirteen community agencies are being contacted in each county, four categories of need stand out. The basic need areas are: food, health, housing, and transportation. Statistical data is not always available for the above-mentioned need categories, but there is enough substantive data to produce an index of need. Also, informants state that these are areas for action.

Generally, the reaction of interviewees to the Project are favorable. They are of the opinion that action should be taken by voluntary agencies to reinforce community action agencies in revitalizing the elderly.

Evaluation of Research

The personal interview technique has secured more than ninety-five percent of the information called for in the checklist. The checklist has served research purposes well.

As a result of the survey, community agencies have been alerted to the needs of the aged population. Concern has been heightened by the research because public consciousness of these needs has been aroused. On the basis of these needs and the community reactions to them, the researcher predicts favorable action when the district conferences are held.

~~Submitted by:~~

Harry H. Hitch, Director

INSTITUTE ON PUBLIC
BROADCASTING

PROGRESS REPORT

by Don Holloway

PROGRESS REPORT

INSTITUTE OF PUBLIC BROADCASTING

The Institute of Public Broadcasting was established July 1, 1969, and is operated under the Bureau of Research and Development, Morehead State University. The staff of four faculty, one full time secretary, 20 students on workstudy and more than 20 volunteer students operate the 10 watt station, WMKY-FM.

Program Schedule: WMKY-FM has broadcast a minimum of 63 hours and a maximum of 100 hours each week since the establishment of the Institute. Programs come from three basic sources; 14% are local programs, 74.8% are recorded programs and 11.2% come from tape networks. The station affiliates with National Educational Radio and with Intercollegiate Broadcasting System. Other individual sources number more than 12. The type of programs are classified in six areas; instructional 3.35%, general educational 8.14%, performing arts 11.85%, public affairs 12.58% and light entertainment 51.38%. Hard news programs and other programs are classified as other and are 12.69%.

Research: During the Fall 1969 Semester a random sample research project surveyed students who are living in dormitories and apartments on the campus. Three hundred and fifty-nine questionnaires were sent out with a return of 291, which is a percentage of 81.1. The research shows that 86 percent, or 3,104 of the resident students have access to at least one FM radio. Fourteen percent, or 486 of the resident students do not have access to an FM radio. Four percent of the students have access to three FM radios. Twenty-nine point nine percent of the resident students listen to the radio station from one to four hours each week. Additional research indicates program preferences and types of programs to which students would listen.

Special Programs: WMKY-FM continued to provide live coverage of registration giving up to the minute information about class closings and changes in sections. A documentary on News Policies of Commercial Stations throughout Kentucky was prepared. The fifteen minute program was provided to eleven commercial radio and television news directors and articles concerning the project have appeared in the Journal of the Kentucky Association of Communication Arts and in Research News at Morehead State University. Another special public affairs program was provided to three commercial stations which cover the five county region of the Gateway Area Development District. It was live coverage of their election and organizational meeting for the next year.

Service to the Region: The Institute of Public Broadcasting, through its Adult Radio Project funded by the Higher Education Act of 1965, is providing five hours of programming to each of four commercial stations each week for thirteen weeks. The field workers for the project are working closely with the Community Action Programs and Country Gathering Projects. This gives personal contact with people 55 and older. More than 400 individuals are regular participants in the Adult Radio Project. Thirty-nine programs have been produced especially for the elderly in the Appalachian region.

Special Grant: Six sound studies entitled The Real Eastern Kentucky were produced by a grant from the Corporation for Public Broadcasting. These have been submitted for consideration for national distribution and are being made available to all Kentucky stations.

Special Production: A special series called Research and Development Report is presented twice weekly. These 15 minute programs give information about projects related to the region and to the campus such as the Accelerated Learning Programs, Upward Bound, Adult Basic Education, Institute on

Aging, Headstart, Early Childhood and Newgate.

Broadcast Development: Two very definite actions have been initiated by Morehead State University in broadcast development. The director of the institute wrote a proposal which was funded and made possible a statewide FM study for public broadcasting. The Corporation for Public Broadcasting provided \$2,300 and \$1,700 was shared by 19 participating institutions. The second broadcast development step has been two applications: (1) To the Office of Education and (2) to the Federal Communication Commission. Morehead State University has applied to the Office of Education, Broadcast Facilities Program for a grant of \$64,000 for the purpose of purchasing transmitter and related equipment to provide a 50,000 watt FM station to the region. The application to the FCC for permission to construct such a station also has been submitted. This system will allow a signal to reach all of eastern Kentucky. It will through the use of a sub-channel make many additional program services available to commercial stations and community agencies.

Operation Talent Search

Progress Report

Report by:

Frank Sandage, Director

January, 1970

SUMMARY OF
THE MOREHEAD STATE UNIVERSITY TALENT SEARCH PROJECT 1968-69

Frank Sandage, Director

Talent Search has established working relationships with 35 superintendents of public instruction, 35 high school principals, and 50 high school counselors, as well as the Eastern Kentucky Association of School Counselors.

Last year Talent Search sponsored three conferences. One was on Creativity and the Disadvantaged Student with Dr. E. Paul Torrance, a well-known authority on creativity, as the consultant. Our second conference of the year reviewed the rehabilitation needs of disadvantaged peoples and federal efforts to assist in this type programming. Our consultant was Dr. Kenneth Reagles, Director of the Regional Rehabilitation Research Institute, University of Wisconsin, Madison, Wisconsin. Our third conference of the year was aimed at developing the best techniques for communication with disadvantaged students in the various high schools. Our consultant for this program was Dr. Emmett Burkeen, Chairman of the Department of Counselor Education at Western Kentucky University at Bowling Green, Kentucky.

The Talent Search effort to identify students was both general and systematic. We administered 25,000 questionnaires to the students of 50 high schools. The questionnaires were coded for data processing and are now on file in the computer center, where printouts are being made available to Deans, Departmental Chairmen, and other interested persons or groups. This operation provides the capability for identification of any particular strata of students within a high school.

Six thousand Tests of Creativity were administered to students in the various high schools. Twelve hundred top-ranking students in creativity were identified. A follow-up study is being made to determine where they are at the present time; whether out-of-state, married, in the armed forces, at home, or in some sort of post-secondary training. I.Q. tests were administered to school populations where they had not had I.Q. tests before. In some schools, we administered the Kuder Preference for vocational choice.

One of our most significant programs of the year was the bussing of students from 26 high schools to the campus for overnight visits. In all, over 800 students visited the campus last year between February 1 and May 20, 1969. By bringing the students in small groups of 25 to 40, we were able to talk with them individually and give them a personal introduction to the campus and higher education. We believe the letters that these youngsters have written, complimenting the program, made it one of the most outstanding features. One built-in feature to the bussing of students to the campus was what we might call "core recruitment." The strategy is to have about one-third seniors, one-third juniors, and one-third sophomores. This way, the sophomores come to the campus early in their high school career, see the campus, develop some idea of what it would be like to go to college, which helps motivate them personally to seek an university education. The "Spin-off" to this, though, is very important; we believe that by forming a "hard-core" of students committed to post-secondary educational training, within any particular high school will cause many potential drop-outs to remain in the secondary schools.

461909

Personal Development Institute

"A Look At The First Year"

Report by:

Mignon Doran, Director

January 1, 1970

Personal Development Institute
"A Look At The First Year"

To provide experiences for individuals and groups in interaction, the Personal Development Institute was established at Morehead State University to encourage development in basic human societal values, character, ethics, morals and standards. PDI is a non-credit course provided through the facilities of the Research and Development Center on campus. Upon completion of the Institute each candidate is presented a certificate of completion of the Personal Development course.

The Personal Development Institute has been under the direction of Mrs. Adron Doran since its inception on February 10, 1969, and the first experimental session was conducted on January 20, 1969. Mrs. Doran has traveled extensively studying innovative programming in the area of personal development before designing the Morehead project. During the first year of operation, Mignon Doran has attended conferences, conducted demonstrations and delivered speeches on personal development throughout Kentucky and cities outside the State including Washington, D.C., Chicago and New York.

Mrs. Doran has concentrated her efforts within the State of Kentucky and on the campus of Morehead State University. She has worked with many students including virtually every fraternity, sorority, and social club on campus. She has also traveled to Louisville, Ashland, Owingsville, Owensboro, Pippa Passes, Lexington and other communities in Kentucky to present Personal Development Institute workshops and programs.

The Institute has delved into problems facing the community and our society. Mrs. Doran has inaugurated a pilot program to rehabilitate inmates at the Ashland Federal Youth Center in preparation for their return to productivity in society. The thrust of the personal development model at the Ashland Federal Center is to present a series of programs to prepare the young people for social acceptance in their respective communities. Recognizing the national crises associated with youth and crime in the United States, the Ashland Federal Youth Center component of the Institute has been developed to be a model program that could be implemented on a nation-wide basis. The programs presented at the prison are designed to meet the needs of the inmates recognizing their dignity and potential contributions to society. The first year at the prison has been acclaimed by observers from education, penal institutions, the press, the community, state government and federal agencies as a unique breakthrough in the dynamic rehabilitation of youthful inmates.

During the summer of 1969, PDI worked extensively with the Upward Bound project and the deprived youth of Appalachia. Beginning with morning sessions, the director and resource people met with the Upward Bound students daily with evening meetings arranged for individuals wanting additional counsel. The goal of the director was to identify the unique needs of individuals participating in the Personal Development Institute and to provide programs to meet these needs. One of the high points of the Institute was working with the individual high school students. One of the participants in the Personal Development Institute, Belinda Eastham, was named Miss Upward Bound of Kentucky, the highest honor one can attain in the program.

The Personal Development Institute personnel are interested in helping others develop programs similar to the one established on the Morehead campus. Upon the invitation of interested groups, Mrs. Doran has traveled throughout Kentucky to assist others in originating development programs.

On the campus of Morehead State University, Mrs. Adron Doran has worked extensively for many years in development activities. Since coming to Morehead in 1954, the First Lady of Morehead has provided many activities and work sessions to strengthen the personal interaction skills of university students. She has instituted a program on campus entitled, "The Modern Mister" featuring the latest in fashion, etiquette and grooming for the modern man. A similar related program for the young lady was also launched by Mrs. Doran entitled, "The Multi-faceted Female," through the Personal Development Institute. PDI not only provides the personal services of the director, but incorporates in the program talents of university personnel, community leaders and speakers from State and National levels. Several volumes of material have been written by the director based upon personal development in the form of the potpourri. This material is on subjects ranging from stage fright to the job interview, from common courtesies to jogging, from the successful woman to a guide to pronunciation. The group sessions are designed to give each student the opportunity to fully participate and express his views.

The classes are best evaluated by student reaction--far more students have applied for admission than can be readily accepted. However, all student applicants seriously desiring entrance in the Personal Development Institute have been accepted.

The following list includes a resume of activities sponsored on the campus of Morehead State University and throughout Kentucky by the Personal Development Institute: PDI has a total of 473 graduates and is presently working with more than 150 individuals.

CLASSES AND ACTIVITIES WHICH HAVE BEEN COMPLETED

"Miss MSU" Pageant contestants	Field Social Workers In-Service Workshop
Sorority Presidents	Richmond (Ky.) Garden Club
Fraternity Presidents	Mt. Sterling Woman's Club
Special Class Religious Organizations	Lee's Junior College Seminar
University Younger Woman's Club	Kentucky Welfare Association
"The Modern Mister" (Faculty & Staff)	Adult Education Class
"The Multi-Faceted Female"	Ashland Rotary Club Speech
Men's Summer Class	Louisville Area Extension Homemakers
Upward Bound Summer Class	Cumberland Woman's Club
Newgate Program	Woodford County Woman's Club
ABE Special Out-of-Town (MSU Program)	Lexington Metropolitan Woman's Club
SNEA Organization	Lawrenceburg Woman's Club
CWENS...Campus Group	

PRIVATE TUTORING AND SPECIAL CLASSES

Jenny Oliver.....Miss Flemingsburg
Gayle Lyons.....Miss MSU
 First Runner-Up to Miss Kentucky
Sharon Low.....Maysville Dairy Princess
Barbara Gallenstine.....Miss MSU
Lydia Lewis.....Miss MSU
Carol Grote.....Rowan County Junior Miss
 First Runner-Up to Junior Miss Ky.
Belinda Eastham.....Miss Upward Bound of Kentucky
Johnnie Canada.....Miss Black Lexington

CLASSES NOW IN SESSION

ALPS

Student Teaching Class

Breckinridge Personal Improvement Class

Newgate Program

The Personal Development Institute is proud of the accomplishments of the students and individuals participating in the program. The Institute continues to maintain an open-door policy to people of all ages and walks of life. Visitors are welcome at all times to visit the Personal Development Institute and are encouraged to become an active participant in the tuition-free program.

Project Newgate
1969 Year-End Report

Report by:
Robert Elsea, Director

January, 1970

PROJECT NEWGATE

Morehead State University's Project Newgate is one of five federally funded demonstration projects in correctional education designed to provide an intensive college preparatory and college level educational program for a select number of federal prisoners confined at the Federal Youth Center in Ashland, Kentucky. The remaining four projects are located in Oregon, New Mexico, Pennsylvania and Minnesota. Created initially as an extension of the Upward Bound Program, Project Newgate remains under the direction of the Office of Economic Opportunity. Morehead's grant period is scheduled to run from June 1, 1969 to June 30, 1970, at a cost of \$100,042.00.

The purpose of the Newgate Project is to determine the value of post-high school education in the rehabilitative efforts of correctional institutions. Common sense would lead one to believe that education could produce nothing but positive results; however, many such common sense opinions have proven false when put to the empirical test. Therefore, it is the purpose of this project to determine whether the educational process is the key to developing confined individuals into useful contributing citizens or whether such a program merely provides a means for promoting and/or conditioning their pursuit of a criminal career.

The Newgate Staff consists of a full time Director, Assistant Director, Guidance Counselor, College-Preparatory Coordinator, Field Worker, and Secretary. Several part time student tutors were used throughout the year.

A total of fifty-six (56) students were enrolled in the 1969 Newgate Program. Forty (40) were selected for the summer term and the remaining sixteen (16) were added in the fall. A breakdown of the current status of these students as of December 31, 1969, reads: 19 in the college preparatory class; 14 in the institutional college program; 4 in the study-release program; 7 released; and 12 removed from the program either by choice or action of the staff.

The 1969 Newgate Program consisted of a summer (June 1-August 15) and fall (September 15-December 19) session. Each session was designed to offer a variety of activities including college preparatory and college level instruction, a special program designed to improve communicative skills, a session on personal development, a number of special interest groups, numerous educational and non-educational field trips, and several lectures by outside resource figures. A special feature of the fall term was the study-release program which allowed seven Newgaters to attend classes on the Ashland Community College campus.

From the beginning the Federal Bureau of Prisons and the Cybernetic Institute (a private agency selected by OEO to evaluate Newgate) have been gathering data which are expected to measure the effectiveness of

the Newgate Program. This evaluation has included the use of a control group, extensive testing of Newgate students, intensive interviewing of the Newgate and prison staff, and a projected follow-up of Newgate releasees.

As is the case with so many demonstration projects, the 1969 Newgate Program has not been without its problems. At its inception there was considerable resistance on the part of many members of the prison staff. Also, a few of the first students were not suited for the program. Several escapes from field trips and study release further complicated the picture.

Newgate survived in spite of these obstacles and in time began to gather strength and momentum. At the present time the program is beginning to gain general acceptance. Progress, however, continues to be haltingly slow as long-established attitudes are extremely difficult to overcome.

Future plans call for a rigidly structured format designed to more effectively utilize the abilities and talents of our Newgate Staff. Key among the new innovations will be the introduction of a prep school curriculum to bridge the gap between the G.E.D. and college programs. This innovation along with a number of others has been a result of the many lessons we have learned throughout the first calendar year of operation. Future programming and design will continue to incorporate such knowledge.

Resume of Title I Recreation
Research Project

Report by:

Dr. Rex Chaney

Mr. Carl Stout

February, 1970

Brief Summary
Title I Recreation Research
January, 1970

Bath County

A. Contacts:

1. Rev. Joe Blair - Minister, Church of God
2. Robert Gilmore - Mayor, City of Owingsville, Ky.
3. Jack Smoot - Athletic Director, Bath County Schools
4. Charles Purvis - Bath County Board of Education, member

B. Planning for recreational program

1. Established recreation commission
2. Hired facilities planners for construction of park
3. Have completed plans for construction of park
4. Applied for B.O.R. funds

Bourbon County

A. Contacts

1. Ed Robinson - President, Chamber of Commerce
2. Mrs. Garnett Robinson - Supervisor, Teen Square
3. Rev. John Akers - Teen Square Board
4. Tom Atkinson - Summer Playground Director, M.S.U. Student
5. Emil Rains - Mayor, Paris, Ky.
6. William R. Reed - Assistant Principal, Paris High
7. Gene Archbold - Recreation Commission, member
8. Mrs. Nathalie Archbold - Executive Director of Chamber of
Commerce

B. Planning Session

1. Plan outlined for recreation commission

- 2. Commission established
- 3. Plans outlined for total community recreation program

Carlisle, Ky.

A. Contacts

- 1. Dave Zachary - Pharmacist
- 2. Gale Kelly - Salesman
- 3. J. T. Gasset- Member, City Council
- 4. Clifton Wayne - Member, City Council

B. Planning Session

- 1. Outlined planned for total community recreation program
- 2. Recommendations for recreation commission
- 3. Outlined plans for improvement of recreation facilities
- 4. Outlined possible financing

Kenton County

A. Contacts

- 1. Bob Stevens - Chairman, Ft. Mitchell Park Board
- 2. Jack Schultz - Member, Ft. Mitchell Park Board
- 3. Jack Borcharding - Member, Ft. Mitchell Park Board
- 4. Jerry Strickler - Member, Ft. Mitchell Park Board
- 5. Dick Kramer - Member, School Board
- 6. Bob Macklin - President, School Board
- 7. Richard Whitehead - Member, City Council

B. Planning Session

- 1. Discussed total recreation concept
- 2. Outlined plans for achieving recreation programs
- 3. Outlined plans for possible financing
- 4. Outlined plans for possible professional leadership
- 5. Outlined plans for utilization of school facilities for recreation

- 6. Outlined plans for recreation interest survey

Breathitt County

A. Contacts

- 1. Hays Pigman - Extension Service
- 2. Rev. George Flecher - Chairman, Recreation Committee
- 3. Mayor Staton - City of Jackson
- 4. Mrs. Dixie Rose - Member, Recreation Committee
- 5. Glen Noble - Student, County Chairman Breathitt County Youth Organization
- 6. Pat Turner - Student, County Chairman Breathitt County Youth Organization
- 7. Bob Tolyer - Assistant Principal, Breathitt County High School
- 8. Johnny Harrell - Jackson School Superintendent

B. Planning Sessions

- 1. Established a recreation commission
- 2. Outlined plans for total community recreation plans
- 3. Established tentative budget request
- 4. Recommendations for long range plan

Campbell County

A. Contacts

- 1. Bailey Root - County Manager
- 2. Andrew Jolly - Judge, Campbell County
- 3. Howard Thompson - Salesman for Coca Cola
- 4. Howard Gomey - Park Board
- 5. Harry McAter - Park Board
- 6. Bob Meyer - Chairman, Park Board
- 7. Lambert Hale - Fiscal Court

8. Gordon Mullencamp - Fiscal Court

B. Planning Sessions

1. Outline of possibilities for recreation improvements in Campbell County
2. Facilities recommendation
3. Planned a recreation interest survey

Martin County

A. Contacts

1. William R. McCoy - County Attorney
2. Victoria Kirk - County Judge
3. Pauline Smith - County Secretary
4. Russell Goble - Assistant Superintendent of Schools
5. L. T. Hardin - State Representative
6. Billy R. Cassady - Teacher and Coach
7. Charles Kirk - Cashier, Inez Bank
8. Russell Williason - President, Inez Deposit Bank
9. Tom Williamson - Car Dealer
10. Everett Horn, Jr. - Assistant Director, Big Sandy O.E.O.
11. Eugene Ward - Citizen
12. Pam Ward - Teacher

B. Planning Session

1. Outlined plans for progress toward total community recreation
2. Outlined plans for establishment of recreation commission
3. Outlined plans for possible financial structure

Floyd County

A. Contacts

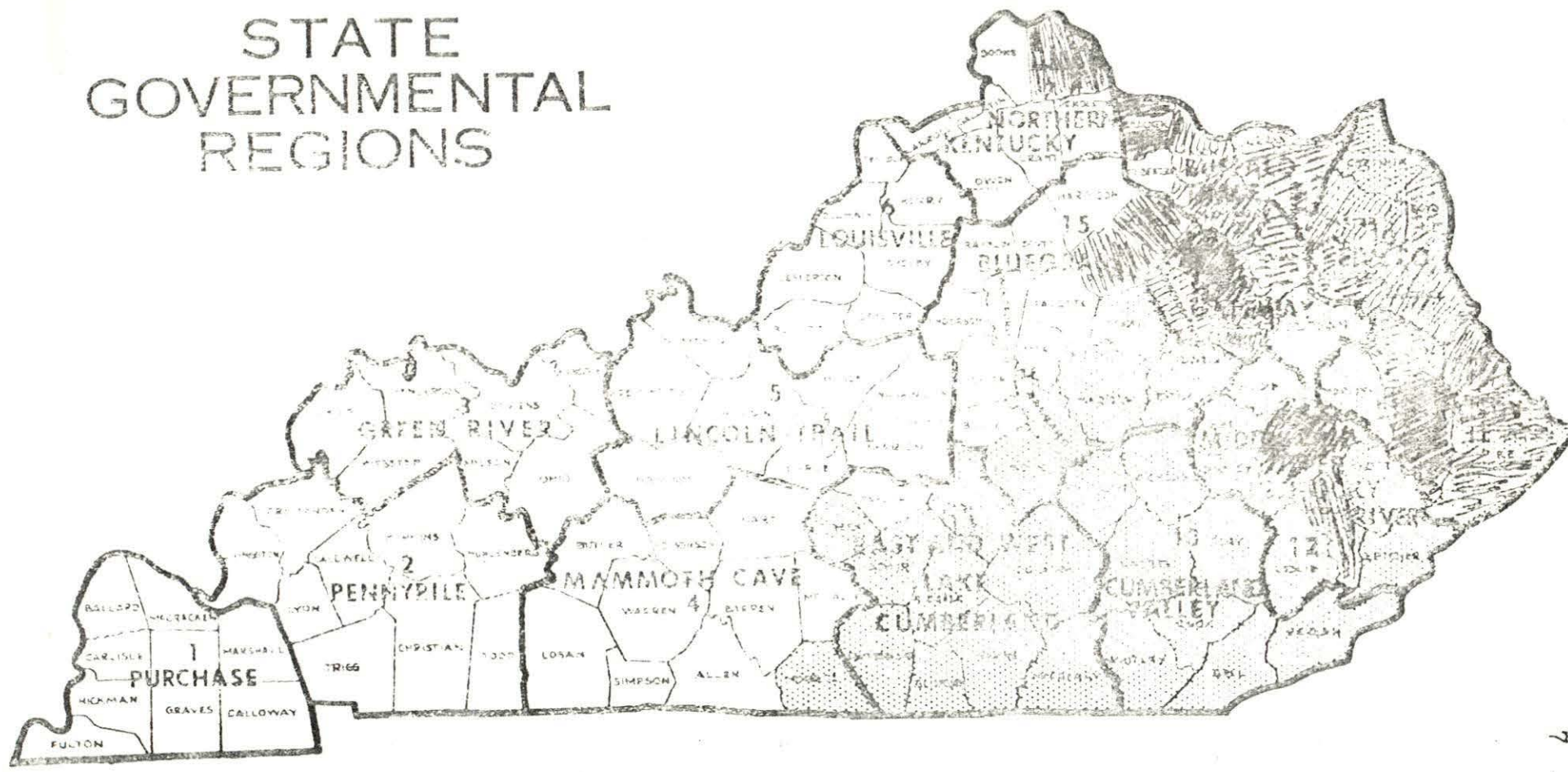
1. Dr. George Archer - Mayor, Prestonburg, Ky.
2. Ed. Patton - Recreation Director

B. Planning Session

1. Discussed expansion of Archer Park
2. Set up a recreation intern from M.S.U.
3. Plans for demonstration by M.S.U. Staff some program possibilities

- Counties visited
- Counties visited under previous grades
- ◐ Counties to be visited

STATE GOVERNMENTAL REGIONS



APPALACHIAN COUNTIES 1968

Upward Bound
Progress Report

Report by:
Jack Webb, Director

January, 1970

PROJECT UPWARD BOUND

Upward Bound is a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation. It acts to remedy poor academic preparation and motivation in secondary school and thus increase a youngster's promise for acceptance and success in a college environment. Upward Bound is supported by the U. S. Office of Education in Washington, D. C.

For the past three summers Project Upward Bound at Morehead State University has involved one hundred high school students. These students were selected from the following eleven counties in Eastern Kentucky: Bath, Boyd, Carter, Elliott, Fleming, Greenup, Johnson, Lewis, Mason, Morgan, and Rowan.

Teaching Is A Team Effort

The teaching staff of Upward Bound is comprised of two-thirds secondary teachers and one-third University staff. The University staff participants are drawn from the five academic schools involved in Upward Bound. Secondary teachers are drawn from the secondary school systems from which students are selected.

University students serve as Tutor-Counselors. They live in the dormitories with the Upward Bound students during the summer program.

The summer program begins in the middle of June and runs through early August. During this time students attend classes in English, Speech, Social Studies, Fine Arts, Applied Sciences and Technology, Physical Education, and Math and Science.

Field Trips Enrich Experiences

In conjunction with in-class academics, several field trips are taken to provide the students with a wide range of experiences for cultural and social enrichment as well as the academics. During the academic year, the students return to the University campus each month for a program of academics and entertainment.

Vocational Training is Stressed

An attempt is made to present the students with a wide range of programs exposing them to the many opportunities in industry. Opportunities for vocational and industrial education are stressed to give the student who is not interested in attending college the opportunity to see what areas are available for him to pursue.

Upward Bound seeks to actively involve the secondary schools in the events of Upward Bound by campus participation, and to provide avenues to complement the academic curriculum of the secondary schools by sharing innovative materials and ideas that were developed by University and secondary teachers in the Upward Bound program.

KENTUCKY UPWARD BOUND PROGRAMS

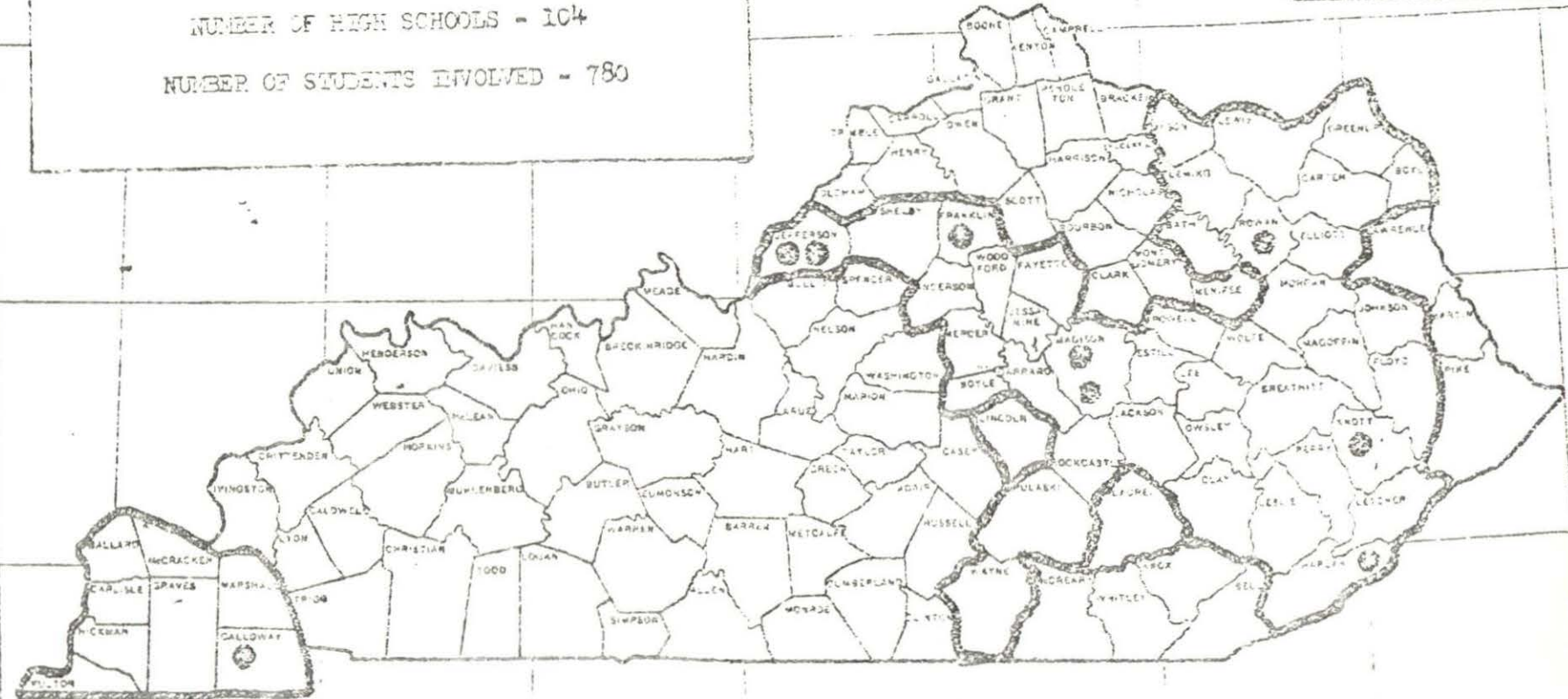
NUMBER OF PROGRAMS - 9

NUMBER OF COUNTIES - 50

NUMBER OF HIGH SCHOOLS - 104

NUMBER OF STUDENTS INVOLVED - 780

GRAMS
8 1/2 x 11 Outline Map
KENTUCKY
SCALE
0 10 20 30 40 MILES
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12 CHARLES



MAP NO. 00813-KENTUCKY

UPWARD BOUND Progress Report

During the first semester of 1969-70, the UPWARD BOUND staff visited forty homes, conducted two Parents Meetings (Public Advisory Committee), established student selection committees in four high schools, made over 100 visits to UPWARD BOUND high schools, and had four students return trip meetings to the University campus.

During the fall term, eighteen students from the summer Bridge Program were enrolled in college. Their grades were not the best, but we feel through A.L.P.S. and continuous counseling, the students will make great gains next term.

There are presently seventy-six students participating in the academic year program. We are currently recruiting students to increase the number of participants to 100 in preparation for the summer program.

Three girls were bridge students, but married and did not attend college this fall. One boy joined the Army. A boy from the Job Corps, disappeared following the summer program and we have been unable to locate him. One girl from Morgan County, married, but is still in high school.

Present status of Upward Bound students in 1969 summer program:

76	currently in program
1	boy in Army
1	boy unable to locate
3	bridge students (girls) married
1	high school girl married
<u>18</u>	students enrolled in college
100	students for summer 1969

During the past four years, over 250 students have participated in UPWARD BOUND at Morehead. These 252 students have 1,663 people in their families. The average family for UPWARD BOUND students at Morehead is 6.6.

Research Studies
Progress Report

Report by:
Jenny Beetz, Graduate Assistant

January, 1970

Progress Report of Research Studies

by
Jenny Beetz, Graduate Assistant

The following is a report of the studies completed during the Fall Semester, 1969, and studies that are in progress at this time.

I. Completed Studies.

- A. Transfer Study No. 8 for Spring, 1969, and Transfer Study No. 9 for Summer, 1969.

The research for both Transfer Studies was done by Jenny Beetz, Graduate Assistant. Transfer Study No. 8 was prepared by work-study students, Gayle Hunt and Jevita Flynn. Transfer Study No. 9 was prepared by Jenny Beetz. At present, these studies are being typed and will be put on multilith.

- B. A Study of Out-of-State Students at Morehead State University, Fall 1968.

The results of the questionnaire administered to students enrolling at Morehead State University, Fall 1968, by the Council on Public Higher Education were used as the basis of this study. At the present time, this study is in the process of being typed to be put on multilith. A cover has been designed for the study.

- C. Dial Access System

A notebook was compiled of all literature concerning types of dial access systems in operation at other universities today. The notebook also contains correspondence with manufacturers of dial access systems as well as other pertinent information. Graduate Assistant Jenny Beetz and work-study student Gayle Hunt compiled this information.

II. Studies in progress at this time.

- A. A Study of Kentucky Students, Fall 1968, will be completed by the end of this semester. The information for this study was taken from the questionnaire results of the Council on Public Higher Education. A cover will be designed for this study.

- B. A study concerning the total enrollment of students at Morehead State University, Fall 1968, is currently being rewritten by work-study Jevita Flynn and Jenny Beetz. The information for this study was also taken from questionnaire results of the Council on Public Higher Education. It should be completed about the third week of February.