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RESEARCH NEWS

MOREHEAD STATE UNIVERSITY

FOUNDED 1922

Research News

FEATURES

PAGE

Mrs. Doran Provides PDI Programs to Boys in Project Newgate	1
Hitch Directs Institute on Aging	2
Caudill Directs A.L.P.S. Program at Morehead	3
Training for Home Management Improvement Instituted	4

CAMPUS NOTES

Discussion Series Launched:	
Dr. Doran Delivers First Address	5
Conference on Aging Held on Campus	5
Art Convention Hosted at Morehead	6
Heaslip, Philly and Nairn Speak Here	6
Breck Thespians to Perform at Indiana University	7
Teacher Training Trends	7
Dissertation Abstract: Rolene Cain	8
Morehead State In-Service Committee	9
Conference Report	10

NEWS BRIEFS FROM THE NATIONAL SCENE

Changes in the 1970's	11
Texarkana Contract Awarded	11
College Freshmen Can Serve as Assistants in Public School Classes	12
Gallup Poll Says	12
Students Don't Need What Our High Schools Offer	13

TRENDS IN AWARDING FEDERAL GRANTS

U. S. Office of Education Priorities for the Future	13
Department of HEW Priorities for the Future	14
Department of Labor Launches Public Service Careers Program	15
States May Apply for 1970 Legal Grants	15
Project Proposals Under Title I Due February 27	16

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FEATURES

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MRS. DORAN PROVIDES PDI PROGRAMS
TO BOYS IN PROJECT NEWGATE

Both the young prisoner and the university president were visibly moved by the conversation.

"Morehead State University has committed its heart and its hands to helping you leave here a better person," President Adron Doran had stated.

"Sir, until this program started, I had no dream of going to college," the 19-year-old inmate answered. "Now I realize there is something good in my future."

A university president had gone behind the walls of a Federal prison to talk with prisoners and immediately found trust and respect.

They represent different worlds but had been drawn together by a common bond--Project Newgate, an extraordinary experiment aimed at helping young prisoners prepare for post-high school education after release from custody.

The laboratory for Newgate is the Federal Youth Center near here, where more than 500 young men are confined for a variety of Federal crimes, primarily automobile theft. Their average age is 19.5 years.

Before Newgate started the institution's education system was geared toward completion of high school equivalency certificates.

Dr. Doran told the inmates during his day-long visit that the project mirrored a "new partnership" between the institutions of higher learning and those of correction and rehabilitation.

He said that the University had broken with tradition and moved behind the fences and barbed wire because of its faith in the "worth and dignity" of young people, regardless of environment.

While the 40 inmates involved in the project were impressed by the president and his advice, they were unabashed in displaying admiration for his wife.

Mrs. Mignon Doran visits FYC one day each week to teach classes from here Personal Development Institute on the MSU campus. Designed to sharpen social skills, the special instruction has made a hit with the students.

"She teaches us things we have wondered about but didn't have anyone to ask before," said one inmate who was convicted at 17 for counterfeiting.

The presence of Mrs. Doran and other women in the program is revolutionary, according to J. E. Murphy, FYC director. It marks the first time women have been involved in rehabilitation at the Ashland institution.

Financed for one year by a grant of \$100,042 from the U. S. Office of Economic Opportunity, Newgate is one of five such projects now underway in the U. S., and is the only program concerned with young offenders.

In addition to college courses and individual tutoring and counseling, the 40 prisoners are receiving a series of 21 lectures and demonstrations from visiting MSU professors. The added exposure to academic life is intended to help them determine interest areas for further study.

Newgate is not limited to the prison boundaries. Small groups of inmates are transported to the Morehead campus for tours, cultural and athletic events.

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HITCH DIRECTS INSTITUTE ON THE AGING

A new innovation for Kentucky--the Institute on the Aging--has been established on the Morehead State University campus to serve the needs of the elderly in 15 Eastern Kentucky counties. Under the direction of Mr. Harry Hitch, the program will operate on a budget of \$26,126.25 funded by the Older Americans Act, Title III, awarded through the Kentucky Commission on the Aging.

The Institute is an out growth of the regional Conference on the Aging held at Morehead State University last January 13 and will serve to attack the problems of the elderly through three phases of development.

The first phase will be Exploratory Development. The staff of the Institute on the Aging will contact state and local agencies, business organizations, private foundations and similar interested parties to determine existing services available to the older Eastern Kentuckians. This phase will stress the development of communications between the agency leasers and the Institute staff. During phase two the preparation of the data bank of information and referral services will be collected. The data bank will be stored in the computer center on campus for immediate access purposes and will be used for the establishment of a total information and referral center. The Institute on the Aging will have readily available all information regarding services for the elderly in the areas of health, education and welfare.

During the second phase of operation the Institute on the Aging will work with leaders in business, religion, civic life, government, education and the older citizens of the region to develop a plan for each of the three Area Development Districts. The planning stage will involve a total community involvement as a practical method of development. The three Area Development

Districts within the Institute's service area are Buffalo Trace which includes Bracken, Robertson, Mason, Fleming and Lewis counties; Fivco which includes Greenup, Boyd, Carter, Elliott and Lawrence counties; and Gateway which includes Rowan, Montgomery, Menifee, and Morgan counties.

Mr. Harry Hitch, a former sociology professor at Asbury College, will direct the project. Hitch holds A.G., B.D. degree from Asbury and a M.A. degree from Ohio State University. Assisting Mr. Hitch is Miss Bonnie Seale, a Morehead State graduate from Barbourville, Kentucky.

The third stage of operation will be the beginning of an implementation stage for new projects and services that is programmed to continue through at least a two year period.

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CAUDILL DIRECTS A.L.P.S.
PROGRAM AT MOREHEAD STATE UNIVERSITY

Sometimes good ideas die when the money stops. But not this year at Morehead State University.

As a result, more than 450 students will have much better chances of finishing college.

An experimental program aimed at helping academically deficient freshmen adjust to college study was conducted at Morehead State University last year with federal funds.

The project was successful and university officials wanted to continue it. No federal money was available this year so the university provided its own funds to underwrite the "Accelerated Learning Program for Students (A.L.P.S.)."

Offering concentrated tutorial and counseling assistance, A.L.P.S. is designed to help entering freshmen who, for various reasons, are poor readers, have bad study habits, show little academic awareness and have difficulty in communicating with others.

Their deficiencies are counteracted with a reading lab, writing clinic, and intensified freshman English course, tutorial help and diagnostic testing for special counseling if needed.

Each remedial program is based on individual needs determined by extensive testing conducted earlier this semester.

Poor readers may spend up to two hours weekly in the reading lab staffed by five instructors and 15 assistants. Writing clinics are scheduled two days weekly and the special English course attacks problems in reading, writing and communicating.

The course operates with a student-faculty ratio of 10 to 1 for a highly-individualized approach.

Tutors are available in every academic area and counselors are on hand to identify potentially maladjusted students.

The program is supervised by Dr. Morris K. Caudill, associate professor of education, whose primary task is to coordinate efforts of the various departments involved in A.L.P.S.

A.L.P.S. are mountains to geography students, but to many MSU freshmen, they are helping hands.

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TRAINING FOR HOME MANAGEMENT IMPROVEMENT

Case workers serving the deprived families of Eastern Kentucky will attend an institute on the Morehead State University campus studying the needs of Appalachian families. Emphasis shall be place on continuous training for case workers

Under the direction of Dr. C. Nelson Grote and with the cooperation of Dr. Roscoe Playforth, the project will attempt to train case workers in techniques of teaching the low income families correct methods of household care and budgeting. Two one-week workshops will be held at the beginning of the project for the purpose of intensifying the training for Kentucky case workers serving the region.

The goal of the in-service program for case workers will be to teach the poverty stricken families of Eastern Kentucky personal hygiene, basic child care, simple nutrition, housekeeping procedures, sanitation, and family health. After receiving the training on campus the case workers will use the information gained during the in-services sessions to better serve the needs of the deprived families.

Morehead State University in cooperation with the Kentucky Department of Economic Security shall conduct inservice workshops through-out the project. A total of sixteen workshop days will be spent on campus over a nine month period of time for each case worker. The workshops shall be directed by the School of Applied Science and Technology with the cooperation of the School of Social Studies. The project will encompass ten Eastern Kentucky counties including Rowan, Lewis, Fleming, Robertson, Mason, Montgomery, Powell, Menifee, Bath, and Nicholas.

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CAMPUS NOTES

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DISCUSSION SERIES LAUNCHED:
DR. DORAN DELIVERS FIRST ADDRESS

The political science department at Morehead State University has initiated a discussion series in state and local government to provide students in opportunity to meet and discuss topics of concern with public servants, administrators, and educators who have had experience in state or local government service.

Dr. Adron Doran, President of Morehead State University spoke at the first session discussing the Legislature and the office of the Speaker of the House. Dr. Doran served four terms as a member of the House of Representatives and one term as Speaker of the House.

Bob Cornett, Council of State Governments, spoke on the Governor as an administrator and planner.

The third session is scheduled for January when Evan Ray, who is well versed in the topics of medical assistance and health services, will discuss "Providing Health Care and Medical Assistance."

The sessions are scheduled at 10:20 in room 410 of the Combs Building. All interested students and faculty members are invited to attend. Dates to be announced at a later time.

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CONFERENCE FOR AGING HELD ON CAMPUS

Morehead State University held a Conference on the Aging on campus recently.

Interested individuals from throughout the region were invited to the conference which got underway with a luncheon in the Adron Doran University Center at 12:00, followed by afternoon sessions.

Dr. Adron Doran, President of Morehead State University, spoke at the luncheon. The afternoon sessions included a panel discussion, featuring: James Garthee, Assistant Director, Fivco Area Development District, Catlettsburg; Calvin Schneider, Director, Gateway Area Development District, Owingsville; and Gene Fox, Director, Buffalo Trace Area Development District, Maysville.

The Institute for the Aging is operating under a \$26,126 budget funded by the Older Americans Act, Title III, awarded through the Kentucky Commission on the Aging. Hitch said the purpose of the conference was "to report on and discuss fully what has been done and what can be done for the elderly in this region."

Participants in the conference included school superintendents, city and county officials, elderly citizens, hospital representatives, and rest home representatives.

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ART CONVENTION HOSTED AT
MOREHEAD STATE UNIVERSITY

More than 200 art educators gathered at Morehead State University for the annual fall convention of the Kentucky Art Education Association (KAEA).

Doug Adams, assistant professor of art at Morehead State University, is president of the statewide organization of art instructors ranging from kindergarten through college.

This year's convention theme was "perception" and the program chairman was Richard Jackson, acting chairman of the art department at Murray State University.

The weekend session included exhibitions, workshops, seminars and lectures. Several guest speakers were booked. All activities were held in the Claypool-Young Art Building on the Morehead State campus.

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HEASLIP, PHILLEY AND NAIRN MAKE PRESENTATIONS

Lectures ranging from atomic energy to the Ice Ages involved Morehead State University personnel recently.

John C. Philley, assistant professor of geoscience at Morehead State University, presented a paper to the Kentucky Academy of Science at Murray State University.

Written for the academy's geology-geography section, the paper was entitled "The Stratigraphic Position of the Renfro Member of the Borden Formation in East-Central and Northeastern Kentucky."

Dr. Allan E. M. Nairn, an international authority on paleoclimatology and paleomagnetism, was a guest lecturer at Morehead State.

A member of the faculty at Case Western Reserve University, Dr. Nairn lectured in Lappin Science Hall on the "Causes of Ice Ages."

Dr. Margaret B. Heaslip, professor of biology at Morehead State University, lectured at Lappin Science Hall also, on the subject "Can Man Survive This Atomic Age?"

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BRECKINRIDGE THESPIANS
TO PRESENT PROGRAM AT INDIANA

University Breckinridge School of Morehead State University has become the first Kentucky high school invited to send performers to a conference of the International Thespian Society.

The University Breckinridge School speech and drama department will present a reader's theatre production at the society's International High School Drama Conference next June in Bloomington, Indiana.

The invitation was extended by Ronald Longstreth, society president. Breck's speech and drama department has performed at several state conferences and conventions.

Harlen Hamm, department director, said the ITS selection would be performed locally before its Bloomington presentation.

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TEACHER TRAINING TRENDS

A re-design of teacher-education programs is under way in the United States, declares M-STEP, the Multi-State Teacher Education Project, as it completes a three-year federally funded experiment to upgrade the training of future teachers and bring it into line with technological realities.

Among the trends outlined by M-STEP in its final report, "Teacher Education in Transition," were the following:

1. Only persons with demonstrated ability and interests will be admitted to the teacher-education program.
2. Closer cooperation between university, public schools, and state departments of education to ensure that the student's preparation is meaningful and comprehensive.

3. More actual teaching; fewer "methods" courses or lessons.
4. Technology will be used to equip the student to become an "instructional manager" and "decision-maker."
5. Personal attributes of empathy, warmth, and responsiveness will be developed through micro-teaching, classroom observation, independent study, and classroom simulation materials.

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THE GENERALIZED INBREEDING COEFFICIENT AND THE GENERALIZED
HETEROZYGOSITY INDEX IN A RECURRENT SELECTION PROGRAM

Rolene LaHayne Cain
Abstract

Methods of calculating the inbreeding coefficient in a finite population undergoing recurrent selection (self-select-intercross in succeeding generations) were investigated. It was noted that, in a population under selection, the inbreeding coefficient does not provide the experimenter with a measure of expected degree of variability; instead an index of total heterozygosity is required, and such an index was derived.

Formulas necessary to calculate both the inbreeding coefficients and the heterozygosity indexes were derived for the cases: one-locus, two-allele, random selection; k independent loci and random selection; one-locus, two-allele and effective directional selection; and k linked loci with effective directional selection. These formulas involved defining a generalized inbreeding coefficient and a generalized index of homozygosity (or heterozygosity) in terms of vectors whose components reflected the various possible patterns of genes identical by descent at a given stage of the recurrent selection breeding program. Formulas were derived whereby the mean and the variance of the total number of loci homozygous (or heterozygous) by descent or in state may be obtained.

The progress of the panmictic index and/or the index of total heterozygosity through at least twenty-five cycles of recurrent selection was observed in computer--simulated populations ranging in sizes from ten through one hundred, assuming varying recombination probabilities both in the one-locus and in the two-linked-loci case and assuming both minimum and maximum inbreeding selection patterns. Tables resulting from these simulated studies could be used to estimate minimum and maximum inbreeding coefficients and/or minimum and maximum heterozygosity indexes in experimental populations for which the initial conditions approximate those assumed in the simulated populations.

It was observed that the coefficient of relationship in the source population was extremely important in tracing the progress of the degree of inbreeding and/or total homozygosity, that linkage played a major role in promoting heterozygosity in a recurrent selection system, and that careful intercrossing rather than random mating in alternate generations of the

recurrent selection cycle was important in promoting maximum heterozygosity in the selected population. In the simulated populations the effect of small population sizes was observed and, in general, indications were that unless more than five complete recurrent cycles are contemplated, increasing population size results in only relatively minor increases in panmixia, especially when linked loci are involved in the selected trait and when care is taken to avoid a maximum inbreeding selection pattern.

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MOREHEAD STATE UNIVERSITY ESTABLISHES
AN IN-SERVICE EDUCATION COMMITTEE

In-service education has been a term applied to faculty enrichment programs indicating an effort to keep abreast of new media, teaching techniques, and systems to enable teachers to more effectively reach the child in the classroom. All too often the higher educational echelon has thought only elementary and secondary teachers need in-service education, and that the college professor should be the provider of such education.

With the passage of the National Defense Education Act and the Elementary and Secondary Education Act, money became available to enable local school districts to break the bonds of regional isolation and provincialism. Teachers traveled to distant points viewing innovative programs previously read about but having little hope of ever experiencing except vicariously.

Teachers were thirsting to drink at the fountain spewing forth new approaches which they might use in the classroom. School administrators, as opportunists, pounced upon these new approaches to motivate their faculties to effectuate change willingly in local school systems.

With new monies to use for securing consultant services provided by college professors, a new era was formed. Some college professors became carpetbagger consultants while others saw this as an opportunity to render a service to improve the teaching profession and render a service for their university.

The consultant did a great service but now he has found he is outdated. It is a "new world" in which elementary and secondary teachers travel--a world the college professor did not travel when he taught in the public schools and has not had the opportunity to travel as a college professor.

Institutions of higher education must assist in pointing the way for development in public schools. They have the opportunity of doing this by: educating young teachers in the language of the "new world" of education, providing in-service education for responsive administrators applicable to the "new world" in which the schools rotate, and

A tape recording was made of Mr. Morrow's presentation on these points and is available for future reference to any faculty member who is considering developing a proposal for small research contracts. A list of the participants from Morehead State University is attached to this report and shows the faculty member and the school or division of the university he represents.

Following the group presentations, arrangements were made for individual conferences with Mr. Morrow by our faculty members. Several individuals participated and were able to secure additional guidance and information for research projects from Mr. Morrow which may develop into additional small research contracts being awarded to the University.

Aside from the major impact purpose of this Educational Research Workshop, a very valuable interaction with Mr. Morrow was obtained at three levels by University personnel. Mr. Morrow who is a very fine diagnostician of educational institutions, had the opportunity to interact with students, faculty, and administrative personnel at our institution and to provide them with an outsider's viewpoint.

His observations and remarks will be of significance to each of us in terms of our research efforts at the University. Mr. Morrow commented that we were far ahead of other institutions in this region that are developing and writing proposals for federal involvement. He indicated that our centralized research and development center was an important development and one that he wished would be copied by other institutions. Another strength which he pointed out was the fact that we have a University In-Service Committee that is functioning and developing a greater expertise among faculty members at the University in the area of research. He also mentioned the fact that the administration supports the development of research on our campus and recognizes the fact that, "no great institution became great without a capacity for research." Another strength which Mr. Morrow noted was the fact that the University provides seed monies for beginning researchers through the Faculty Research Committee.

Two weaknesses which Mr. Morrow noted were that the researchers at the University are somewhat more interested in individual problems than they are interested in problems which are of national priority and we talk in terms of projects rather than programs. Meaning that we should expand our small research programs into regional or interdisciplinary types of activities that could serve both as research models and provide services to individuals on a much wider basis. He did indicate that this was part of the normal development process for institutions and that with the positive things that he saw on our campus we no doubt would grow even further and that these two weaknesses would cease to exist.

As a result of an evening seminar with graduate students, faculty members, and Phi Delta Kappa members, Mr. Morrow noted that our graduate students are somewhat fearful of doing research, especially research for a thesis, which the students themselves attributed to our graduate advisor system.

In conclusion, I would add that the workshop was a very profitable experience for all participants. We should consider completing an evaluation of our communication system to determine if we have an effective communication channel between each of the schools of the University and our Faculty In-service Committee and the dissemination of information that comes from our sponsored activities of the committee.

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NEWS BRIEFS

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CHANGES IN THE 1970'S

The Xerox (Corp.) Education Group has announced that it is "examining the challenges and needs of education in the 1970's and will invest over \$50 million to meet those needs." The group saw future direction of learning to be along these lines:

1. Some school materials will be urbanized.
2. Learning programs will be individualized.
3. Educational films and television will play more substantial roles.
4. Greater use will be made of computer and micro-imaging systems.
5. The library will be an integral part of the classroom learning experiences.
6. The teacher will be less a lecturer and more a group discussion leader and diagnostician.

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TEXARKANA CONTRACT AWARDED

Dorsett Educational Systems, Inc., of Norman, Oklahoma, has won the Texarkana, Arkansas-Texas, contract against bidding by eight other educational firms.

The successful bid was for \$80 per student per grade level in math or reading covering 80 hours of instruction, which means that Dorsett will be paid \$80 for every student whose proficiency it raises by one grade level using 80 hours of mechanized instruction. Dorsett will not be paid if it does not succeed. The company will make use of a wide range of educational technology, including tapes, records, and TV.

The project is being financed by a USOE grant and will run for five years.

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COLLEGE FRESHMEN CAN SERVE AS ASSISTANTS IN PUBLIC SCHOOL CLASSES, SAYS ZACHARIAS

Jerrold Zacharias, physicist and educational reformer, has long had two bees in his bonnet--that colleges should be linked more closely with public schools to improve the curriculum, and that the young should teach the young.

Today, the program he proposed in 1957 to improve teaching of high school physics has been adopted on a broad scale.

Prof. Zacharias' latest proposal is to enroll college freshmen as quickly as possible in the role of teaching assistants in public schools. He thinks their enthusiasm and imagination could play an important role in improving education and could relieve the pressure on teaching staffs.

"I would like to see college students start teaching as soon as they enter college, after one or two months of training," says the M.I.T. professor. "We have got to find a way for college students to work with and for children."

Teacher assistants can succeed, he insists, "if you don't lecture them on educational psychology and other subjects taught in education schools."

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GALLUP POLL SAYS...

IT'S NO SURPRISE to educators--but a new Gallup poll shows that youngsters who achieve well in first grade have parents who have read to them since infancy, talk to them about school, play games with them that stress wits rather than physical skills, supervise their TV viewing, and view college as a future "must."

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STUDENTS DON'T NEED
WHAT OUR HIGH SCHOOLS OFFER

As the American high school curriculum stands now, it emphasizes content and skills that many pupils neither need nor want, says J. Lloyd Trump of the National Association of Secondary School Principals.

Trump thinks we can make secondary education tune in to American society if we:

Pull the real world and the "make believe world" of school closer together.

Help students cope with their problems instead of shrugging them off as being inevitable.

Work out lines of communication so that students can take advantage of community resources.

Use cross-cultural approaches to stress the contributions of a variety of ethnic groups.

Give each pupil a teacher to talk with about his problems, use of time, and use of materials flexible.

Make teacher and pupil aims measureable, and define them in terms everybody can understand.

Concentrate on types of social activities, school productions, and sports and that don't cost students much.

Make sure students know you know that money and housing aren't the only things they're deprived of.

Declare war on organizational practices that limit educational opportunities.

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TRENDS IN AWARDING
FEDERAL GRANTS

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EDUCATIONAL REFORM RECOMMENDED BY ALLEN
AS USOE GOAL IN '70S

U. S. Education Commissioner James E. Allen, Jr., in a statement prepared for his staff at a recent weekend retreat, suggested that USOE

provide the leadership--by shaping plans, programs, and activities--to achieve three broad goals aimed at educational reform in the 1970s.

He listed these as (1) the development of a nationwide strategy for maintaining a continuing process of improvement and relevance in American education; (2) the elimination of failures with respect to the education of the disadvantaged; and (3) the provision of adequate human, material and financial resources and their more effective distribution in relation to educational needs.

His statement reflected the concerns expressed in an HEW department study group's recommendation that the department, and especially USOE, take a strong leadership role in effecting educational reform (see Vol. XVLLL, No. 36). Unlike the study group, however, Allen did not suggest Federal legislation or funds to achieve the goals he set forth. On this point, he told his colleagues he was expressing his suggested goals "in broad terms only," and continued: "I shall be calling upon you to assist me in developing the specific programs and approaches that will most rapidly move us toward the attainment of these goals."

"In essence," Allen told his staff, "the problem is that we are seeking to satisfy jet age needs and aspirations with a system that is still, in too large a measure, geared to horse and buggy days. While some of our institutions and systems have moved to adapt to new requirements, too many are still operating within a restrictive framework of laws, administrative practices, educational procedures, and financial resources that were designed to meet conditions of past decades. Unless we take action now to accelerate the pace of reform, to improve rapidly the capability of our educational system to correct the deficiencies, we can only expect the gap between need and performance to continue to widen . . ."

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DEPARTMENTAL HEALTH, EDUCATION AND WELFARE EMPHASIS
FOR FEDERAL FUNDING

Research is the number on Priority along with emphasis on:

1. Community School
2. Effectiveness of Compensatory Education
3. The Role of Pre-School and Early Childhood Development Programs
4. Effective Teaching Programs for the Disadvantaged
5. New Approaches in Vocational Education

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DEPARTMENT OF LABOR LAUNCHES NEW
PUBLIC SERVICE CAREERS PROGRAM

The Department of Labor has issued a general description of its new public service careers program, which will help the disadvantaged secure permanent employment with public service agencies and help upgrade the skills of low-ranking public service employees.

A "disadvantaged" person is defined for manpower programs as "a poor person who does not have suitable employment and who is (1) a school dropout, (2) member of a minority, (3) under 22 years of age, (4) 45 years of age or over, or (5) handicapped."

Under the program, federal grants will be given to various public service agencies to help them in recruiting and training the disadvantaged. Eligible project costs include training programs; enrollees' salary costs for released time spent in training programs; and supportive services for enrollees, such as child care, medical care and transportation. Program policy is to "hire now, train later," so that enrollees are on the agency's payroll while they train. PSC grants do not cover the regular salaries of enrollees; these are paid by the public service agency.

The program will have four divisions: state and local governments; grant-in-aid programs; new careers in human services (for which private nonprofit agencies are eligible sponsors); and federal agencies. Appropriations of \$50 million have been requested for the program.

A program description, entitled Public Service Careers Program: A General Description, has been published by the Manpower Administration of the Department of Labor, and is available for the Administration.

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STATES MAY APPLY FOR
1970 LEGAL GRANTS

Upon enactment of appropriations for the law enforcement assistance program, states may apply for up to 50 percent of their 1970 allocations for action grants, the Law Enforcement Assistance Administration has announced. The deadline for these applications will be December 31, 1969.

The remainder of 1970 funds will be available after approval of the 1970 plan revisions, due April 15, 1970. States may choose to apply for their full 1970 allocation at that time, if they have not applied for either a continuing resolution grant or an up to 50% grant.

Program descriptions must be submitted with all applications. Applications should be filed with appropriate regional offices of the Law Enforcement Assistance Administration.

The above information is contained in Memorandum No. 19, issued by LEAA in revised form on October 20, 1969.

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PROJECT PROPOSALS UNDER TITLE I
DUE FEBRUARY 27

Faculty members interested in submitting a Title I, Higher Education Act proposal should contact the Research and Development Center, Mrs. Carole Morella, Ext. 2276.

The underlying thrust of the Title I program is the strengthening of institutions engaged in community service activities within the three areas of:

- (1) local government services
- (2) cultural and recreational opportunities
- (3) health and welfare services

A preliminary draft of an application is due no later than January 15, 1970, and the final proposal is due February 27, 1970.

The Research and Development Center will assist any interested faculty member in preparing a proposal. Guidelines for proposal preparation are available from the Research and Development Center or you may obtain a copy from the Dean of your School.

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RESEARCH NEWS

The Research News is the official publication of the Research and Development Center of Morehead State University. Content of the Research News is designed to inform the staff of the University concerning stories, events and announcements relevant to higher education and research.

Morris L. Norfleet, Vice President
Research and Development

Editor: George Stevens