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ABSTRACT

The accomplishments of the Consortium on Research Training (CORT) in its second year of operation are described and suggest that the researcher, who is becoming increasingly significant on small college campuses, can benefit from training programs. Research training opportunities were provided by CORT to faculties in member institutions and training workshops were organized. Results of project activities are disseminated to the constituencies of participating institutions, the funding agency, interested persons, colleges, and universities. Annotated lists are included in this report of research projects in the humanities and the social sciences, as well as research projects in progress. (LBH)

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**RESEARCH IN THE HUMANITIES
AND SOCIAL SCIENCES**

Volume II, 1974-75

George Breathett and Ewa U. Eko
Editors

CONSORTIUM ON RESEARCH TRAINING
Greensboro, North Carolina
27420

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FOREWORD

As the role of the researcher becomes increasingly significant and important on small college campuses, the training and exposure provided by the Consortium on Research Training (CORT) will increase in value. As one evaluates CORT's accomplishments in its second year (1974-75) of operation, the validity of the foregoing statement is being witnessed. The tremendous upsurge of interest in Consortium programs, and its concomitant research activities, is most gratifying. Without solicitation, persons in member colleges have forwarded expressions of satisfaction with the program, and praise of its achievements. Evaluations by external consultants have been supportive of this same kind of assessment.

The Consortium staff has been given the kinds of support during this period that have increased both the quality and quantity of production. An analysis of the research efforts and participation demonstrate that with minimal support, faculties in small colleges will exert their efforts toward research in larger numbers.

CORT feels assured that it will continue to meet its objectives of providing research training and related experiences for faculties in participating institutions.

G. B.

ACKNOWLEDGMENT

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CONSORTIUM ON RESEARCH TRAINING

PARTICIPATING INSTITUTIONS

1974 - 1975

ALCORN STATE UNIVERSITY
Lorman, Mississippi

LANGSTON UNIVERSITY
Langston, Oklahoma

*BARBER-SCOTIA COLLEGE
Concord, North Carolina

MISSISSIPPI VALLEY
STATE UNIVERSITY
Itta Bena, Mississippi

CLAFLIN COLLEGE
Orangeburg, South Carolina

OAKWOOD COLLEGE
Huntsville, Alabama

COLLEGE OF THE VIRGIN ISLANDS
St. Thomas, U. S. Virgin Islands

PAINE COLLEGE
Augusta, Georgia

FLORIDA MEMORIAL COLLEGE
Miami, Florida

STILLMAN COLLEGE
Tuscaloosa, Alabama

HUSTON-TILLOTSON COLLEGE
Austin, Texas

WILEY COLLEGE
Marshall, Texas

JARVIS CHRISTIAN COLLEGE
Hawkins, Texas

LANE COLLEGE
Jackson, Tennessee

WINSTON-SALEM STATE UNIVERSITY
Winston-Salem, North Carolina

*Coordinating Institution

**CONSORTIUM ON RESEARCH
TRAINING
(CORT)**

1974-75

INTRODUCTION Many scholars continue to assert that where research is absent there is little quality teaching. Operational phases of the Consortium on Research Training during the 1974-75 academic year validated this assertion, evidenced by the enthusiasm shown for research as teachers opened new avenues of knowledge and developed the kind of personal intellectual discipline that enriched and strengthened the teaching process.

PLANNING AND IMPLEMENTATION In meeting its objectives, CORT's organization and functioning were coordinated through a series of planning processes involving campus coordinators, a steering committee and CORT's staff. An Orientation Workshop for Campus Coordinators in September, 1974 laid the foundation for the programmatic framework of the year's activities. Procedures for management, communication and participation were outlined at that meeting. Plans for Training Workshop I were also developed. In November, 1974 a Steering Committee was elected by the faculties of member institutions to serve as an advisory planning board to the staff in developing Consortium-wide Training Workshops. The Steering Committee met several times during each workshop to monitor, evaluate and plan specific curricular content of subsequent training workshops. A final workshop for coordinators was held in May to review and evaluate the year's activities, while simultaneously planning for the future.

At the individual institutional level, campus research committees were appointed to assist campus coordinators in organizing campus training workshops. The Consortium Staff visited campuses to support and monitor local activities, and on several occasions served as consultants for training workshops. Effective linkage between the Consortium office and individual member institutions expedited and enhanced CORT in goal achievement.

RESEARCH TRAINING In meeting its central purpose of providing research training opportunities to faculties in member institutions, CORT organized and supported training workshops at campus and Consortium levels. Support was given to selected Consortium faculties for attendance at these workshops and for carrying out individual research projects, approved by campus CORT committees.

Three Consortium-wide Training Workshops were held (in November, January and April) for faculty participants from member institutions. Each workshop was well attended as follows:

Workshop	Number of Participants
November	37
January	40
April	43
	<hr/>
TOTAL	120

The curricular content and methodology of each workshop emphasized research needs and processes, types of research in the social sciences and humanities, publication of research, institutional progress reports and group working sessions.

Training workshop formats permitted wide ranges of discussion among staff, consultants, lecturers, resource persons and participants. A series of group working sessions consisting of persons with similar research concerns provided opportunities for mutual criticism, assistance and creative suggestions. Program participants and the consortium staff served as both facilitators and resource individuals for these groups, in addition to working individually with participants who desired special attention.

Consultants, lecturers and resource persons for the Workshops included: William A. Hunter, Professor and Director of Research Programs, School of Education, Iowa State University; Van S. Allen, Executive Director, TACTICS, Washington, D. C.;

W. Edward Farrison, Professor of English Emeritus, North Carolina Central University; Lewis W. Jones, Director, Rural Development Center, Tuskegee Institute; Mable P. McLean, President, Barber-Scotia College; Caesar R. Blake, Professor of English, University of Toronto; Barbara A. Jones, Chairman, Department of Business and Economics, Clark College; Lois Moreland, Professor of Political Science, Spelman College; Elsie M. Lewis, Professor of History, Hunter College; Malcolm M. MacDonald, Associate Editor, The University of North Carolina Press; Edgar Epps, Professor of Urban Education, University of Chicago; Charles Duncan, Assistant Editor, *Phylon* and Professor of English, Atlanta University; Lorraine Williams, Vice President for Academic Affairs, Howard University; Sister Valerie Riggs, Professor of Sociology, Xavier University of Louisiana; and Joseph S. Himes, Ewa Eko and George Breathett of the Consortium staff.

COMMUNICATION AND DISSEMINATION OF OUTCOMES The dissemination of project activities and outcomes of CORT is an on-going major objective, not only to the constituencies of participating institutions, but likewise the funding agency, colleges and universities, and interested persons.

Communication among the institutions and with the Consortium Office was enhanced by brochures, newsletters, workshop programs and other materials disseminated during the year. Periodic progress reports on campus research activities were made at each training workshop, and special reports were forwarded periodically to the U. S. Office of Education.

Five issues of the *CORT Newsletter* were circulated during the year. Each newsletter featured the highlights of a Consortium-wide Training Workshop and its evaluation, along with news and notes from participating institutions. Future workshops, staff visitations and campus workshops were also covered. The two newsletters of the year documented all research projects undertaken in the consortium.

CONCLUDING STATEMENT During the 1974-75 academic year, the Consortium continued to witness the achievement of its major goals, and the development of significant research activities on the fifteen (15) member campuses. The on-going enthusiasm exhibited by the researchers provided a stimulation that insures the production of a generation of students and teachers who will find research stimulating and rewarding.

While CORT continues to be proud of its accomplishments, this second year of its operation finds much remaining to be achieved in its quest to evolve new research-oriented consciousnesses on small college campuses. It is hoped, therefore, that CORT will serve as a continuing context out of which increased visibility and creditability of the historically black college and its constituency will blossom.

STAFF

George Breathett, Director

Ewa U. Eko, Assistant Director

Joseph S. Himes, Program Associate

**THE SIGNIFICANCE OF RESEARCH
ON COLLEGE CAMPUSES**

by

Samuel DuBois Cook

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To begin with, I cannot escape the haunting conclusion and the disturbing thought that research is the lifeblood of scholarship, life of the mind, and the salt of learning. I want to beg the question of the kind, form, quality, and substance of research. I know there is some research that is worse than worthless; it is, in terms of methodology, aim, and results, an intellectual scandal and a social disgrace. My attention is centered on the principle and spirit of research.

Where there is no research, the mind suffers and scholarship perishes. Without research, intellectual stagnation and sterility reign supreme. In the absence of creative research, the repetition of alleged established and final truths and the enthronement, indeed, the enshrinement, of conventional wisdom is inevitable and made normative. Without research, a college or university is radically impoverished, bereft of vital nurture, and relegated to a shallow and superficial textbook agenda, cheap vision, and complacent existence. It is also an offense to the community of scholarship. A campus without the adventure and activity of research is dead and unworthy of an eloquent funeral, a decent burial, and the expiation of mourning. Such a campus is a monument to academic failure.

Research, therefore, is central to the liberation and cultivation of the human mind. It is a vigorous foe of that cardinal sin: complacency. In ideal terms, the activity of research is a symbol and expression of intellectual restlessness, the spirit of inquiry, and commitment to the pursuit and proclamation of truth, whatever the consequences. **Like teaching, research is, on the ultimate level, a form of creative encounter with the nature of things and the perennial quest for truth and intellectual liberation.**

Let me speak in more specific terms. First, research is vital to the extension of human knowledge and hence to the furtherance of the process and spirit of human inquiry. How else will human knowledge be advanced? By revelation? By in-

Delivered at a meeting of the Consortium on Research Training, May 24, 1975, New Orleans, Louisiana. Dr. Cook is President of Dillard University, New Orleans, Louisiana and a distinguished political scientist.

tuition? By professorial fiat? By constant repetition of what is already known? The worst **status quo** to maintain and revere or worship is that of human knowledge. As Morris R. Cohen asserted,

If the discovery of new truth is a real social need, it seems necessary for a modern university to dissociate itself from the school business of communicating to young and immature minds that which is already known, and to concentrate its efforts on the extension of the fund of human knowledge.¹

Again, Cohen was correct in maintaining that "surely humanity's need for new knowledge in all matters is so pressing that it is most foolish not to make adequate provision for an army of intellectual pioneers."² Advancement of human knowledge, then, is the first significant aspect of research on college campuses and its chief motif and reason for being.

Second, research is necessary in the establishment and maintenance of an atmosphere of intellectual excitement, zest, curiosity, rigor, competition, joy and sense of wonder on campuses. The climate is crucial; the environment is supreme. Research, at its best, is an adventure of the imagination, and what is a college or university without the sovereignty of commitment to imagination? "Imagination," said Alfred North Whitehead, "is a contagious disease."³ In fact, according to Whitehead:

The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts imaginatively. At least, this is the function which it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact: it is invested with all its

¹*The Faith of a Liberal* (New York, 1946), p. 281.

²*Ibid.*, p. 279.

³*The Aims of Education*; Mentor ed. (New York, 1952), p. 101.

possibilities. It is no longer a burden on the memory: it is energising as the poet of our dreams, and as the architect of our purposes.

Imagination is not to be divorced from the facts: it is a way of illuminating the facts. It works by eliciting the general principles which apply to the facts, as they exist, and then by an intellectual survey of alternative possibilities which are consistent with those principles. It enables men to construct an intellectual vision of a new world, and it preserves the zest of life by the suggestion of satisfying purposes.⁴

Third, research reinforces, invigorates, stimulates, broadens, and deepens teaching. Research is a stimulus to teaching and life of the mind. Ideas often flow from research. Far from being incompatible or antagonistic, teaching and research sustain one another.

Fourth, research contributes to the enlargement and enrichment of the whole collegiate experience in terms of the life of learning. Apart from the advancement of knowledge, students tend to be proud of the research and publications of their professors. Able scholars serve as models and catalysts. They inspire. They motivate. They stimulate, sometimes on the unconscious level, emulation.

For tender and bright minds to be brought into creative and sustained contact with the dynamic character of scholarly research and master teachers is a beautiful sight, which ought to remind us of the sacred calling and divine enterprise of the intellectual adventure. Besides, without engaging in some research, how can we teach students the art and science, the wonder, the methods, techniques, etc. of research? How can we teach what we do not know? Without ourselves first appreciating research, the appeal to students to love and to do it has a hollow ring.

Fifth, research promotes and enhances self-confidence on the part of professors. It should indicate discipline, mastery of

⁴*Ibid.*, pp. 97-98.

certain techniques and methodologies, craftsmanship, and skill. Intellectual insecurity is perhaps the greatest source of dogmatism, intolerance, and orthodoxy.

Finally, research, at its best, is a sober reminder of the inexhaustibility of the universe and hence the inexhaustible novelty and incompleteness of human knowledge. The universe is vast, and human ignorance much vaster. Research, therefore, should make us reluctant to equate our knowledge, perspective, and insight with finality and infallibility or omniscience. Our knowledge is always frail and puny—no matter how great our pretensions and vanity. Research, thus, ought to make us more humble. What we know is indeed small in the context of the knowable and the mystery of the universe. Research should remind us of the dynamic, shifting, and expanding character of human knowledge and the reality of process in the universe. Whitehead asserted that

the very essence of real actuality—that is, of the completely real—is process. Thus each actual thing is only to be understood in terms of becoming and perishing. There is no halt in which the actuality is just its static self, accidentally played upon by qualifications derived from the shift of circumstances. The converse is the truth. . . . We should start from the notion of actuality as in its essence process. This process involves a physical side which is the perishing of the past as it transforms itself into a new creation. It also involves a mental side which is the Soul entertaining ideas."⁵

At its best, then, research is a dramatic reminder both of the creativity, wonder, power, and endlessly higher possibilities of the human mind and spirit, and of the fact that, human pretensions, arrogance, and vanity to the contrary notwithstanding, we are all fallible men and women, and not God. Thus research should, at once, make us more self-confident and more humble. It should make us more determined in the pursuit of truth but more wary of our discovery of truth and more doubtful of our ability to place truth in a neat package for safekeeping in our hip pockets.

⁵*Adventures of Ideas*. Mentor ed. (New York, 1959), p. 274.

ANNOTATED RESEARCH PROJECTS
IN THE HUMANITIES

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Booth, Mamie M. and Ray, Coetta, Department of English, Alcorn State University

"An Examination of Jean Toomer's *Cane*"

The purpose of this work was to study the unifying elements in *Cane* and explore all the thematic possibilities and differences between *Cane* and Toomer's unpublished works.

It was found that even though Toomer is a noted Harlem Renaissance writer, critics are quite hesitant in giving a great deal of discussion to the book, *Cane*. Toomer is really fascinating and beneath the riddling surface of the "miscellany," as Bone refers to the book, is a great deal of thematic sense.

Brown, Ella, Art Department, Lane College

"Materials for Studying Selected African Cultures"

The aim of this project was to compile materials which would enable the student to examine the works of art (literature, drama, dance, music, sculpture, painting, handicrafts, etc.) as revealing the mode of life, the beliefs and the values of a society.

This list of materials consists of books, journal articles and films, primarily in English, but where needful in other European Languages as well, and of records in native languages for the arts of five African culture groups: Yoruba and Bini, Amhara, Bushman, Rwanda and Burundi and that of Dar es Salaam. It is divided into works on Africa, or a large area of Africa, and into works on the individual cultures; within these sections into bibliographies and other reference works, background materials (history, anthropology, criticism, technical information), and photographs, records or other representations of the arts themselves.

Butler, Arnitha T., Public Relations Office, Claflin College

"An Analysis of the SAT Scores of Freshmen At Claflin College From One Parent Homes As Compared To Freshmen From Homes With Both Parents Present"

The purpose of this study was to compare the SAT scores of

freshmen students from homes with both parents present to students from homes with only one parent present, and to find out if the sex of the students had anything to do with the way they performed on the SAT.

The students used in the research were freshmen students enrolled at Claflin College for the second semester of the 1974-75 School Year.

The SAT scores of freshmen students from homes with both parents present was higher than those students from homes with only one parent present. The SAT scores range was higher for students from homes with both parents present than students from one-parent homes. The average Verbal score was higher for students from two-parent homes.

Carstarphen, H. T., Director of Freshman Studies, Stillman College
"Gustavus Vassa: The Man with a Double Voice"

The purpose of this study was to give visibility to an early black writer, Gustavus Vassa was among the first Afro-Americans to take up the pen to protest slavery. He especially tailored the personal narrative to make his cry against slavery. Despite its lack of literary attainment, his writings have much to say about both Africa and America. Because he can speak for two continents, he is called the man with the double voice.

Chang, Henry, The Library, College of the Virgin Islands
An Annotated Bibliography of Caribbean English Bibliographies

The project has produced a systematic annotated bibliography of all available bibliographies pertaining to the area of Caribbean studies. The collected sources are confined to those existent Caribbean bibliographies which are written in English. After a thorough survey of several large research collections, 100 Caribbean English bibliographies have been located, selected, annotated, and indexed. All entries are arranged in alphabetical order by authors, title, place of publication, date, publisher, pagination, location of the source, and a brief annotation. The use of the bibliography is aided by a title and subject index.

Cowie, Marla L., Department of Communications, Mississippi Valley State University

"Women's Rights and Roles: Bi-Racial Attitudes In the Deep South"

The purpose of the study was to determine whether college students of different races hold similar attitudes toward the women's rights movement. As part of the study, certain factors, such as alienation, social class, social aspirations, academic success and sex were examined as variables which may be linked to perception of and attitude toward the women's rights movement.

Danzy, Eula Jones, Department of English, Stillman College

"Dryden's Control of Optical Imagery"

One of the poet's oft-neglected prologues is given a detailed analysis showing Dryden's control of thought through imagery. Dryden's play upon the imagery of seeing, observing and the using of optical instruments controls the movement and the structure of the thought in the Prologue of Fletcher's play, *The Prophetess*.

Davis, Oliver J., Department of English, Oakwood College

"The Teaching of Freshman Composition Through Audio-Visual Media Versus the Traditional Approach"

The purpose of this study was to determine the effect of a teaching procedure, which utilized some audio-visual media as the primary aids for teaching on the production of written compositions by freshman students in two English 101 classes at Oakwood College, Huntsville, Alabama. In particular, the following assertions were experimentally investigated: (1) There was significant difference between the achievement scores of the control group and those of the experimental group in each of these areas: (A) Vocabulary, (B) Level of Comprehension, (C) Speed of Comprehension (D) Total Reading, (E) Expression, and (F) Total English. (2) There was no significant difference between the overall performance of the control group and that of the experimental

group as evidenced by test scores covering all six areas. Indeed the results proved that these assertions were correct.

Dirk, Messelaar, Department of English, College of the Virgin Islands

"An Investigation of St. Thomas Teachers' Reactions to St. Thomas Dialect Versus Standard English"

The present study represented an attempt to elicit evidence on the latent language biases of teachers. A total of 47 St. Thomas elementary school teachers, including 23 main-land-born and 24 Caribbean-born black and white teachers, reacted to tape recorded samples of nine elementary school children. The speech samples consisted of 18 phrases representing nine selected speech features (two phonological, 3 morphological, and four syntactic) characteristic of St. Thomas dialect repeated in their local dialect and standard English forms. The teachers judged each phrase on ten self-made speech quality scales.

On the basis of this study, it was concluded that teachers' unconscious negative biases against a nonstandard dialect can be identified and measured. The study suggests that there are differences in the dialect value systems of main-land-born compared with Caribbean-born teachers. The nine-features tested could be ordered from greatest to least stigmatized by teachers by rank ordering the average difference between standard and nonstandard pairs. It was also concluded that the teachers' language values were determined by teachers' age, sex, race, number of years teaching, birthplace, and number of years teaching in St. Thomas.

Goetzman, Robert, Department of English, Barber-Scotia College

"James Anthony Froude: A Checklist of Critical Studies"

This is a bibliography of secondary studies of the eminent Victorian historian, biographer, and belletrist (1818-1894). Because such a bibliographical guide for this author has hitherto not existed, this project is intended to fill that void of historico-

literary scholarship. The work consists of six chapters, "General Studies," "Froude, the Historian," "Froude, the Biographer," "Froude, the Belletrist," "Froude, the Traveler," and "Obituaries." Every effort was made, both by extensive library research here and abroad—and by voluminous correspondence, to make the checklist as complete as possible. Abundant materials relating to Froude were supplied by the national libraries of Ireland, Australia, New Zealand, South Africa, and the West Indies, as well as by the British Museum and by the Library of Congress. This bibliography will be published in late 1975 by Garland Publishing, Inc., of New York.

Harris, Gladys and Johnson, James W., Department of English,
Stillman College

"Phyllis Wheatley: The Uncertain Voice"

This critical essay attempted to deal briefly with theme and style in selected works by Phyllis Wheatley in order to show that certain themes such as the apology for heritage theme, the love for freedom theme, the moral harmony theme, and the laissez-faire theme were dominant in many of her works. As for style, this study showed that she was imitative of the outstanding English writers of her era, namely, Alexander Pope and John Dryden.

Hilburn, Vivian, Counseling Center, Jarvis Christian College

"Can You Dig It?"—A Comparative Study of the Use of Modern Slang As A Communicative Medium in the Counseling of Blacks"

This study was an effort to determine the use of modern slang in the counseling of Blacks. Freshmen college students of two classes, one an honors grouping, another heterogeneous in stanine grouping, and students of an adult class in Basic English were pre-tested with a list of slang expressions to ascertain responses. The adults were given a post-test after defining-analysis of significant difference was used to test the hypotheses that (1) the effectiveness of non-effectiveness of the use of slang depends heavily on the meanings or connotations perceived by

subjects, (2) there is a significant difference in the effectiveness of the use of slang when used with older Blacks than when used with college freshmen. The results of this study confirm the hypotheses.

Jolly, Joyce V., Department of English, Stillman College

"William Wells Brown: The Muted Voice"

In *Clotel*, the voice of William Wells Brown rises in indignant protest out of the ignominious wilderness of American slavery. For all of its weaknesses and structural fallacies, this novel shouts out in clear, strong tones of conviction for all the world to hear its protest. Anyone who reads *Clotel* cannot fail to be impressed by the simple sincerity of its message.

Laukaitis, William E., Department of English, Barber-Scotia College

"The British and American Novel of the Corrida: A Critical Survey"

These novels can be grouped into five categories: (1) novels using an omniscient point of view to study the character of a matador, who is usually beset with fear (Rex Ingram, *Mars in the House of Death*; Barnaby Conrad, *Matador*; Tom Lea, *The Brace Bulls*); (2) novels using a foreign observer who participates in the life of the **corrida** (Charles Grayson, *Arena*; Barnaby Conrad, *The Innocent Villa*; Peter Viertel, *Love Lies Bleeding*); (3) novels using a circumscribed locale to provide unity of plot and variety characters (Robert Ramsey, *Fiesta*; Bill Murphy, *The Red Sands of Santa Maria*; John Masters, *Fandango Rock*); (4) novels using the **corrida** as a hub around which the author constructs a larger novel of manners (Marguerite Steen, *Matador* and *The Bulls of Parral*); (5) novels using the **corrida** only as a central metaphor or symbol (Paul Scott, *The Corrida at San Feliu*; Wright Morris, *The Field of Vision*). While most of the novels present sound taumachy, it must be concluded that enthusiasm for the bulls and sound technical knowledge do not usually produce fiction of a high artistic order.

Robinson, Vivian U., Division of Humanities, Paine College

"Minority Women in Literature"

This research project centered attention on Black women in literature and was divided into five phases: (1) "Black Women Poets: Implications for Writing Classes"; (2) Black Women Writers of Fiction"; (3) Black Women Dramatists"; (4) "Black Women Writers in Other Areas"; and (5) "Treatment of Black Female Characters in literature." A brief historical and biographical overview of the authors was given, followed by an analysis of their major works.

Rule, Margaret W., Department of Communications, Mississippi Valley State University

Mag's Territories: A Biography

The death of Joe LaHay in 1911 was a terrible blow to his family. In retrospect, they could see that it wasn't an entirely unannounced death. His kindness as a father, his part in helping the Indian Territory become the State of Oklahoma, his pride in his Indian heritage, and his love of life made the loss of him at only forty-six a misfortune for everyone.

Saad, Youssef, Department of English, Winston-Salem State University

"Antarah, The Black Poet Prince of Classical Arabic: An Archetypal Pattern of Don Juanism in Literary Appreciation"

The purpose of this study was to prove that Antarah ibn Shaddad, a black prince in classical Arabia, was a romantic poet whose work would indeed correspond to E. T. A. Hoffman's interpretation of the Legend of Don Juan and the living character of Antarah, we find numerous comparisons. Both were courageous knights, the first the most celebrated of warriors in pre-Islamic times and the true prototype of knighthood and the second a Spanish caballero.

Sasser, Earl L., Department of English, Lane College

"Bibliographies for Written Composition"

This project resulted in a compilation of periodical sources on current topics likely to provoke development by students in written composition courses. The references included were from Newsbank and available through the *Microfiche Readers* in libraries which have these media resources. The topics treated were intended to be only a beginning, pointing the way to subsequent development of a series of topics in the various subject matter fields.

Schoats, Virginia L., Career Development Office, Langston University

"The Effects of a Short Term Test Training Program on the Results of Standardized Tests for Seniors"

Fifty-six senior students, 23 females and 33 males participated in a test readiness workshop. This group was randomly divided into two classes. Group I was given a desensitization training and test readiness while Group II only received the test readiness. A third group was composed of those students who attended only one of the sessions. Findings revealed that there was no significant difference ($p < .05$) between the groups. However, when the mean scores were observed, the test readiness was effective in raising the mean average.

Shuler, J. Milton, Division of Humanities, Claflin College

"An Analysis of the Preparation of Claflin College Graduates From May, 1970 Through May, 1974 In Relation To Their Competencies in Their Present Careers or Professions"

The problem considered in this study was an analysis of the preparation of Claflin College graduates from May, 1970 through May, 1974 in relation to their competencies in the present professions.

A questionnaire was sent to 778 graduates who received degrees during the period under consideration. 380 of the graduates

returned the questionnaire with the necessary information. Of these 93.4 per cent pursued the teacher education program while 6.6 per cent followed the liberal arts program. Only 3.9 per cent of the graduates stated that their preparation at Claflin College was not adequate. Graduates who received degrees from Claflin College during period under consideration surveyed listed courses and experiences at Claflin College which were most beneficial to them.

Simpson, Wessylne A., Counseling Center, Langston University
"Self Concept and Career Choice Among Black Women"

This correlational study investigated the relationship between self concept and career choice among Black women. The sample of 100 subjects consisted of two subgroups: 50 college women, 50 high school girls. The subjects ages ranged from 16 to 19 years. The Tennessee Self Concept Scale and the Career Choice Survey (developed by the author) were used to assess self concept and "ideal" and "real" career choice congruency, respectively. A correlation table was used to compute the coefficient of correlation. The resultant "r" was converted to Fischer's "z" to determine the significance of the relationship between self concept and career choice.

Analysis indicated no significant relationship between self concept and career choice. A correlation table showed that career choice congruence was very low, in general, with no apparent increase as self concept increased. There was no significant difference between means of self concept scores of the two subgroups. Congruency of career choice of college students was significantly higher than congruency of career choice of high school students.

Smith, Angelean Vandora, Department of Foreign Language,
Claflin College

"Some Pros and Cons of Offering Mini-Courses to Undergraduates In General Courses of College French"

The principle objective of this research project was to pro-

vide an explanation of some of the pros and cons of offering mini-courses to college undergraduates enrolled in general French courses. By so doing, it is hoped that individuals interested in developing content for mini-courses may have at their disposal some of the primary advantages and disadvantages to be dealt with in instituting such courses. The study found that mini-courses are valuable as a means of creating interest and enrichment for college students.

Weathers, William M., Jr., Division of Humanities, Paine College

"The Relation of Eye Contact to Retention of Information in a Public Speaking Situation"

Eye contact has long been considered a desirable element of delivery in public speaking. The present study is a replication of a study which examined the relation of eye contact and the information content of a short speech. Experimental methods are employed to test the question of whether eye to eye contact between speaker and listener in a public speaking situation is related to the listeners' retention of content both immediately and over time. Observations tend to support the original study, but inability to exactly duplicate the design prohibited inference of statistical significance. Certain refinements in the methodology are indicated.

Welch, Elwyn B., Division of Humanities, Langston University

"A Study of Langston University Faculty Retiring From 1962-1972"

Questionnaires were returned from 90% of faculty members retiring during the 1962-1972 period. Half of the retirees had become employed in similar positions in other institutions. One worked in a community action project. Seventy-five percent termed a mandatory retirement age of 65 unrealistic. Wide variances in health, mental alertness and interests of individuals were cited. Fifty percent suggested that the University set aside

space for retirees to study, do research, and keep closer contact. Also, to aid retiring personnel it might sponsor seminars on estate and annuity planning and promote moves to provide more adequate benefits including a "cost-of-living increase clause." Eighty percent would like to aid the University by serving as recruiters, consultants, and substitute teachers. Twenty-five percent suggested the awarding of Professor Emeritus citations.

**ANNOTATED RESEARCH PROJECTS
IN THE SOCIAL SCIENCES**

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Acrey, Autry, Department of History, Jarvis Christian College

"Black Titans": A. Philip Randolph and Marcus Garvey"

This study of A. Philip Randolph and Marcus Garvey presents in a single work the arguments expressed by Randolph and Garvey relative to Black leadership roles in the 1920's. The work displayed vitality in defending their respective political, social and economic views, and also featured the contrasts and comparisons of their philosophies and opinions. Insights into their influence on Blacks then and now were also given.

Anderson, Robert S., Division of Social Sciences, Langston University

"Local Elected Officials Performances in Four All White and Four All Black Towns in Oklahoma"

Four all "White" Oklahoma towns; Asher, Coyle, Dewar, Mulhall, and four all "Black" Oklahoma towns; Boley, Brooksville, Langston, and Rentiesville were chosen for this study.

Community improvements made in the past five years and the problems identified by the officials were similar. Water, sewer improvements, employment and industry were major community needs identified. Fifty percent of the "Black" towns had a comprehensive plan. Sixty percent of the Black town officials and 33 percent of the White town officials were in office two years or less. Thirty-five percent of the "Black" officials and 100 percent of "White" officials were native Oklahomans.

Banks, Rosa Taylor, Department of Business, Oakwood College

"Curriculum Patterns and Practices of Four-Year Secretarial Science Programs in Selected Business Teacher Education Institutions"

The specific purposes of this study were (1) to provide a comprehensive source of data regarding the status of four-year secretarial programs in colleges and universities which grant de-

grees in business teacher education; (2) to propose a four-year secretarial curriculum that colleges and universities with business teacher education programs may consider as a model should they desire to revise their curriculums; and (3) to make an internal analysis of the four-year secretarial program at Oakwood College to determine whether it should be revised or discontinued based upon a knowledge of the patterns and practices of other business teacher training institutions and a study of current literature and research relative to the future of four-year secretarial education.

The findings of the study indicated that the majority of schools identified their program as Secretarial Science, Office Administration, or Secretarial Administration. Secretarial Science curriculums were most likely to be administered through schools, colleges, or divisions rather than departments.

On the basis of insights secured through a study of pertinent literature and an analysis of data obtained in the study, a singular four-year secretarial curriculum was proposed for those institutions that are interested in initiating such a program or revising their current curriculums. The proposed curriculum was presented in the Recommendations section of the study.

Barnes, Howard A., Department of Social Science, Winston-Salem State University

"Horace Bushnell: Gentleman Theologian"

Bushnell's thought reflected his particular genius and the social and intellectual milieu within which he moved. Some of his most fundamental values stemmed from the "moral character" ideal which unified the nineteenth century "gentry elite." Bushnell always stressed gentility, but after 1848 he balanced correct behavior and morality with a subjective, otherworldly strain. Although a shift "from piety to morality" characterized New England theology in the eighteenth and nineteenth centuries, Bushnell reversed the process. His theology, of course, was less reflective of his social position than it is of such intellectual currents as naturalism, progress theory, Transcendentalism and Calvinism.

Boyd, C. P.; Carter, Nathaniel L.; Hennings, Opal and Newbern,
Capitolia, Department of Social Welfare, Lane College

"Developing an Accredited Social Welfare/Work Undergraduate Program"

The goals of the project included the development of (1) finalizing strategies for the implementation of the social welfare/work area of specialization (Major) in accordance with the purpose and mission of Lane College, student interests and needs, and the Council on Social Work Education guidelines for training human resources in social work; and (2) discovering ways to strengthen the Lane Lambuth consortium to involve Union University and Jackson State Community College or to establish a viable collaborative relationship to the enrichment of the curriculum and its community outreach.

Brantley, Paul S., Department of Education, Oakwood College

"Implementing an Educational Innovation: Documentation of a Disaster"

The practices and attitudes of a population of elementary teachers were studied as they attempted to implement an innovative teaching approach. A series of multi staged questionnaires, interviews and site visits were utilized to test hypotheses about factors related to successful and unsuccessful implementation of innovations. Conditions arose during the period of implementation which, as predicted by the hypothesis, resulted in rejection and eventual abandonment of the proposed change. Findings from the study suggest the importance of organizational leadership in anticipating and removing impediments to planned change.

Breathett, George. Director, Consortium on Research Training

Church and State in Colonial Haiti.

Haiti, the old island of Hispaniola, was discovered by Columbus on his initial voyage, and became the first New World ex-

periment in colonial activity. Officially called Saint Domingue, Haiti is being used here for the sake of geographical clarity. Its early history was characterized by a struggle between the French, English and Spanish for possession. Simultaneously, there was Catholic missionary activity operative, with Church and state establishing themselves at the same time. The Church suffered and prospered with the fortunes and misfortunes of the colony itself.

This work traces the missionary activity in colonial Haiti of the Dominicans, Capuchins, Jesuits and Brothers of the Christian Life, and the role of the state in religious operations. Each Order is highlighted, and special attention is given to the Christianization of black slaves, and the development and growth of the Church's mission as it relates to them, slave and free. Edicts and other state regulations are placed in focus as they address themselves to the role and position of the Church in the colony.

Burnett, William L., Department of Education, Winston-Salem State University

"Environmental Forces and Child Behavior in the Preschool"

The effect of the ecology of the school on children's behavior has been without adequate theoretical consideration or empirical support and so has had little influence upon the theory and practice of education. The naturally occurring frustrating experiences of children are an example of one kind of behavior which can be readily studied within the educational setting. The purpose of the study was to examine the influence of environmental characteristics of the classrooms of Winston-Salem State University's Child Development Center on naturally occurring frustrating experiences of young children.

Cunning, Ronald and Faulk, Harding, Department of Social Science, Lane College

A Practical Guide to Institutional and Social Research

The purpose of the project was to develop a quick and easy reference guide to research techniques suitable for institutional,

educational and social researchers as well as researching faculty.

The subject matter was carefully selected to include those techniques and designs that the average researcher might encounter or have occasion to use.

In addition, a number of select illustrated abstracts of studies commonly conducted by offices of institutional research, and abstracts of social research were given. References were also cited if one does not find the guide sufficient. Written in an easily digestible manner, the guide used a common approach to research instruction.

Debnath, Nirmalendu, Division of Social Science, Lane College

"Economics of Education With Special Reference To Cost Benefit Analysis of the Black Education In the City of Jackson, Tennessee"

This study reviewed critically the existing literature of economics of education with special emphasis on the private cost and benefit analysis of the black education in Jackson City. For high school and college graduates of the black Americans in this city, the private cost and private benefit were measured in terms of internal rate of return. The estimated rates of return for high school and college graduates of the black community were lower than the national average as estimated by other researchers and these differences are partly explained by the fact that blacks with the same level of education earned less than the majority of the whites and partly owing to the income gap between the south and other parts of the United States. In 1975 compared to 1970 Census Report, blacks gained significantly in almost all kinds of jobs and their level of education also increased considerably.

Eko, Ewa U., Consortium on Research Training

"Political Socialization in Africa: A Propositional Inventory and Bibliography"

A bibliographic survey of the literature on political socialization of Africa, featuring comparative, regional and single country

studies was made as a necessary first step in this study. It was found that the literature was rather small and sparse in terms of its coverage of the continent. Propositions arranged according to themes, such as political socialization and national development, were compiled from the studies.

Elaasar, Sammy E., Department of Business, Winston-Salem State University

"Economics of Poverty: A Study of North Carolina"

This study is concerned with causes and symptoms of poverty in North Carolina. It provides a general rationale to tie together all of the specific characteristics related to poverty, and shows that differential incidence of some characteristics of poverty among North Carolina counties is correlated with the incidence of poverty. The study, also, developed a statistical model for poverty in North Carolina on the basis of poverty symptoms.

Heald, Henry and Fechtmeyer, Sally, Department of Education, College of the Virgin Islands"

"The Play and Games of Preschool and Early Elementary School Children in the United States Virgin Islands"

In this pilot study eighty-two preschool and elementary school children were observed playing games and interviewed (along with their parents) to obtain data related to family structure and school experience. The content of the games was analyzed to identify two specific elements, dominant ability-skills required (cognitive, sensory-motor or affective) and dominant power form (strategy, skill or arbitrary power). These two element scales were assumed to be indicators of a broader factor related to competence.

The competence scales were correlated with various aspects of the family structure, age and grade in school. No relationships were found between competence scales and family structure variables. However, correlations of competence scales to age and grade in school were negative, although low. This indicated that an increase in the age and grade in school associated with

a decrease in competence as expressed in the games played by the children. However, because this was a broadly focused pilot study, results should be confirmed with further research.

Hodgson, David W., Department of Social Science, Claflin College
"Slave Gunsmiths in South Carolina"

In pre-emancipation South Carolina, some slaves developed the skills necessary to become professional gunsmiths. Such slaves enjoyed a much higher level of contemporary respect than was typical of slaves. This paper examined the lives of these slave gunsmiths in order to determine what qualities made this prosperity and status possible. The points which emerged as being necessary are an urban (or at least non-farm) background, some experience as a blacksmith, a reasonably favorable owner, and the personal qualities of talent, diligence and luck. Some results of this combination were an unusually high rate of literacy and an astonishingly high rate of manumission.

Holmes, Loren E. Barnes, Department of Business, Jarvis Christian College
"An Analysis of the Business Education Curriculums In Historically Black Private Four-Year Colleges and Universities in the United States"

The purposes of this study were (1) to examine the undergraduate business teacher education curriculums in historically Black private colleges and universities in the United States, (2) to compare college offerings with the colleges and universities, and (3) to provide a comprehensive source of data relative to the business education curriculums in the historically Black private colleges and universities in the United States. Of the fifty-three colleges and universities involved in the study, twenty-seven had a business teacher education program. An analysis was made of the course offerings in business education, business administration, economics, and professional education.

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James, Mary S., Division of Education, Paine College

"Recreation Through Fine Arts for Senior Citizens in Augusta, Georgia, With Emphasis on Music, Painting, and Dancing"

The project studied the extent of senior citizens' participation in recreation through Fine Arts. Fifty interview questions, listed under ten categories were administered to one-hundred and two senior citizens in Augusta, Georgia. Every fifth apartment was selected for interviewing one person. Each person was given an opportunity to choose one or more answers. Seventy-three senior citizens in Augusta, Georgia participated in music, thirty-two in painting and eighteen in dancing. Senior citizens in other locations participated mostly in music.

Juliard, Criss, Department of Social Science, College of the Virgin Islands

"A Survey of Caribbean Heritage on the Island of St. Croix"

This study had as an objective to gather information concerning West Indian identity among people living in St. Croix. The idea was to add to the literature dealing with concepts of West Indians from the point of view of how one living in the Caribbean views him or herself.

The research included formulating a questionnaire based on two social science techniques. One was to measure and identify "self attitudes." The other, and in conjunction with the first was to use "paired opposites," open-ended questions based on the answers given in the first exercise. Interviewers were people from the Caribbean.

The findings revealed that people who qualify as West Indians by definition don't necessarily see themselves this way. Much more important are people's identification with their island, race, marital status and occupation. People identify themselves more readily in groups than introspectively as individuals.

Kirsch, Robert J., Department of Social Science, Claflin College

"The Impact of Foreign Intelligence on Eisenhower Administration Foreign Policy Decisions: Selected Cases"

This paper was a study of the content and evaluation of intelligence of foreign origin—dealing with hostile, uncommitted, and friendly nations — and of the organizational system for channeling that intelligence upward to the decision-makers during the Eisenhower Presidency. Selected crises were examined for the light they shed on the relationship between intelligence and foreign policy during the period 1953-1961. The crisis considered were: the Guatemalan coup, the Vietnam War, the Suez War, Sputnik, the Lebanon Intervention, and the U-2 project.

The materials examined suggested that: 1. Intelligence information had a real impact on certain key foreign policy decisions during the Eisenhower years; 2. There were close working relations between intelligence, State and Military; 3. Eisenhower and Dulles paid close attention to intelligence information, often relying upon it in arriving at decisions; 4. At times, the policy-makers acted counter to the advise of the intelligence community; and 5. It was Eisenhower's prerogative to evaluate conflicting intelligence estimates and to make the final determination of foreign policy.

Krajcik, Richard S., Ph. D., Winston-Salem State University,
Department of Social Science

"Labor-Management Relations in State and Local Government: Impact of Judicial Policy Making"

The impact of judicial involvement in state and local employees relations has affected the traditional conceptual framework utilized in day-to-day public labor relations policy formulation. The traditional framework characterized such concepts as state sovereignty, management rights, the merit system and the public interest as denying public employees many of the rights enjoyed by private sector employees. Overall, the impact of judicial review has been to lessen the distinctions between public and private labor policies and practices.

Liu, Peter H., Social Science Department, Mississippi Valley State University

"A Comparative Analysis of the Chinese Communist Party's Attitudes and Policy Preferences Before and After the Cultural Revolution"

The findings indicate the Chinese Communist Party has continued its attitudinal preference for less ideological policy options in the Post-Cultural Revolution period. This suggests that the Cultural Revolution, which has its roots in the increasing divergence between Mao's ideology and the changing social reality, did not deter trends toward moderation and pragmatic policies. Since the Cultural Revolution, the political pendulum has taken a swing back to the "right," as is evident in the rebuilding of the Party apparatus and renewed stress on relatively non-politized approaches to economic development.

Miller, Gene R., Department of Social Science, Mississippi Valley State University

"The Historical Background of Merger of the Upper Mississippi Conference (Black) and the North Mississippi Conference (White) of the United Methodist Church"

This study, with important and relevant historical data, dealt with the ending of segregation in the organizational structure of the United Methodist Church in the particular region of north Mississippi. The historical background and the actual event of merger in north Mississippi have broad implications for race relations in the South and for other topics worthy of historical research.

Min, Byung Suk, Department of History, Alcorn State University

"A Study of North Korea's Unification Policy: Hostility or Papprochement?"

The purpose of this paper was to discover whether the changes in policy emphasis of North Korea from one time period to another were indeed "significant" and, if so, how the changes

were scientifically proved. An attempt to answer these questions was made by a study of the correlation between the opinion expressed by the North Korean elite and the actual behavior of North Korea.

Orson, Clarie M., Department of Education and Psychology,
Florida Memorial College

"History, Status and Projections of Alternative Schools"

This project featured a survey of what was actually happening and available in the way of history, status and projections related to alternatives in education in the United States. It was found that there was no national coordination and in many instances no state coordination.

Pyles, Julian W., Department of Education, Barber-Scotia College

"Some Positive and Negative Effects of Concentrated Test-Taking in Preparation for the National Teacher Examinations"

This is a study of Junior and Senior Education majors at Barber-Scotia College to determine if there is a statistical difference between the performances of those who were exposed to concentrated test-taking for the National Teacher Examinations as opposed to those who were not.

As a result of the study, my investigation reveals that no significant statistical difference existed between the control group and the experimental group.

Reirdon, Suzanne Renshaw, Department of Education, Jarvis
Christian College

"An Application of Script Analysis to Four of William Faulkner's Women Characters"

The purpose of this study was to apply the principles of Eric Berne's script analysis, which has evolved from transactional

analysis and which provides a method whereby a therapist can predict human destiny, to four women characters from Faulkner's novels: Lena Grove and Joanna Burden in *Light in August* and Candace Compson and Dilsey in *The Sound and the Fury*. Another purpose was to illuminate the characterizations of these women by giving the reader an insight into the compulsions which drive each of the women to her individual and ultimate destiny.

The findings indicate that Lena Grove in *Light in August* is a winner because she receives a blessing from her Parental influences. However, because Joanna Burden in *Light in August* receives a curse from her Parental influences, she is a loser with a tragic ending. Like Joanna Burden in *Light in August*, Candace Compson in *The Sound and the Fury*, receives a Parental curse and becomes a loser with a tragic ending. Dilsey, in *The Sound and the Fury*, alone of the four women, meets the criteria which determine that she is free of Parental influences and is free to control her own destiny.

Rogers, Frank E., Department of Social Science, Winston-Salem State University

"Housing Policy and the 1974 Housing and Community Development Act"

For the past four decades housing policy in the United States has shifted and changed as the major political, social and economic forces have ebbed and flowed. The depression of the 1930's, World War II and the post-war boom, the move to the suburbs in the 1950's and the Great Society programs of the 1960's, have all affected and altered housing policies and programs. Yet the overall objective, at least the one publicly supported by the President and Congress, of "a decent home and a suitable living environment for every family" has remained constant. Unfortunately, that objective still remains only a rhetorical possibility and the housing component of the 1974 Housing and Community Development Act (Public Law 93-383) does not significantly contribute toward attainment of that goal.

The intent of this study was not to delve into the technical details of the 1974 Act, but to attempt to determine if the thrust

and intent of this new law was a step forward or backward in the area of helping American citizens to live in a decent home. Analysis indicated that at best this Act postponed any significant progress in the national government's efforts to improve housing conditions for those at the bottom of the socio-economic ladder in the United States.

Round, Samuel L., Department of Education, Paine College

"An Evaluation Study of the Elementary Teacher Graduates of Paine College"

The purpose of this study was to evaluate the effectiveness of the Paine College Elementary Teacher Education Program through the 1969, 1970, 1971, 1972, and 1973 teaching graduates' perceptions of the effectiveness of their pre-service education and through their principals' perceptions of how successfully the graduates performed as teachers. The instruments used were an information sheet and a "Georgia Study of Beginning Teacher Questionnaire" sent to each teacher; and the "Principals' Questionnaire" sent to each principal of each teacher. A careful analysis of the questionnaires and the evaluation of the findings informed the planners at Paine College about the effectiveness of the existing program in elementary education and the areas which needed improving or strengthening.

Sargent, Larry F., Division of Education, Paine College

"Attrition and Maturation: A Four-Year Follow-Up Study of Freshman Classes of 1970"

The primary aim of this study was to survey the patterns of attrition and maturation of the Freshman Classes of 1970 of Colleges Associated with the Consortium on Research Training (CORT). An examination of the research data suggests that CORT member institutions' patterns of maturation are consistent with national trends. The dropout average for freshmen in CORT institutions was 13%. This research study requires additional data in order to project trends about attrition and maturation of freshmen at CORT member institutions.

Swain, Ruth E., Division of Social Sciences, Langston University

"Biography of Ada Lois Sipuel Fisher"

In January of 1948 the United States Supreme Court reversed a decision of the Supreme Court of Oklahoma and ordered the University of Oklahoma to admit Miss Ada Lois Sipuel to its law school. The purpose of this research was to begin the biography of this courageous Black woman. Dr. Fisher graduated from the Oklahoma University Law School, passed the Oklahoma Bar, earned another degree and is a successful wife, mother, lawyer, and professor. Two chapters which deal with her early childhood, public school days, and college years have been completed. Primary sources were used and family sites visited. Research has shown that the formative years of childhood are vital for future success. Ada Lois was reared in a Christian home, was an outstanding student, and possessed the fight which is needed to be a winner.

Turner, Albert B., Division of Social Sciences, Barber-Scotia College

"Earl Warren and the Japanese American Relocation Issue of 1942"

This paper investigated Earl Warren's role as Attorney General of California in 1941-1942 in urging the exclusion of Japanese aliens (Issei) and Japanese Americans (Nisei) from his state. In order to understand Warren's position, it was necessary to examine the Attorney General's civil defense background, his reasons for evacuation, the federal government's defense efforts on the West Coast after Pearl Harbor, racial prejudice on the Pacific Coast, and the activities of General John L. DeWitt, Commander of the Western Defense Command. With this background one can better comprehend that military, not political or racial, considerations primarily motivated Warren's demand for the evacuation of the Japanese from the Pacific Coast.

Uche, Ukaonu W., Department of Social Science, Winston-Salem
State University

"Black is Beautiful: A Study of the Effect of the Expression
on the Contemporary Black American in a Southern Black
University Campus"

The problem of investigation was stated in the following questions: What was the problem that led to the expression "Black is Beautiful?" What really does the expression or concept "Black is Beautiful" mean to the Black American? What effect has the expression had on the socialization of the contemporary Black American?

The study showed strong contradictions in the meaning and definition of the expression "Black is Beautiful" among the Black college students and university faculty and personnel. The meaning and definition varied according to sex and age, collegiate classification and social status. There was no one definitive and conclusive meaning or definition of the expression "Black is Beautiful" and there was no conclusive evidence of the effect of the expression on child-rearing practices.

Wellmon, Bernard B., Department of History, Jarvis Christian
College

"Individualized Reading Techniques that work in the Social
Sciences"

The study provides a specific example of how traditional course content has been organized into a module to aid those who would desire to use the method. In addition, the study is concerned with the fact that instruction in the social sciences involves a great deal of reading on the part of the individual. The modular approach allows for coordination between the reading center personnel and individual instructor. By supplying the reading laboratory with the module which specifically outlines in behavioral terms what the student is expected to accomplish, reading center people and tutors can directly aid the student with specific reading problems that confront him in his course work. Finally, the modularization of instruction can be a step

out from the isolation of specialized disciplines by making available a concise written chronicle of the individual teaching scholar's aspirations and methods to the entire community.

Wieseman, Robert A., Department of Education, Claflin College

"A Beginning Investigation of the Testing Program At Claflin"

The research examined the standardized tests in the formal testing program at Claflin College to determine what each of these tests were measuring and wherever possible to report the test examiner's reliability and validity scales. Three achievement tests, one aptitude test and one personality test constitutes the testing program.

Questions were raised in regard to the following items:

1. Is the program too heavy on achievement tests? 2. Is the *Reading Achievement* test being used to its fullest capacity? 3. How important are the personality tests in relationship to guidance? 4. Are the Seniors' scores on the *Field Test* being utilized to their fullest?

Wilkinson, Norman L., Division of Social Science, Paine College

"British Energy Policy Under the First Wilson Administration"

In spite of pledges of an energy policy based on the party's ideological commitments to planning and its political commitments to the National Union of Mineworkers, the first Wilson Government moved slowly in formulating a fuel policy. The exigencies of the balance of payments crisis inclined them toward acceptance of a modified free market in order to lower production costs on exports. The discovery of North Sea gas and the lowering of nuclear costs made a reassessment of policy necessary. Powerful men and organizations opposed the emerging energy policy. In persisting and in accepting difficult but necessary risks, the Labour Government showed flexibility and political courage.

RESEARCH PROJECTS IN PROGRESS

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The following CORT funded research projects are in progress:

Anderson, Carl B. Department of Education, Oakwood College.

"Educational History of the Seventh Day Adventist Church With Emphasis on Accreditation."

Blanchard, Danny. Department of Education, Oakwood College.

"School Integration and Counselor Effects on Elementary and College Students."

Carter, Arthur. Department of Social Science, Florida Memorial College.

"A Critical Analysis and Comparison of Needs of Criminal Justice Administration and the Role of Educational Institutions."

Cole, Constance. Department of English, Florida Memorial College.

"A National Directory of Black Reading Specialists."

Delmar, Ross. Department of History, Oakwood College.

A National History of Nicaragua.

Dhaliwal, K. K. and Dhaliwal, M. S. Department of Education, Alcorn State University.

"Occupational Choices of Sixth, Ninth and Eleventh Grade High School Males from the United States and India as Indicators of Cross-Cultural Differences."

Dhaliwal, K. K. and Dhaliwal, M. S. Department of Education, Alcorn State University.

"Professional Preferences of Disadvantaged High School Seniors in the State of Mississippi."

- Haque, A. Z. Department of English, Alcorn State University.
"Black Folk Humor from Mississippi."
- Kutrieh, A. R. Department of English, Alcorn State University.
"A Study of Melville's *The Confidence Man*."
- Kutrieh, M. Department of English, Alcorn State University.
"Poetry of the Romantic Era."
- McCarthy, Maureen. Department of Psychology, College of the Virgin Islands.
"The Influence of Attitudes, Values and Status Interaction on Psycho-Social Perception in the United States Virgin Islands"
- Malik, P. R. Social Science Department, Alcorn State University.
"Cardinal Newman's View of Darwin."
- Marshall, Charles. Department of Business and Economics, Lane College.
"Evaluation of the Competencies of Lane College's Business Department."
- McLean, Mable P. Division of Humanities, Barber-Scotia College.
Meditation and Messages for All Seasons.
- Mebane, Dorothy. Department of Education and Psychology, Florida Memorial College.
"Correlation Between Minority Student Teachers' Socio-Economic Backgrounds and Motivational Factors in Choosing Teaching as a Career."
- Moon, Samuel. Student Personnel Services, Barber-Scotia College.
"A Definition of the Prevailing Intellectual-Social-Cultural Atmosphere of Three Predominantly Black Southern Colleges."

Murray, Martha. Department of Social Sciences, Florida Memorial College.

"Experimental Study of the Effect of Games on Decision-Making."

Prince, Vinton M. Department of Social Science, Alcorn State University.

"Marriage, Land and Law in Seventeenth Century England."

Seals, Johnny B. Department of Social Science, Lane College.

"Need Satisfaction of Faculties in Three Types of Institutions."

Sewell, G. A. Social Science Department, Alcorn State University.

Mississippi Black History Makers

Silverglate, Jesse. Department of History, Florida Memorial College.

"Innovative Teaching of Ethnic Minority History."

Sprauve, Gilbert. Department of Foreign Languages, College of the Virgin Islands.

"Historical Resources Pertinent to the Virgin Islands Language Situation."

Varlack, Pearl. Department of Education, College of the Virgin Islands.

"Educational Development in the British Virgin Islands — A Theoretical Analysis."

Willey, Michael. Department of English, Alcorn State University.

"A Comparison of Black Literature Textbooks and Libraries in Jefferson-Claiborne Counties with Similar Facilities in Harrison and Jackson Counties."