An 8-week summer institute at the State College of Iowa in 1966 provided intensive training in educational research for 26 public school personnel. Participants had been assigned research responsibilities in their local districts for the coming year, so a seminar in educational research problems concentrated on practical planning and analysis of individual projects. (A 2-day follow-up workshop is planned for December.) Also included in the institute program were courses in statistical analysis, research design, and evaluation; a guest speaker series of 13 reports on research developments in various fields; consultation with 5 visiting specialists on research techniques and opportunities; and field trips to system research projects and computerized research centers. Staff members feel the institute accomplished much in terms of its objectives. Especially noteworthy was the high motivation of trainees which helped to overcome problems of heterogeneity. Trainees indicated satisfaction with the program and confidence in their ability to apply research methodology to local problems. For future institutes, more proper program balance could be achieved with fewer speakers and more data processing work. More time is needed for trainee selection, and follow-up programs should be budgeted. Included with the report are 35 pages of publicity materials, all forms used in conducting the institute, weekly schedules, and the evaluative comments of participants. (JS)
TECHNICAL REPORT

Cooperative Research Act
Educational Research Training Institute

For
Public School Research Personnel

STATE COLLEGE OF IOWA
SUMMER 1966

Harley E. Erickson, Director

UNDER CONTRACT WITH THE UNITED STATES OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Authorized by P.L. 83-531, Section 2 (b)
as amended by P.L. 89-10, Title IV
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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POSITION OR POLICY.

FINAL REPORT

OEG-3-6-062154-1214

COORDERATIVE RESEARCH ACT
EDUCATIONAL RESEARCH TRAINING INSTITUTE
FOR
PUBLIC SCHOOL RESEARCH PERSONNEL

AUGUST 15, 1966

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research
COOPERATIVE RESEARCH ACT
EDUCATIONAL RESEARCH TRAINING INSTITUTE
FOR
PUBLIC SCHOOL RESEARCH PERSONNEL

OEG-3-6-062154-1214

Harley E. Erickson, Director

June 13 to August 5, 1966

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

STATE COLLEGE OF IOWA

Cedar Falls, Iowa
PREFACE

The Technical Report, prepared during the week following the Institute, differs in several respects from the format described in "Instructions for Preparing Final Report for an Educational Research Training Project." These instructions were received on August 15, 1966 three days after completion of the report. Although changes were made in the completed report, it differs as regards paper size, cover, typing, pagination, and content. The content of the three sections of this report varies somewhat from that suggested in the instructions for the orientation, description, and evaluation sections.

Certain data related to inquiries, applications and trainees are presented in the first section. Institute objectives are listed in the second section. Evaluative statements concerning several aspects of the Institute will also be found in Operation of the Institute.

Summary data and information reports will be found in Appendix V.
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<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Information Sheet Describing the Proposed Institute Enclosed with the Letter</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>to School Superintendents</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Copy of School Superintendent's Postcard Reply</td>
<td>42</td>
</tr>
<tr>
<td>A4</td>
<td>Copy of June 6, 1966 Waterloo Daily Courier News Article Concerning the</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Granting of the Educational Research Training Institute to the State College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Iowa</td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>News Release for Local Newspaper Editors Concerning the Institute Trainees</td>
<td>44</td>
</tr>
<tr>
<td>A6</td>
<td>The Brochure Containing the General Announcement and Description of the</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Institute</td>
<td></td>
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</tbody>
</table>

**APPENDIX II. Materials Sent to Applicants.**

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>Application and Selection Procedures Information and Instructions Sheet.</td>
<td>46</td>
</tr>
<tr>
<td>B2</td>
<td>Form 1 Application for Admission.</td>
<td>47</td>
</tr>
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<td>B3</td>
<td>Form 2 School Administrator's Recommendation</td>
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</tr>
<tr>
<td>B4</td>
<td>May 19, 1966 Letter Sent to Applicants Pertaining to Housing in the Waterloo-</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Cedar Falls Metropolitan Area.</td>
<td></td>
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</tbody>
</table>

**APPENDIX III. Letters and Materials Sent to Trainees and Alternates.**

<table>
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<tr>
<th>Exhibit</th>
<th>Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>Notification of Applicant's Selection as an Institute Trainee</td>
<td>54</td>
</tr>
<tr>
<td>C2</td>
<td>Application for Admission to Graduate Study Form</td>
<td>55</td>
</tr>
<tr>
<td>C3</td>
<td>Student Health Service Form</td>
<td>56</td>
</tr>
<tr>
<td>C4</td>
<td>Notification of Applicant's Selection as an Alternate</td>
<td>57</td>
</tr>
<tr>
<td>C5</td>
<td>Notification of Alternate's Selection as a Trainee</td>
<td>58</td>
</tr>
<tr>
<td>C6</td>
<td>Letter to Trainees Concerning the Opening Day of the Institute and materials</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Required for the Institute</td>
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</tr>
</tbody>
</table>

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<th>Exhibit</th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>Dependency and Mileage Allowance Statement</td>
<td>60</td>
</tr>
<tr>
<td>D2</td>
<td>USOE 6003. Statement of Appointment of Trainee</td>
<td>61</td>
</tr>
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</table>

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<table>
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<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>
INTRODUCTION

The purpose of this final report is to provide the United States Office of Education with a technical summary of the Educational Research Training Institute conducted by the State College of Iowa from June 13 through August 5, 1966. The report is organized in three sections. The first section pertains to pre-institute preparation including relations with the United States Office of Education. The operation of the Institute is described in Section II. The final section is devoted to staff and trainee evaluation of the Institute.

I. PRE-INSTITUTE PREPARATION

Proposal Submission and Negotiation

A proposal for an eight week summer institute for training public school educational researchers was submitted to the Bureau of Research, United States Office of Education on February 4, 1966. Several telephone calls were made to Mr. John Colby, Acting Chief, Research Training Branch, Division of Research Training and Dissemination, United States Office of Education, Washington, D. C., during the week of April 11-15, 1966 inquiring about the status of the proposal.

On May 4, 1966, President J. U. Laucker, State College of Iowa, received a letter from Mr. Colby indicating the U. S. Commissioner of Education had approved the proposal for support subject to the negotiation of a mutually acceptable award. The college was requested not to release information to the public concerning the possible Federal support of the project until the contract had been signed by the college contracting officer and the contracting
officer for the Office of Education. On May 11, the Institute Director called Mr. Frank Cardinale, Contract and Construction Service, Area #3, to begin negotiation of the contract. Contract negotiations were completed within a week; on May 18, 1966 four copies of the revised budget totalling $47,291 were forwarded to Mr. Cardinale. A signed copy of the grant award and the related terms and conditions for Grant No. OEG-3-6-062154-1214 was returned to Mr. E. T. Peterson, Chief, Area No. #3 Contracts and Construction Service on May 31, 1966.

A revised estimate of $40,981 as the total cost of conducting the Institute was sent to Mr. Peterson on July 8, 1966.

The contract provided for thirty trainees.

Publicity and Response

During a telephone conversation with Mr. Colby on April 15, 1966, he suggested that the college could send letters to school administrators informing them of the proposed institute. From April 20 to April 28, 1,032 letters were sent to all school district superintendents and county superintendents in Iowa and to superintendents of school districts enrolling 2,000 or more students in eight neighboring states. A copy of the letter will be found in Appendix I, Exhibit A1. An information sheet describing the proposed institute, (Appendix I, Exhibit A2), was enclosed with each letter. A copy of the school superintendent's post card reply will be found in Appendix I, Exhibit A3.

A tabulation of the number of letters sent to each state and the number of replies received will be found on page 3.

-2-
<table>
<thead>
<tr>
<th>State</th>
<th>Number of Letters Sent</th>
<th>Total Number of Replies</th>
<th>Number requesting Application Material</th>
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<tbody>
<tr>
<td>Iowa</td>
<td>552</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>Illinois</td>
<td>137</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>14</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Minnesota</td>
<td>88</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Missouri</td>
<td>70</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Nebraska</td>
<td>42</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>17</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>South Dakota</td>
<td>36</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>76</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1032</td>
<td>77</td>
<td>67</td>
</tr>
</tbody>
</table>

Ten of the 77 respondents expressed an interest in such an institute for another summer. In several instances this was due to prior staff commitments for the summer of 1966; in the others it was because no one had been assigned research responsibilities in the school system.

Application materials including the brochure (Appendix I, Exhibit A6), the information and instruction sheet (Appendix II, Exhibit B1), the application form (Appendix II, Exhibit B2), and the school administrator's recommendation (Appendix II, Exhibit B3) were sent to 67 individuals requesting information. On May 19, 1966 a letter was sent to each prospective applicant explaining in greater detail the housing situation in the Waterloo-Cedar Falls metropolitan area, (Appendix II, Exhibit B4).

Thirty-one official applications were completed and returned to the Director. The distribution of the completed applications for the six states is listed on page four.
<table>
<thead>
<tr>
<th>State</th>
<th>Number of Completed Applications</th>
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</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>21</td>
</tr>
<tr>
<td>Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Kansas</td>
<td>3</td>
</tr>
<tr>
<td>Minnesota</td>
<td>3</td>
</tr>
<tr>
<td>Missouri</td>
<td>2</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1/31</td>
</tr>
</tbody>
</table>

The news release of the grant award was made June 6, 1966, one week before the beginning of the Institute. A copy of the release will be found in Appendix I, Exhibit A5.

Selection Criteria, Methods Used for Selecting Trainees, and Methods Used to Inform Applicants

Selection Criteria. Seven criteria were utilized in selecting trainees for the Institute. They were:

1. Master's degree from an accredited college.

2. Quality of all graduate work completed.

3. Completion of the following courses or equivalents at either the undergraduate or the graduate level:
   a. a beginning statistics course.
   b. an introductory course in tests and measurement or a course in educational research.

4. The applicant's statement of intent to pursue educational research as a vocational objective.
5. The applicant's superintendent of schools statement of intent to assign research responsibilities of at least one-fourth time to the applicant during the 1966-67 school year.

6. Preference was given to applicants with teaching experience.

7. Preference was given to applicants showing the highest academic promise.

**Methods Used for Selecting Trainees.** A folder containing completed application forms and transcripts was prepared for each applicant. Several applicants appeared to have limited backgrounds in statistics, tests and measurement, and research. Each applicant had been assigned one-fourth time research responsibility for the 1966-67 school year and each had a master's degree. Summary sheets listing the qualifications of the applicants were prepared to assist the members of the reviewing committee.

The credentials of the applicants were reviewed on May 26, 1966 by a committee consisting of the Director, one member of the Department of Education and Psychology, and three members of the Bureau of Research and Examination Services at the State College of Iowa. The committee members worked independently and rated each applicant's credentials 1, 2, 3, 4, and 5: (1) as the lowest rating, and (5) as the highest rating.

The ratings were tabulated and the highest ratings were determined by the Director. Twenty-eight were selected as trainees and the remaining three were accepted as alternates. Four of the twenty-eight selected as trainees declined the invitation. Two of the alternates accepted a subsequent invitation to enroll in the Institute. Twenty-six trainees were enrolled for the full eight week period.
Methods Used to Inform Applicants. The Institute Director wrote personal letters to all applicants informing them of the decisions made on their applications. Copies of letters written to the applicants will be found in Appendix III.

Appendix III, Exhibit C1 contains a copy of the May 27, 1966 letter written to the twenty-eight applicants selected as Institute trainees. A copy of the letter sent to the three applicants selected as alternates will be found in Appendix III, Exhibit C4.

After four of the selected trainees had declined the invitation, the Director called the three alternates on June 3, inviting them to enroll in the Institute. Two accepted this invitation. A copy of the letter notifying the alternates of their acceptances as a trainee will be found in Appendix III, Exhibit C5.

Each applicant selected as a trainee completed the Application for Admission to Graduate Study form (Appendix III, Exhibit C2), and the Student Health Service form (Appendix III, Exhibit C3).

On June 8, 1966 a letter (Appendix III, Exhibit C6) was sent to each trainee describing the plans for the opening day of the Institute and materials required for the Institute.
II. OPERATION OF THE INSTITUTE

Organization and Administration

The Institute was conducted by the Department of Education and Psychology in close association with the Bureau of Research and Examination Services. Three BRES staff members, each on a one-fourth time basis, provided continuing consultative services for the Institute.

All areas pertaining to the Institute were under the general supervision of Dr. J. W. Naucker, President of the College. Fiscal matters were administered by the College Business Office. The over-all operation of the Institute was supervised by the Director.

The Institute course work was considered to be a part of the graduate program of the College. Each trainee completed the Application for Admission to Graduate Study. Transcripts were sent to the Registrar's office for trainees indicating a desire to continue graduate work at the State College of Iowa. Eight semester hours of graduate credit were earned upon successful completion of the Institute.

Registration of the trainees was performed independently from registration of other State College of Iowa students. Personnel from the Registrar's office met with the group and completed registration on June 14, 1966.

Institute Trainees

Twenty-five men and one woman completed the eight-week Institute. Five states were represented, with one trainee each from Missouri and Nebraska, two from Minnesota, three from Kansas, and nineteen from Iowa.

The News Information Service, College Relations Office, State College of Iowa on June 9, 1966 issued a news release for local newspaper editors listing by hometown, the trainees selected for the Institute. A copy
of the news release will be found in Appendix I, Exhibit A5.

As a group, the trainees were less homogeneous than typical groups of candidates for the Specialist in Education degree. On the Miller Analogies Test, eight trainees fell below the 40th percentile (local graduate student norms). Ed. S. degree candidates are expected to score above the 40th percentile on the LAT. However, all but two trainees scored above the 25th percentile which is the cut-off percentile for master's degree candidates. Similar heterogeneity was revealed on the General Professional Examination administered to the trainees on June 13, 1966. The General Professional Examination, locally constructed by the Department of Education and Psychology, consists of four parts:

Part I. Psychology of Growth and Development
Part II. Psychology of Teaching and Learning
Part III. Statistics and Evaluation
Part IV. Education and Society

The minimum percentiles for master's degree candidates, and Ed. S. candidates are 50 and 60 respectively. Eight trainees scored below the 50th percentile and ten scored below the 60th percentile.

Nine trainees scored above the 75th percentile on the GPE and seven scored above the 75th percentile on the Miller Analogies Test.

Eleven trainees resided in the residence halls, four commuted daily to their homes in the Waterloo-Cedar Falls metropolitan area, and eleven established a special temporary residence in the metropolitan area for the eight weeks of the Institute. Dependency allowances totalling $4,590 were paid for forty dependents of these eleven trainees. Dependency allowances were paid for thirty-three dependents for eight weeks, three for seven weeks, one for six weeks, and three for five weeks.
A copy of the dependency and mileage allowance statement completed by the trainees on June 13, 1966 will be found in Appendix IV, Exhibit D1. The Statement of Appointment of Trainee forms, USOE 6003 (Appendix IV, Exhibit D2), arrived on Friday, June 17, 1966 and were completed on that date. Total trainee support totalled $21,066.32 for the eight weeks of the Institute itemized as follows:

- Stipends: $15,600.00
- Dependency allowances: 4,590.00
- Travel allowances: 876.32

Total: $21,066.32

The enrollee roster listing names, home addresses, and pre-institute school addresses will be found on the next two pages. Post-institute school addresses are also listed for the two trainees employed in another school system for the 1966-67 school year.
<table>
<thead>
<tr>
<th>Enr. No.</th>
<th>Name</th>
<th>Home Address</th>
<th>Pre-Institute School</th>
<th>Post-Institute, if different</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mr. Donald Ackman</td>
<td>Jesup, Iowa 50648</td>
<td>Jesup Community School</td>
<td>Jesup, Iowa 50648</td>
</tr>
<tr>
<td>2.</td>
<td>Mr. John G. Christianson</td>
<td>207 Crescent Avenue</td>
<td>North Winneshiek Community School District.</td>
<td>Decorah, Iowa 52101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Route #3, Decorah, Iowa 52101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mr. Ralph K. Gibson</td>
<td>Marcus, Iowa 51035</td>
<td>Marcus Community School</td>
<td>Marcus, Iowa 51035</td>
</tr>
<tr>
<td>4.</td>
<td>Mr. John E. Haugo</td>
<td>207 Todd Street, Park Rapids, Minn. 56470</td>
<td>Park Rapids High School</td>
<td>Park Rapids, Minn. 56470</td>
</tr>
<tr>
<td>5.</td>
<td>Mr. Gerald D. Hornbaker</td>
<td>802 S. Dinsmore, Lyons, Kansas</td>
<td>Lyons City Schools</td>
<td>Lyons, Kansas 67554</td>
</tr>
<tr>
<td>6.</td>
<td>Mr. Harold R. Husey</td>
<td>928 North Elm Street, Medicine Lodge, Kansas 67104</td>
<td>Medicine Lodge Public Schools</td>
<td>Medicine Lodge, Kansas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>129 Indian Terrace, Burlington, Iowa 52661</td>
<td>Sperry Consolidated School</td>
<td>Sperry, Iowa</td>
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<tr>
<td>7.</td>
<td>Mr. Laverne H. Huebolt</td>
<td>Marathon, Iowa 50565</td>
<td>Marathon Consolidated School</td>
<td>Marathon, Iowa 50565</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1235 First Street, Webster City, Iowa 50595</td>
<td>Webster City Community School District</td>
<td>Webster City, Iowa 50595</td>
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<tr>
<td>8.</td>
<td>Mr. Robert E. Jackson</td>
<td>Marathon, Iowa 50565</td>
<td>Marathon Consolidated School</td>
<td>Marathon, Iowa 50565</td>
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<tr>
<td></td>
<td></td>
<td>1135 Elm Avenue, Garner, Iowa 50438</td>
<td>Hancock County Schools</td>
<td>Garner, Iowa 50438</td>
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-10-
<table>
<thead>
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<th>Number</th>
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<th>Address</th>
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<tr>
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<td>Mr. Clifford L. Makohoniuk</td>
<td>3418 Herle Huy Des Moines, Iowa</td>
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<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Mr. Richard H. Martin</td>
<td>1212 W. Anson Marshalltown, Iowa 50158</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mr. George H. Maurer</td>
<td>1953 E. 71 Terr. Kansas City, Missouri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mr. Wallace H. Ridenour</td>
<td>3609 South 87th Avenue Omaha, Nebraska</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mr. Robert L. Severeide</td>
<td>1842 Logan Avenue Waterloo, Iowa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Mr. Robert L. Schmidt</td>
<td>Irwin, Iowa 51446</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Mr. John M. Searcy</td>
<td>Box 253 Springville, Iowa 52336</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mr. Robert Stansbury</td>
<td>908 Oregon Waterloo, Iowa 50702</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>19</td>
<td>Mr. Joseph Stone</td>
<td>Stratford, Iowa 50249</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mr. Charles O. Stones</td>
<td>505 W. 8th Hugoton, Kansas 67951</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Mr. Melvin W. Thurston</td>
<td>Box 535 Hudson, Iowa 50643</td>
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<td>22</td>
<td>Mr. John M. Thomas</td>
<td>Route #1 Clinton, Iowa 52732</td>
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<td>23</td>
<td>Mr. William L. Walsh</td>
<td>Quimby, Iowa 51049</td>
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<td>24</td>
<td>Mr. Richard Whipple</td>
<td>3102 52nd Street Des Moines, Iowa 50310</td>
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<td>25</td>
<td>Mr. Paul Wilko</td>
<td>1604 North Bridge Albert Lea, Minnesota 56007</td>
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<tr>
<td>26</td>
<td>Mr. Arnold Wold</td>
<td>Box 262 Sanborn, Iowa 51248</td>
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</tbody>
</table>
Physical Facilities, Equipment, Housing

All class sessions were held in room 247 of the Auditorium Building. The research seminars and special lectures were also held in this classroom which was reserved for the exclusive use of the Institute.

Room 29 of the Auditorium Building served as the statistics laboratory. Twelve rotary electric desk calculators were available at all times for trainee use. A graduate student assistant was in charge of the laboratory. The laboratory was open three evenings each week.

The new College library provided a graduate student study center as well as many private study rooms. The new building, is completely air-conditioned, and has seating space for 1100 students exclusive of study carrells. Book collections total more than 225,000 volumes, including a well selected reference collection of over 8,000 volumes. The library has current subscriptions to 1,500 periodicals and 50 newspapers, with a majority of periodical titles complete from their beginning. More than 14,000 volumes of new material are added each year. The library also has a rapidly growing collection of materials in microfilm (6,000 reels) and microcard form, and about 2,000 albums of recordings with facilities for their use. As a depository for United States Government publications, the library adds hundreds of volumes annually to its collection of such material.

The Curriculum Laboratory was available to the trainees as they prepared proposals involving the use of new materials. The State College of Iowa has one of the finest Curriculum Laboratories in the country. The Laboratory consists of two closely related departments, the Curriculum Center and the Audio-Visual Center. At present the Curriculum Center has over 20,000 items carefully organized and available for student use. These include courses of study produced by selected school systems in all 50 states,
resource units, publishers' catalogs, child accounting forms, standardized tests, programmed materials, etc. Although the Center has shelved some 2,000 current elementary and secondary textbooks and workbooks, new material released throughout the country is regularly being received and evaluated. Only the best textbooks and workbooks are retained -- and these usually for no longer than six years. The Audio-Visual Center has approximately 750 films, 2,300 filmstrips, and 750 recordings as well as maps, globes, models, and slides.

The resources of the Bureau of Research and Examination Services were available to trainees working on projects and proposals. BRES maintains a file of current and accumulated research materials and has access to computer equipment.

The Audio-Visual Center of the Malcolm Price Laboratory School was available for use by the trainees of the Institute. Equipment available included the Electrowriter used in the Northwest Iowa Electrowriter Project; the EDEN machine which programs sound film, tapes and slides and has 40 response keys for students to record immediate responses to verbal and visual questions; the television tape recording system which prepares video tape for immediate or delayed playback; and the usual overhead projectors and copying machines.

Eleven trainees, ten men and one woman, were housed in residence halls. The ten men were housed in Shull Hall. Each hall is complete with study rooms, recreational rooms, lounges, music rooms, libraries, pressing rooms, etc. Eleven trainees obtained housing for their families in the Waterloo-Cedar Falls metropolitan area. The College Housing Office and the Director assisted the trainees in completing housing plans for the summer.
The Instructional Program

Objectives. The general objective of this Institute was to improve the competency of public school personnel responsible for research. The specific objectives of the Institute were:

1. To develop skills, concepts, and understandings in selecting and devising evaluative instruments for assessing the outcome of school programs.
2. To develop increased competency in the use of statistical methods in analyzing research data and testing research hypotheses.
3. To develop an understanding of the type of research designs appropriate for school system research projects.
4. To increase the participant's familiarity with research findings in those areas specifically related to the immediate research emphasis in the participant's school system.

Content and Organization. The "core" of the instructional program consisted of three graduate courses. These courses were:

Topics in Statistical Analysis. This course was an extension of elementary descriptive and inferential statistics. This course was integrated with the Research Design and Evaluation course so as to maximize the trainee's understanding of similar topics related to both courses. Topics included were:

- Regression equations
- Multiple correlation
- Binomial, normal, t, and F distributions
- Statistical estimation, inferences, and decisions
- Significance of differences
- Chi square
- One-way and two-way analysis of variance
- Analysis of covariance
- Kruskal-Wallis one-way analysis of variance by ranks
- Friedman two-way analysis of variance by ranks
The statistical laboratory was a functional and integral part of this course.

**Research Design and Evaluation.** The following topics were included in this course:

**Measurement**
- Levels of measurement and scaling
- Comparisons of scales
- Reliability
- Types of validity
- The variance relation of reliability and validity

**Methods of Observation and Data Collection**
- Objective tests and scales
- Interview schedules
- Observations of behavior
- Content analysis

**Types of Research**
- Ex Post facto research
- Laboratory experiments, field experiments, and field studies
- Survey research

**Research Design**
- Purposes of research design
- Faulty designs
- Adequate designs
- Randomized groups
- Correlated groups

**Interpretation of Research Data**

**Seminar in Education: Research Problems.** Presentations of college staff members and visiting consultants were scheduled as a regular feature of the seminar so that the trainees could acquire a broad and functional perspective of the potentialities of public school research endeavors.

Research projects completed as well as projects contemplated by the trainee's school system were analyzed and criticized in both large and small group settings. Each trainee prepared a research proposal as a part of the seminar requirement.
The consultative services of the Bureau of Research and Examination Services were coordinated to meet the special needs of the trainees as they developed evaluation procedures and research designs for the school systems.

Faculty and Instructional Assignments

The names, major assignment, and proportion of time devoted to Institute activities by a faculty member is indicated in the paragraphs which follow.

Dr. Harley E. Erickson, Associate Professor of Education, State College of Iowa, served as Institute Director. In this capacity, he coordinated all Institute activities and assumed responsibility for the over-all operation of the Institute. In addition to administrative duties, he taught the Topics in Statistical Analysis course and consulted with individual trainees. Dr. Erickson also introduced the State College of Iowa guest speakers and the visiting consultants.

Dr. Bernadette I. Gadzella, Associate Professor, Wisconsin State University, Oshkosh, Wisconsin, devoted full time to Institute activities. She taught the course Research Design and Evaluation and consulted with individual trainees.

Dr. William H. Dreier, Professor of Education and Administrative Assistant, Department of Education and Psychology, State College of Iowa, devoted full time to the Institute. He directed the educational research seminar, supervised the trainees' preparation of research proposals, and coordinated the consultative services of the Bureau of Research and Examination Services staff members.

Dr. Herbert H. Silvey, Director, Bureau of Research and Examination Services, State College of Iowa, devoted one-fourth time to Institute activities as a continuing consultant in the areas of research design and
instrumentation. He directed the laboratory experiences related to Bureau of Research projects.

Dr. Gordon J. Rhum, Professor of Education and Coordinator of Research and Evaluation, State College of Iowa, devoted one-fourth time to the Institute as a continuing consultant in the area of research design and instrumentation. He directed the laboratory phase related to State College of Iowa faculty research projects.

Mr. Gerald D. Eisbey, Assistant Professor, Associate in Research, State College of Iowa, devoted one-fourth time to the Institute as a continuing consultant in the areas of data analysis and data processing. He directed the laboratory phase related to the collecting and processing of data.

Mr. Gerald Purcell, Cedar Falls Public Schools, Cedar Falls, Iowa served as a graduate student assistant in charge of the statistics laboratory. His effectiveness in assisting the trainees with desk calculator problems was largely responsible for the success of this phase of the Institute program.

Mrs. Judy Haro served as Institute secretary. Her capable assistance was indispensable in organizing files for individual enrollees, in handling correspondence for the Institute Director, in typing and duplicating Institute materials, and in assembling data utilized in preparation of this report. The orderly functioning of the Institute was clearly related to Mrs. Haro's efficiency, adaptability, and willingness to assist in the handling of a myriad of details.

Special Lecturers, and Consultants

All-College Lectures. The Institute trainees and staff attended two all-College lectures. The lecturers and their topics are listed on page 18.
Mr. Harold Pluimer  
Aerospace Education Director  
North Central Region  
USAF and CAP

Dr. J. Lloyd Trump  
Associate Secretary  
Nat'l Assoc. of Secondary School Principals  
Washington, D. C.

**State College of Iowa Guest Speakers.**  The following college faculty members discussed current developments and research investigations in their area of specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and specialty</th>
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</table>
| Dr. J. W. Maucker,            | President  
State College of Iowa  
The Role of Research in Educational Decisions |
| Dr. Dorothy Koehring          | Regional Training Officer  
Head Start Program  
Head Start  
Audio-Visual Techniques |
| Mr. Robert Paulson            | Audio-Visual Consultant,  
Price Laboratory School  
Programmed Learning |
| Dr. Paul R. Brimm             | Professor of Education  
Guidance and Counseling |
| Dr. Robert Frank              | Associate Professor of Education  
Upper Midwest Regional Educational Laboratory |
| Dr. Howard Knutson            | Associate Dean of Instruction  
Iowa Representative  
Science |
| Dr. Clifford McCollum         | Professor of Science  
Head, Dept. of Science  
English |
| Dr. John Cowley               | Professor of English  
Learning |
| Dr. Gordon Harrington         | Associate Professor of Psychology |

Aerospace Education
Four Imperatives to Improve Teaching and Learning

18
The services of five consultants of recognized authority were obtained. Each consultant spent two days with the Institute. He made a formal presentation each morning and met with the trainees and staff during the afternoons to discuss topics of interest, and answer questions pertaining to his morning presentation.

The consultants and their topics are listed below.

Dr. Drexel D. Lange  
Associate Superintendent,  
Pupil Personnel Services  
Department of Public Instruction  
Des Moines, Iowa

The Role of the State Department as an Intermediary Between Federal Agencies and Local School Systems.

The Leadership Role of the State Department in Educational Innovation and Experimentation.

Dr. Loyal W. Joos  
Director of Systematic Studies  
Oakland County Schools  
Pontiac, Michigan

Computer Applications

Managing School Research

Dr. Edwin D. Stevens  
Superintendent of Schools  
Granby, Connecticut

The Stimulation of Faculty Research Activities

Educational Change - Its Direction and Research Possibilities for the Future
Field Trips

Two informative and stimulating field trips were included in the Institute program. The first field trip on July 12, 1966 to the Iowa State Department of Public Instruction, Des Moines, Iowa, was coordinated by Mr. Drexel D. Lange.

Mr. R. F. Van Dyke, Coordinator, Title I, Iowa State Department of Public Instruction discussed the 1966-67 department guidelines for ESEA Title I projects, Submitting a Title I Project. Each trainee received a copy of the guidelines.

Dr. Richard Brooks, Planning and Development Consultant, State Department of Public Instruction, described the systems research project of the State Department. Dr. Sam Bliss described the systems research project involving thirteen state departments of education.

The second field trip to Iowa City on July 19, 1966, included a tour of the Measurement Research Center and the Computer Center. The Iowa Educational Information Center and the Iowa Card Pac System of Educational Accounting were described by Information Center staff members.

Special Features

Several special features not included in the formal planning of the Institute may be worthy of note.
The trainees formed study groups to assist each other with course preparations. Many of the men attended the noon Phi Delta Kappa sack lunches scheduled weekly throughout the summer.

Two planned social functions were held. An afternoon coffee enabled the trainees to meet staff members of the Department of Education and Psychology. During the last week of the Institute, the trainees planned a dinner to which they invited their spouses and staff.

**Award of Credit**

Each Institute trainee earned eight semester hours of graduate credit including:

- 21:281 Topics in Statistical Analysis 3
- 21:259 Research Design and Evaluation 3
- 21:299-4 Seminar in Education: Research Problems 2

These credits are acceptable for application on the Specialist in Education degree at the State College of Iowa as well as for advanced degrees at other institutions in the United States.

**Follow-up During the 1966-67 Academic Year**

All trainees indicated they plan to attend a two day workshop scheduled for December 1, 2, 1966 at the State College of Iowa. During the workshop staff members will assist the trainees with data analysis and problems related to research projects underway in the local school systems. Staff members will also work with the trainees in planning research projects.

Institute trainees unable to attend this workshop will correspond with the Institute Director to receive necessary assistance.
Weekly Schedules

The weekly schedules of classes and activities will be found on pages 23 through 30. The weekly schedule was modified after the first two weeks to provide the trainees with a larger block of study time. This was accomplished by scheduling the three credit courses at 7:30 and 9:00, rather than 7:30 and 9:50.
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<th>Monday</th>
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<th>Wednesday</th>
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<tr>
<td>8:30</td>
<td>9:00 a.m. Orientation Testing</td>
<td>Conferences, Library, Laboratory Dr. Erickson</td>
<td>Conferences, Library, Laboratory Dr. Erickson</td>
<td>Conferences, Library, Laboratory Dr. Erickson</td>
<td>Conferences, Library, Laboratory Dr. Erickson</td>
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<td>8:40</td>
<td>9:00 a.m. Orientation Testing</td>
<td>10:00 a.m. Registration 21:259 Research Design and Evaluation Dr. Gadzella</td>
<td>21:259 Dr. Gadzella</td>
<td>21:259 Dr. Gadzella</td>
<td>21:259 Dr. Gadzella</td>
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* Mr. Robert Paulson Audio-Visual Consultant Price Laboratory School State College of Iowa
** Dr. Dorothy Koehring Regional Training Officer Head Start Program
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<th>TIME</th>
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<td>Dr. Erickson</td>
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<td>8:40 - 9:40</td>
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<tr>
<td>9:50 - 10:50</td>
<td>Research Design and Evaluation</td>
<td>Dr. Gadzella</td>
<td>Dr. Gadzella</td>
<td>Dr. Gadzella</td>
<td>Dr. Gadzella</td>
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<td>11:00 - 12:00</td>
<td>Guest Speaker</td>
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<td></td>
<td>Mr. Lange *</td>
<td>Mr. Lange *</td>
<td>Dr. Gadzella</td>
<td>Dr. Gadzella</td>
<td>Dr. Gadzella</td>
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<td>12:00 - 1:00</td>
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<td>1:00 - 2:00</td>
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<td>Sabin 102</td>
<td>Group and Individual Conferences with</td>
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<td>Mr. Pluimer**</td>
<td>Mr. Lange*</td>
<td>Aud. 247</td>
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<td>Seminar in Education: Research Problems</td>
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<td>Dr. Drimmel**</td>
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* Mr. Drexel D. Lange
Associated Superintendent,
Pupil Personnel Services
Department of Public Instruction
Des Moines,

** Mr. Harold Pluimer
Aerospace Education Director
North Central Region
USAF and CAP
Minneapolis, Minnesota

*** Dr. Paul R. Brimm
Professor of Education
State College of Iowa

EDEX Military Media Instructional
System
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<td>Research Design and Evaluation</td>
<td>Gil. Chapel (c)</td>
<td>Dr. J.L. Trump</td>
<td>Dr. Gadzella</td>
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<td>Dr. Harrington</td>
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<td>(a) Dr. J. Lloyd Trump</td>
<td>(c) Dr. Robert Frank</td>
<td>(f) Dr. John Cowley</td>
<td>Dr. Gordon Harrington</td>
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<td></td>
<td>Associate Secretary</td>
<td>Associate Prof. of Educ. and Psychology</td>
<td>Prof. of English State College of Iowa</td>
<td>Harrington Assoc. Prof. of Psychology State College of Iowa</td>
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<td>Int'l Assoc. of Secondary School Principals</td>
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<td>&quot;Four Imperatives to Improve Teaching and Learning&quot;</td>
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<td>(b) Question and Answer Session</td>
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-25-
EDUCATIONAL RESEARCH TRAINING INSTITUTE
Schedule for July 5 thru July 8

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<tr>
<th>TIME</th>
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<td>Dr. Gadzella</td>
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<td>Dr. Petrie a</td>
<td>Dr. Dreier</td>
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(a) Dr. Garth Petrie
Assistant Prof. of Education and Psychology
State College of Iowa
Elementary Education

(b) Dr. Lloyd Douglas
Prof. of Business Education
Head, Dept. of Business Educa.
State College of Iowa
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<td>Coffee Laboratory</td>
<td>Leave for Des Moines.</td>
<td>Dr. Erickson</td>
<td>Dr. Erickson</td>
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<td>9:00 -</td>
<td>21:259 Research Design and Evaluation</td>
<td>College Greenhouse.</td>
<td>Dr. Gadzella</td>
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<td>1:00</td>
<td>21:289-4</td>
<td>21:289-4 Seminar in Education: Research Problems</td>
<td>Group and Individual Conferences</td>
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*Dr. Loyal W. Joos  
Director of Systematic Studies  
Oakland County Schools  
Pontiac, Michigan

**Dr. Clifford McCollum  
Professor of Science  
Head, Science Department  
State College of Iowa

-27-
EDUCATIONAL RESEARCH TRAINING INSTITUTE
Schedule for July 18 thru July 22

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<td>7:30 - 8:30</td>
<td>21:281 Topics in Statistical Analysis Dr. Erickson</td>
<td>8:00 Leave for Iowa City</td>
<td>21:281 Dr. Erickson</td>
<td>21:281 Dr. Erickson</td>
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<td>8:30 - 9:00</td>
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<td>21:259 Research Design and Evaluation Dr. Gadzella</td>
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<td>Group and Individual Conferences with Dr. Stevens*</td>
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<td>Laboratory</td>
<td>3:00 - 3:30 Leave Iowa City</td>
<td>Group and Individual Conferences with Dr. Stevens*</td>
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*Dr. Edwin D. Stevens
Superintendent of Schools
Granby, Connecticut

**Mr. Lyle Alberts
Instructor,
Social Science
State College of Iowa

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### EDUCATIONAL RESEARCH TRAINING INSTITUTE

**Schedule for July 25 thru July 29**

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<td>7:30 -</td>
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<td>8:30 -</td>
<td>Topics in Statistical Analysis</td>
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<td>Guest Speaker</td>
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<tr>
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<td>1:30 Group and Individual Conferences with Dr. Landin a</td>
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<td>Dr. Landin a</td>
<td>Dr. Schurrer c</td>
<td>Dr. Schurrer c</td>
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</table>

(a) Dr. Everett A. Landin  
Superintendent of Schools  
Easton-Redding Public Schools  
Regional School District #9  
Redding, Connecticut  

(b) Dr. J. W. Maucker  
President,  
State College of Iowa  

(c) Dr. Augusta Schurrer  
Professor of Mathematics  
State College of Iowa
**EDUCATIONAL RESEARCH TRAINING INSTITUTE**  
Schedule for August 1 thru August 5

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<th>TIME</th>
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<td>10:30 - 12:00</td>
<td>Guest Speaker Dr. Semler*</td>
<td>Guest Speaker Dr. Semler*</td>
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<tr>
<td>1:00 - 3:00</td>
<td>1:30 Group and Individual Conferences with Dr. Semler*</td>
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* Dr. Ira Semler  
Director of Research  
Cedar Rapids Public Schools  
Cedar Rapids, Iowa

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III. EVALUATION OF THE INSTITUTE

Evaluation by Staff

The staff felt much had been accomplished with the Institute trainees in all phases of the program. Although the trainees had varied course backgrounds and research interests, they were highly motivated throughout the eight weeks of the Institute.

The unified approach possible in an Institute certainly contributed to the success of the Institute. The emphases of the two courses and the seminar could have been more closely related. Staff members and trainees expressed the feeling the daily activities were probably too tightly scheduled.

The staff agreed the visiting consultants and guest speakers were excellent and that the Institute had made good use of State College of Iowa resources.

The three full-time and three quarter-time staff members worked together to form a very effective Institute team.

One staff member summarized his reactions to the Institute program as follows:

"This has been one of the most rewarding and satisfying summer sessions I have had since the start of my college teaching some years ago. The opportunity . . . to get to know 26 graduate students as fellow scholars and producers of educational research, was most stimulating. The cooperation and direction from the Bureau of Research and Examination Services was excellent. The support and encouragement of the Department of Education and Psychology with the college administration made the Institute possible. I believe the results in 1966 merit the further and fuller support of this kind of graduate work. The general format of three courses, trainees with at least a B.A. degree, eight weeks of instruction, with a classroom and a machine room appeared to be appropriate."
The Institute objectives and content emphases were particularly appropriate since most of the trainees will be directly responsible for planning and evaluating Title I projects during the 1966-67 school year. Many trainees will also be involved in conducting local school research projects. Similar objectives and emphases should be equally appropriate for future summer institutes.

Twenty-six trainees and a full-time staff of three provided adequate time for staff preparation and individual conferences. A full-time trainee ratio of 1-10 appears to be reasonably optimal for an eight-week summer institute.

A similar staff-trainee ratio existed for the three part-time staff members. This facilitated individual consultations. The effective contributions of part-time staff members as continuing consultants will be further increased in future institutes by a greater coordination of their services with the instructional program.

Similar selection criteria should be used for future institutes. With an earlier date for publicizing the Institute, the trainee group should be more homogeneous than this summer's group.

Eight weeks appears to be an appropriate length for an institute with similar objectives and emphases. Visiting consultants should not be scheduled during the last week of the Institute. The daily schedule should be modified so as to free larger blocks of study time for the trainees. This can be accomplished by scheduling the content courses during the first two and one-half hours each day and the seminar at 2:30 four afternoons each week.
Evaluation by Institute Trainees

On August 5, the last day of the Institute, each trainee was asked to evaluate the Institute using the evaluation form found on page 35 of this report. The first seventeen items were rated from 1 through 5 (1 representing the lowest rating and 5 the highest rating). For each of these items comments could also be made by means of the open-end statements. Item 18 asked for additional comments concerning any aspect of the Institute.

Typical of the comments are those for the first three items.

The Institute has been:

...a very good experience. Developed a much better understanding of research for me.
...helpful in planning for evaluation of the school system.
...rewarding.
...informative.
...very valuable to me.
...a satisfactory experience and successful as far as results obtained. I feel I gained a great deal from having participated.
...of a great deal of value to me for a better understanding of research. My background was quite limited.
...adequate in helping me solve at least one problem in measurement.
...successful from my viewpoint.
...very good, in general.
...very informative and interesting. Great benefit to me.
...well worthwhile.
...structured to the extent that nothing could be studied with any degree of confidence. Too much orientation and only three or four speakers had anything to offer.
...a new experience for me, and somewhat informative.
...very rewarding. I feel I have gained many things I can use in my school as well as noting many things that I must do.
...a new experience to me as it opened up the field of statistics where I had no previous background. Also research designs became more important to me.
...a deeper penetration into the areas of research design, statistics and proposal projects.
...challenging.
...good in respect to the length of time the administrators had for organization.
...revealing as to the vast area of research and statistical measurement that is moving into schools today. Somewhat confusing but enjoyable.
...for me a new and illuminating experience.
...helpful in clarifying the functions of research applied to school problems.
...experimental and under the circumstances very good.
...helpful in the aspect of research.

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The Over-all Plan and Structure of the Institute

indicated much work in setting up the various speakers and trips. Much planning was evident.

fulfilled the purposes described in (1)

fine
too crowded with guest speakers.
good in respect to length of time for organization. I do wish we had been given a syllabus indicating objectives, tests and papers and when they were due.

was too difficult for my background experience; however, seemed well planned.

I cannot say because I have no point of comparison.

was good. The time schedule was too full to allow practice time for statistics and text study.

I believe a division should be made between straight research and Title I projects and taught separately.

rather loose. I like things with better structure.

was as well as could be expected due to the length of time available for the setting up of the program.

pretty good.

seemed to be well worked out.

was good, but, things stacked up at the end. Partly, of course, my own doing.

was good. There are some aspects of the program that I would have modified.

more time during the day for practical application of statistics and design.

perhaps crowded us a little too much with group sessions.

too much attempt to keep us busy— not enough time to let what we've learned "soak in".

was good as far as general objectives were concerned.

was good except that some speakers did not contribute much to the goals of the Institute.

was quite excellent. Well worked out. Much work in planning and execution was evident.

was good.

took a great deal of time to organize.

needed some refining. More time to apply the knowledge gained from the lectures and texts.

I believe that all the speakers are authorities in their areas. However, I feel that there were too many.

was carefully thought through prior to the outset.
The Staff

- Members were genial and cordial to work with and generally sympathetic to our special needs.
- Was very competent in the respective assignments.
- Members were knowledgeable in their subjects.
- Was cooperative, friendly and always willing to help.
- Was proficient and I felt understanding.
- Highly cooperative and helpful.
- Was friendly and helpful. They were well qualified in their subjects.
- Was cooperative. However, in the future should become better prepared for Title I evaluations, etc.
- Needs improvement for design of research projects. A questionable practice to use such institutes as a selection point or criteria of specialist candidates. Good over-all staff.
- Was in the most part helpful in a practical application of items studied in the institute to my field of work.
- In general was good.
- Worked hard to improve our knowledge of the field around which the institute was built.
- Was helpful and interested.
- Has been most cooperative and pleasant to work with. I felt every effort was made to give us the best program possible.
- Felt that a statistically oriented person in Research Design could have tied the statistical course into the Research Design course more.
- Has strong leadership. Not all members contribute equally because of their roles, and perhaps the person we would have found most helpful was not available to us at every stage of our projects.
- On the whole, was very fine.
- Has been cordial and more personable than most institutions.
- Was good.
- Worked hard and conscientiously and did a very commendable job. All were helpful and personally interested in us.
- Is rated as being very helpful and concerned with each of us as individuals.
- Cooperative, friendly and worked harder than the students.
- As a whole I felt the staff was good, but as usual I feel some as being better than others for what I was interested in gaining knowledge of at this time.
- Was dedicated to the responsibilities of their positions.
EVALUATION
CRA Educational Research Training Institute
State College of Iowa
Cedar Falls, Iowa
Summer 1966

DIRECTIONS: Complete the open-end statements with your evaluations and feelings concerning the Institute. Also, rate the item in the left hand margin from one to five. (One representing the lowest rating and five the highest). Circle the appropriate number.

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(1) The Institute has been
(2) The over-all plan and structure of the Institute
(3) The staff
(4) The course *Topics in Statistical Analysis* was
(5) The course *Research Design and Evaluation* was
(6) Seminar in *Education: Research Problems*
(7) Bureau of Research Consultative services
(8) The State College of Iowa guest speakers
(9) The visiting consultants
(10) The field trips
(11) The assignments
(12) The textbooks
(13) The physical facilities
(14) The statistical laboratory
(15) The daily schedule
(16) The other Institute trainees
(17) My professional growth
(18) Additional comments concerning any aspect of the Institute.

... I feel that when I return to my job I will probably encourage more experimentation to be done and will be more critical of poor evaluation of this experimentation. I feel as a whole this institute has been very helpful to me.
I feel I will do a better job of evaluating and planning my program next year. It will help me be more specific in making decisions before setting up changes.

The institute didn't really scratch the surface of possibilities in the research field. I would like to see a sequence of this institute with emphasis upon the finer points. Narrow the scope in the next one.

The most important thing that happened to me was awakening of the possibilities of research even in a small school such as ours. That our educational world is really on the move in the research area and education practices haven't kept up with things which are really needed.

The most significant thing that happened to me was the application of my mathematics background to research. I can now see the "forest". One other thing is that I feel I can write a better test.

The association with others in the institute helped considerably to clarify thinking. I have a much clearer concept of research procedures and research activities now. I feel I can go back and do a creditable job in the field of research activity.

Evaluate the existing program with a keener eye to making changes or improvements. Also, the structure of the Title I program will be revised and a change in the overall reading program given a more discriminatory evaluation of present practices undertaken.

I would be able to conceptualize a research study or Title I evaluation better in regard to design. Also the handling of the data will make more "sense", so to speak.

As a classroom teacher, my testing procedures and evaluation would be improved considerably due to my broader background.

I believe I will do a much better job of collecting and analyzing information about students.

I plan to undertake specific research at various K-8 grade levels to compare the relative effectiveness of various teaching methods. As a corollary, I am much better prepared to do a study for any advanced degree.

use better statistical procedures in testing and research.

interpret research literature much more meaningfully.

courage teachers and assist them in doing more research in areas that need such.

I am both pleased and grateful to have had the opportunity to participate in this institute because I am sure the knowledge gained will help to make education better for the children in our community.

I will return with a new zest and enthusiasm for research and my work.

I feel that the persons responsible for setting up this institute are to be commended. It was, I am sure, a difficult task. I should enjoy attending another, if I get the chance and it is in this area.

As a result of this summer's work, I know that when our staff works on various federal projects or other teaching methods research, I will feel that I can better guide them in their planning and evaluation. Also, I will better know how to statistically evaluate the results that are obtained. I am very appreciative of this summer's work.
I found out I didn't have all the answers to educational problems. We have a long way to go back in our home school in improving education for our young people. A big area that needs to be worked on in our system is the construction of teacher made tests. Emphasis will be placed in this area.

The institute provided a new insight for me in the field of education. I will probably never pursue the "pure" research study area, but will have a better understanding of its aims and objectives. It will also enable me to communicate with research personnel and support their views. (Perhaps strive to secure 1% of the school budget for educational research.)

I will be much better prepared to write and evaluate research proposals and federal program projects because of the valuable experience gained at SCI this past eight weeks. Thanks for the opportunity to participate.

I have learned that the process of education and evaluation is even more complex than I had imagined. Be familiar with research, be able to sift the good research studies from poor ones and apply the many new techniques to your system. Some will work, some won't. Evaluate and sort out the poor and capitalize on the good techniques that work in your system.

I hope to be more imaginative and work harder to keep myself and system out of a complacent rut.

All in all I enjoyed my summer. Enjoyable acquaintances were made with trainees, staff members and others. I feel I profited from the work and predict that with the refinement of a few small items this institute will provide excellent help to others in years to come.

Because I am working with Title I, I certainly have a better understanding of what can and can't be done. I have gained much in design of projects and evaluation.

I wish to thank the staff for their dedicated efforts in making the institute worthwhile.

I will have many suggestions for design and evaluation of projects in the classroom, and recording adequate data with which to measure pupil growth.

The most important single item that has happened to me has been the idea that statistics has probably the most important bearing on all forms of testing and evaluation. I now have a tool never before available to me because of prior work, which will help me enormously in trying to meet the needs of children in my particular area.

When I return to my school situation I now have a powerful tool available which will help me do experimenting so that better ways can be found to teach children. I have a better way of explaining children's achievement and aptitudes to parents. Equally important, our grading system can be better justified. I can also help younger teachers in this area.

A special class for the "research deprived" would have helped me gain more from the institute. Future research institutes might try to get a more homogeneous group of participants.

I would suggest that the guest speakers be held to only three or four as examples of research needs in the curriculum.
Problems

The most difficult problem concerned trainee selection. Due to the short period of time available and not being able to use news media, the number of applicants was considerably less than we had hoped to obtain. As a result, the Institute trainees formed a somewhat heterogeneous group. Future institutes will be underway at an earlier date and the selection process will result in greater homogeneity.

The classroom was very uncomfortable for afternoon sessions during the three weeks of extended hot weather. This reduced the vitality of staff and trainees. The use of portable fans helped some but rooms to be used for a full day in an Institute program should be air-conditioned.

Recommendations

1. Fewer speakers should be scheduled. Four visiting consultants and four or five College staff members to illustrate research activities in selected subject matter areas will tend to place this phase of the Institute program in proper balance with other program emphases.

2. More data processing work should be integrated with the statistical analysis and research design courses.

3. A follow-up of the trainees during the school year following the Institute should involve visits to the trainee's school by staff members. Provisions for such a follow-up should be a budgeted part of the Institute program.
4. The United States Office of Education was very cooperative and greatly facilitated contract negotiations early in May.

The USOE should strive to keep the directors currently informed on all matters related to training projects. Forms and instructions should be sent much earlier than was the case this summer. The appointment of trainee forms arrived at the end of the first week of the Institute. The instructions for preparing the final report arrived ten days after the close of the Institute and after the report had been completed.

Dates for the submission of reports should be clarified. The contract award indicated the final report was due on or before August 31, 1966. This is the reason the report had been completed prior to receiving the instructions. The instructions indicate the final report is due within 90 days after the closing date of a project.

5. An attempt should be made to have similar dependency allowance requirements for all training projects authorized by federal legislation and supervised by the USOE. The dependency requirement for Educational Research Training Institutes reduced the number of applicants for this Institute.

6. Reports should be prepared on $8\frac{1}{2}$" x 11" rather than 8" x 10$\frac{1}{2}$" paper since this is the paper used by colleges.
DESCRIPTIVE ANNOUNCEMENTS AND NEWS RELEASES

Exhibit A1 -- Letter Sent to School District Superintendents in Iowa and Eight Neighboring States the Last Week in April, 1966

Exhibit A2 -- Information Sheet Describing the Proposed Institute Enclosed with the Letter to School Superintendents

Exhibit A3 -- Copy of School Superintendent's Postcard Reply

Exhibit A4 -- Copy of June 6, 1966 Waterloo Daily Courier News Article Concerning the Granting of the Educational Research Training Institute to the State College of Iowa

Exhibit A5 -- News Release for Local Newspaper Editors Concerning the Institute Trainees Selected

Exhibit A6 -- The Brochure Containing the General Announcement and Description of the Institute
April 26, 1966

Dear Sir:

A growing number of school systems have felt the need to assign someone on their staff the responsibility of helping to plan and evaluate the various programs supported partially or entirely by federal funds. In recognition of this need for qualified personnel, the U.S. Office of Education is authorizing a number of summer institutes for the training of such people and has indicated that the State College of Iowa, in all probability, will be selected to sponsor such an institute this summer.

The details of the proposed institute at the State College of Iowa are shown on the attached sheet. I would like to call your attention particularly to three important aspects of this institute: (1) it is designed to develop research and evaluation competencies of teachers or other school personnel nominated by their respective administrator; (2) the individuals selected will receive a weekly stipend of $75 plus an allowance of $15 per week for each dependent establishing temporary residence in Cedar Falls for the duration of the institute; and (3) each individual selected for the institute will return to his school system and be assigned at least one-fourth time to research responsibility.

We invite you to nominate one of your staff to participate in this institute. Because the time is short, we will appreciate your returning the enclosed card at your earliest convenience.

Sincerely,

Dr. Harley E. Erickson, Director
(Proposed) Educational Research Training Institute
Assoc. Prof., Department of Education and Psychology
330 Old Administration Building
State College of Iowa
Cedar Falls, Iowa 50613
A PROPOSED INSTITUTE FOR THE TRAINING OF EDUCATIONAL RESEARCHERS
FOR PUBLIC SCHOOLS TO BE CONDUCTED BY THE STATE COLLEGE OF IOWA

The proposed eight-week Institute, to be funded by the U. S. Office of Education, will begin on June 13 and end on August 5, 1966.

The purpose of the proposed institute is to develop research competencies of individuals who have been assigned research responsibilities in public school systems.

Enrollment will be limited to thirty qualified applicants. Selection criteria will include the following:

1. Master's degree from an accredited college
2. Quality of all graduate work completed
3. Completion of the following courses or equivalents at either the undergraduate or the graduate level:
   a. A beginning statistics course
   b. An introductory course in tests and measurement OR A course in educational research
4. The applicant's statement of intent to pursue educational research as a vocational objective.
5. The applicant's superintendent of schools must indicate that he plans to assign research responsibilities of at least one-fourth time to the applicant during the 1966-1967 school year.
6. Preference will be given to applicants with teaching experience.
7. Preference will be given to applicants who show the highest academic promise.

The program for the proposed institute will include the following:

Topics in Statistical Analysis. An extension of elementary descriptive and inferential statistics
Research Design and Evaluation. Emphasis on the importance of measurement in research designs; the construction of questionnaires, scales, and tests; and the selection and evaluation of research designs.
Seminar in Education: Research Problems. The nature and organization of school system research and evaluation. Group analysis of completed research projects and projects contemplated by the participant's school system. Presentations by college staff members as well as visiting lecturers will enable the participants to acquire a broad and functional perspective of the potentialities of public school research endeavors.

If desired, the participant may receive up to 8 semester hours of graduate credit. Each participant will receive a weekly stipend of $75 and a travel allowance plus an allowance of $15 per week for each dependent establishing temporary residence in Cedar Falls for the eight weeks of the institute.

An explanatory brochure and formal application materials will be sent to interested individuals when final approval has been received from the U. S. Office of Education.

Additional information can be obtained by contacting the director of the proposed institute.

Dr. Harley E. Erickson, Director
(Proposed) Educational Research Training Institute
Associate Professor, Department of Education & Psychology
330 Old Administration Building
State College of Iowa, Cedar Falls, Iowa 50613

Office Tel.: 319-266-1721, Ext. 7191
Home Tel.: 319-266-8673
Dr. Harley E. Erickson, Director  
Dept. of Education & Psychology  
State College of Iowa  
Cedar Falls, Iowa  50613

Name  Address

appears to meet the selection criteria: I would plan to assign research responsibilities of one-fourth time to him (her) during the 1966-67 school year.

Name  Title

School System
SCI WINS GRANT

(Courier News Bureau)
CEDAR FALLS - State College of Iowa has received a $48,000 grant from the U.S. Office of Education for a summer institute for public school teachers and administrators.

Awarding of the grant was disclosed Monday in Washington.

The grant will be used to pay stipends to about 25 participants from Iowa and four surrounding states for an eight-week institute. Participants will be prepared for school research. They will earn graduate credit for it.

Dr. Harley Erickson, associate professor of education at SCI, is institute director. The institute will begin next Monday and run through August 5.
PARTICIPANTS SELECTED FOR SCI RESEARCH INSTITUTE FOR PUBLIC SCHOOL

CEDAR FALLS -- Twenty-six public school educators have been selected to participate in an eight-week Educational Research Training Institute for public school research personnel this summer at the State College of Iowa.

The primary purpose of the institute is to improve the competency of public school personnel responsible for research.

The institute will be conducted by the SCI department of education and psychology under contract with the U.S. Office of Education.

The "core" of the instructional program will consist of three graduate-level courses: topics in statistical analysis, research design and evaluation and a seminar in research problems. Participants will also do individual work with an advisor, small group work and laboratory work.

Scheduled for June 13 through August 5, the institute will offer participants eight semester hours of graduate credit. They will receive stipends of $75 per week.

Nineteen of the participants are from Iowa and the rest come from Minnesota, Missouri, Nebraska and Kansas.

Dr. Harley E. Erickson, associate professor of education at SCI, is director of the institute.

________________________ who is __________________________ at
(Name) (position)

________________________ in __________________________ has been selected
(school) (town)

to participate in the institute.
EDUCATIONAL RESEARCH TRAINING INSTITUTE

For

PUBLIC SCHOOL RESEARCH PERSONNEL

June 13 Thru August 5, 1966

To be conducted by

STATE COLLEGE OF IOWA
DEPARTMENT OF EDUCATION AND PSYCHOLOGY
Cedar Falls, Iowa

Under contract with
The United States Office of Education

(Authorized by P.L. 89-531, Section 2 (b) as amended by P.L. 89-10, Title IV)
Purpose

The primary purpose of this institute is to improve the competency of public school personnel responsible for research.

Objectives

1. To develop skills, concepts, and understandings in selecting and devising evaluative instruments for assessing the outcomes of school programs.
2. To develop increased competency in the use of statistical methods in analyzing research data and testing research hypotheses.
3. To develop an understanding of the types of research designs appropriate for school system research projects.
4. To increase the participant's familiarity with research findings in those areas specifically related to the immediate research emphasis in the participant's school system.

Program

The "core" of the instructional program will consist of three graduate-level courses. A total of eight (8) semester hours of graduate credit may be earned by completing all the requirements. These courses are as follows:

1. TOPICS IN STATISTICAL ANALYSIS
   An extension of elementary descriptive & inferential statistics
   Topics included: Correlation analysis; chi-square, normal, t, and f distribution; analysis of variance; selected non-parametric tests of significance.

2. RESEARCH DESIGN AND EVALUATION
   Emphasis on the importance of measurement in research designs; the construction of questionnaires, scales, and tests; and the selection and evaluation of research designs.

3. SEMINAR IN EDUCATION: RESEARCH PROBLEMS
   Group analysis of completed research projects and projects contemplated by the participant school system. Presentation by college staff members as well as visiting lecturers will enable participants to acquire a broad and functional perspective of the potentialities of public school research endeavors.

SMALL GROUP WORK

The participants will meet in three groups of ten each under the leadership of the member of the institute staff assigned to the group.

INDIVIDUAL WORK

Each trainee will be assigned an advisor who will work closely with the participant throughout the Institute.

LABORATORY EXPERIENCES

The Bureau of Research and Examination Services will provide laboratory experience for the Institute participants. These activities will be of three main types: participation in regular Bureau projects, analysis of selected State College of Iowa faculty research projects, collection and processing of data.

Institute Staff

Dr. Harley E. Erickson, Director of the Institute. Associate Professor of Education, State College of Iowa.

Dr. William H. Dreier, Professor of Education and Administrative Assistant, Department of Education and Psychology, State College of Iowa.
Dr. Bernadette M. Gadzella, Assistant Professor of Education, Western Washington State College, Bellingham, Washington.

Dr. Herbert M. Silvey, Director, Bureau of Research and Examination Services, State College of Iowa.

Dr. Gordon J. Rhum, Professor of Education and Coordinator of Research and Evaluation, State College of Iowa.

Mr. Gerald D. Bisbey, Assistant Professor, Associate in Research, State College of Iowa.

CONSULTANTS, STATE COLLEGE OF IOWA

The following college faculty members will discuss current developments and research investigations in their area of specialization:

Dr. John Cowley
Dr. Garth Petrie
Dr. Gordon Harrington
Dr. Paul Brimm
Dr. Lloyd Douglas
Dr. Augusta Schurrer
Dr. Clifford McCollum
Mr. Lyle K. Alberts
Mr. Robert Paulson
Dr. Dorothy Koehring
Dr. Robert Frank

CONSULTANTS, SPECIAL LECTURERS

Dr. Loyal W. Joos, Director of Systematic Studies, Oakland County Schools, Pontiac, Michigan.

Dr. Edwin D. Stevens, Superintendent of Schools, Granby, Connecticut.

Dr. Everett A. Landin, Superintendent of Schools, Redding, Connecticut.
Application

Enrollment will be limited to thirty qualified applicants. Selection criteria will include the following:

1. Master's degree from an accredited college.
2. Quality of all graduate work completed.
3. Completion of the following courses or equivalents at either the undergraduate or the graduate level:
   a. A beginning statistics course
   b. An introductory course in tests and measurement OR a course in educational research.
4. The applicant's statement of intent to pursue educational research as a vocational objective.
5. The applicant's superintendent of schools must indicate that he plans to assign research responsibilities of at least one-fourth time to the applicant during the 1966-1967 school year.
6. Preference will be given to applicants with teaching experience.
7. Preference will be given to applicants who show the highest academic promise.

Application materials and further information may be obtained from:

Dr. Harley E. Erickson, Director
Educational Research Training Institute
State College of Iowa
Cedar Falls, Iowa 50613

Housing and Meals

Enrollees will be housed in one of the college dormitories. The cost for board and room will be $176 for the eight weeks. The exchange of ideas among enrollees living together is considered to be an important part of the institute program. Hence, all will be expected to live in the facilities provided, and not to commute daily. Off-campus housing will be extremely scarce.

Stipends

Enrollees will receive a stipend of $75 per week. They will also receive $15 per week for each dependent if, and only if, the dependent accompanies them to the institute and resides there with them during the institute. Enrollees will also receive reimbursement at the rate of $.08 per mile for one round trip between their residence and the State College of Iowa.

Important Dates

All completed applications must be received no later than May 26, 1966. Early submission is advantageous. Accepted applicants and alternates will be notified no later than May 31, 1966. Notification of acceptance from the applicants and alternates must be received no later than June 3, 1966.
APPENDIX II

MATERIALS SENT TO APPLICANTS

Exhibit B1 -- Application and Selection Procedures Information and Instructions Sheet

Exhibit B2 -- Form 1 Application for Admission

Exhibit B3 -- Form 2 School Administrator's Recommendation

Exhibit B4 -- May 19, 1966 Letter Sent to Applicants Pertaining to Housing in the Waterloo-Cedar Falls Metropolitan Area
APPLICATION AND SELECTION PROCEDURES

Any person wishing to apply should complete the following steps:

1. Complete Form 1 Application for Admission as soon as possible. Please note the need to estimate and later substantiate previous academic work. Every effort should be made to obtain your transcripts now so you can substantiate your course work when asked.

2. Provide your superintendent with Form 2 School Administrator's Recommendation. Emphasize the need for the prompt submission of this form to the Director.

3. Have your undergraduate college or university forward an official transcript of your undergraduate record to the Director.

4. Have your graduate college or university forward an official transcript of your graduate record to the Director.

5. Contact any other colleges or universities where you have been enrolled and have them submit official transcripts to the Director.

HOUSING

Participants will be housed in one of the college dormitories. Room and board costs will be $176 for the eight weeks of the Institute. The exchange of ideas among enrollees living together is considered to be an important part of the Institute program. Hence, all will be expected to live in the facilities provided, and not commute daily.

Off-campus housing for families in Cedar Falls and Waterloo will be extremely scarce.

DEPENDENCY ALLOWANCE FOR TRAINEES

The requirements for claiming a dependency allowance are quoted from a Policy Statement being prepared by the U.S. Office of Education:

An allowance may be claimed for a dependent of a trainee enrolled in a short-term Institute or Special Training Project only if the trainee establishes a special temporary residence specifically for the purpose of attending the Institute or Special Training Project and then only if the dependent accompanies and resides with him during the training period.
APPLICATION FOR ADMISSION

FORM 1

1. Name (First Name) _______ (Middle Name) _______ (Last Name) _______
   Miss _______ Mrs. _______ Mr. _______

2. School where employed ____________________________ 3. Phone No. ___________

4. School mailing address ____________________________ 5. Home mailing address ___________

6. Home No. ___________ 6. Phone No. ___________

7. High School _______ Junior High _______ Elementary _______ Other (specify) _______

8. Single _______ Married _______ Divorced _______ Widow(er) _______ 9. Age _______

10. Number of Dependents ___________

11. Employment record: Include all educational work plus either full or part-time work which is relevant. (List in reverse order with present position first). If additional space is needed, place the information on a separate sheet and attach to this form.

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>No.</th>
<th>Years</th>
<th>Dates</th>
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   Briefly describe the nature of your present position.
   ____________________________
   ____________________________
   ____________________________

12. Higher education record (list most recent education first)

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<th>Institution</th>
<th>Dates</th>
<th>Major</th>
<th>Degree and Year</th>
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13. Record your actual undergraduate GPA and graduate GPA or your best estimate of each:

IMPORTANT: Compute your GPA by using the following formula:

\[ A=4, \ B=3, \ C=2, \ D=1 \]

Not all colleges use this formula. Be certain to make the necessary adjustments in your estimate.

Undergraduate grade point average ______
Graduate grade point average ______

ATTENTION: The submission of official transcripts is essential to the final processing of your application. However, in order to expedite the processing of your application, record your best estimate of your undergraduate and graduate GPA. It is suggested that you validate your estimate via a telephone call or other means with colleges and universities you have attended.

We will proceed with the processing of your application with the condition that later verification will be made via the official transcript. Do not delay sending your application, but remember that you must document your record through the submission of official transcripts.

14. List all graduate courses completed. (Use additional sheet if needed)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
<th>Date</th>
<th>Grade</th>
<th>Semester Hrs.</th>
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15. List courses completed in statistics, educational research, and tests and measurement.

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<th>Course Title</th>
<th>Institution</th>
<th>Date</th>
<th>Grade</th>
<th>Semester Hrs.</th>
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16. Have you previously attended an Institute supported by Federal Funds? ______

If so, when and where? __________________________________________

17. Are you presently enrolled for a degree at a college or university? ______

Degree ____________________ Institution _________________________
18. What educational certification(s) do you now hold?


19. Administrative Officer's name.

Mailing address

20. Name of Professor acquainted with your work

Mailing address

21. Do you intend to pursue educational research as a vocational objective? 

22. Please give Form 2 to your Administrative Officer. This form should be mailed directly to the Director. Your application cannot be processed until this form is received.

23. I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and are made in good faith.

_________________________  __________________________
Signature                            Date
EXHIBIT #3

CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE
State College of Iowa
Department of Education and Psychology
Cedar Falls, Iowa

SCHOOL ADMINISTRATOR'S RECOMMENDATION
FORM 2

<table>
<thead>
<tr>
<th>Name of Applicant</th>
<th>School</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
</table>

The above named is applying for participation in the CRA Educational Research Training Institute. I will be grateful to you if you will complete this recommendation form and return promptly to the Director at your earliest convenience. Your reply will be held in strict confidence. Thank you for your cooperation.

1. The title or position of the applicant is ____________________________________________________________________________

2. The applicant has been in his present assignment for _______ years.

3. Nature of applicant’s present position __________________________________________________________________________________

4. Please rate the applicant A, B, C, or D in each of the following categories which you feel competent to judge. (A = excellent, very outstanding; B = good but not outstanding; C = fair; D = poor).

   (a) Enthusiasm for and interest in the educational process
   (b) Depth of knowledge in the area of Evaluation and Research
   (c) Willingness to cooperate with colleagues, administrators and students
   (d) Receptiveness to constructive suggestions from others
   (e) Capacity for contributing to faculty committees
   (f) Interest in improving the entire educational school program
   (g) Development in his professional capacity since you have known the applicant
   (h) Personality - influence upon peers - leadership
   (i) Personal grooming and health
   (j) Potential for success as a school researcher
   (k) Potential for continued academic work
   (l) Emotional control

5. What are the applicant's areas of greatest strength?

   ________________________________________________________________________________

6. What are the applicant's areas of greatest weakness?

   ________________________________________________________________________________

(Over)
7. Do you agree to assign research responsibilities of at least one-fourth time to the above named applicant during the 1966-67 school year?

8. Indicate how you intend to use the applicant during the 1966-67 school year.

9. Is the applicant likely to remain in the education profession?

10. Include here any additional comments you wish to make.

11. Check only one:

   ( ) I recommend him without qualification
   ( ) I recommend him
   ( ) I recommend him with reservation
   ( ) I do not recommend him

   Signature __________________________ Title __________________________ Date ________

Please return to: Dr. Harley E. Erickson, Director
CRA Educational Research Training Institute
Department of Education and Psychology
State College of Iowa
Cedar Falls, Iowa 50613
May 19, 1966

Dear

After rereading the statements concerning housing and meals on the matter as sent to you, it appears the intended meaning was not clearly conveyed. In case this matter has caused you some concern, a clarification will be found below:

Due to the short period of time that will remain after May 31, when applicants are notified, it will be extremely difficult to locate a house or an apartment for the eight weeks of the Institute. For this reason the participant probably should not plan to bring his family to the Institute.

The college will make arrangements to house single participants in a dormitory. College dormitory facilities will also be available for couples only. Participants residing outside the Waterloo-Cedar Falls metropolitan area should not plan to commute daily.

I trust this clarifies the matter regarding housing. If you should have questions concerning your particular case, be certain to write or call me.

We have checked below the forms and transcripts we have received to date.

Sincerely,

Harley E. Erickson, Director
Educational Research Training Institute

HEE/jh

APPLICATION FORM
ADMINISTRATOR'S RECOMMENDATION
UNDERGRADUATE TRANSCRIPT
GRADUATE TRANSCRIPT
APPENDIX III

LETTERS AND MATERIALS SENT TO TRAINEES AND ALTERNATES

Exhibit C1 -- Notification of Applicant's Selection as an Institute Trainee

Exhibit C2 -- Application for Admission to Graduate Study Form

Exhibit C3 -- Student Health Service Form

Exhibit C4 -- Notification of Applicant's Selection as an Alternate

Exhibit C5 -- Notification of Alternate's Selection as a Trainee

Exhibit C6 -- Letter to Trainees Concerning the Opening Day of the Institute and Materials Required for the Institute
May 27, 1966

Dear [Name],

You have been selected for enrollment in the Educational Research Training Institute to be conducted by the State College of Iowa during the 1966 summer session (June 13, 1966 to August 5, 1966). Please inform me of your firm acceptance or rejection of this appointment by the fastest means possible no later than June 3, 1966. Depending on your location, this can be accomplished by telephone, telegram (night letter), or air mail letter.

Due to the short time remaining until the opening of the Institute, several other matters that require immediate attention are explained below.

Enclosed you will find a copy of the Application for Admission to Graduate Study at the State College of Iowa. Complete this form if you have not previously been enrolled at the State College of Iowa for Graduate Study and return immediately.

Also enclosed is a Medical History form. The college requires a physical examination on file for all students, graduate as well as undergraduate. Return this form to me as soon as possible, but prior to the opening of the Institute on June 13.

All housing on campus is handled through the Office of Housing, Mr. Robert Brodie, Director. Please communicate directly with him regarding your housing needs. Housing for single students or students who do not plan to bring their families will be available in one of the dormitories. We have previously indicated to you the shortage of off-campus housing for the eight weeks of the Institute. The Housing Office and our office will assist you in any way possible in completing your housing plans for the summer.

Plan to bring to the Institute information and materials related to any current or contemplated research project of your school system.

If you have any questions concerning these or other matters, be certain to contact me.

We feel you have much to add to our Institute and look forward to having you as a member of the Institute this summer.

Sincerely yours,

Harley E. Erickson,
Institute Director
APPLICATION FOR ADMISSION TO GRADUATE STUDY

Fall ______  Spring ______  Summer ______  Summer only ______

1. Print name in full (married women include maiden name)
   (See instructions on reverse side)
   Mr. ( )
   Mrs. ( )
   Miss ( )

   Last Name  First  Middle

2. Home Address
   Street and Number or R.F.D.
   City  County  State

   How many years have you lived at this address?

   If the answer to the preceding question is less than 12 months and the address is an Iowa address
   give Iowa residence began.

3. Check one
   Married
   Single

   If married, how long has spouse lived in Iowa?

4. Birth (a) Date
   Mo, Day, Yr.
   City  State

5. Name of parent or guardian (for identification only)
   Address (if living)
   Street and Number or R.F.D.
   City  State

6. High School
   Date of Graduation
   Name of School
   City and State

7. Undergraduate College (See other side concerning filing transcripts.)
   Name of College
   City and State
   Dates of Attendance

8. Undergraduate Major
   Minors
   Degree held from Date Received

9. Previous graduate study. (See other side concerning filing transcripts.)
   Name of College
   City and State
   Dates of Attendance

10. Area of graduate study: Proposed major

11. Do you now hold or have you ever held a teachers certificate based on a bachelor's degree?  (Yes or No)

12. If not, do you intend to ask S.C.I. to recommend you for a teachers certificate?  (Yes or No)

13. Do you plan to qualify as a candidate for a graduate degree at S.C.I.?  Masters  Specialist in Education  None

14. Are you a veteran of military service?  Are you a veteran's orphan who plans to attend under Chapter 35?

15. Social Security Number

16. Selective Service Number
   (Men only)

Today's date

Signature
INSTRUCTIONS

Print or write all information, particularly your name, so that there will be no misunderstanding. Your legal name should always be used. If you go by a nickname, place it in parenthesis, as JONES, WILLIAM HERBERT (BERT). If you are called by your middle name, underline it, as JONES, WILLIAM HERBERT. If your high school or college records may appear under another name, give this name also. Be careful to give correct dates for birth year and correct years for college attendance.

See that all questions are answered so as to avoid as far as possible unnecessary future correspondence.

CREDENTIALS REQUIRED

I. Potential candidates for graduate degrees at SCI or original teaching certificates must file —

A. A transcript (or transcripts) showing degree granted, date, and all undergraduate credit.

B. A transcript from each graduate school attended within 10 years.

C. A certificate of health.

II. Others must file —

A. An official statement from the degree-granting college showing the highest degree granted and date.

B. A certificate of health when requested.

This application is for admission to post-baccalaureate study only. Application for candidacy for a graduate degree may be filed any time after the first enrollment for post-baccalaureate study.

Mail this application to

OFFICE OF THE REGISTRAR
STATE COLLEGE OF IOWA
Cedar Falls, Iowa
MEDICAL HISTORY: (Applicant fill out in ink for permanent confidential record.)

Name: ____________________________ Age: _______ M ______ F _______
Last ___________ First ___________ Middle ______
Home Address: ________________________ Date of birth: ________
Street ___________ City ___________ State ______ Married ______ Single ______
Parent, spouse, or guardian (to be notified in case of illness or accident):
Name: ____________________________ Address: ____________________________ Phone: ________

I plan to enter State College of Iowa (Circle one) fall spring summer ______
I will be a (Circle one) freshman sophomore junior senior college graduate.
I (Circle one) will not be a veteran of military service.

PERSONAL HISTORY: Have you had contact with any person known to have had tuberculosis? ______
If so, when? ______ Have you had a Skin Test for tuberculosis? ______ Result ______ Xray? ______ Are you sensitive to any drug or food? ______ What? ______ Have you had immunization for smallpox? ______
Typhoid? ______ Influenza? ______ Other? ______ Boosters ______
Tuberculin test or chest xray is made yearly.
Indicate approximate age at which you have had trouble with any of the following: Anemia
Appendicitis ______ Allergy-Asthma-Hayfever ______ Chicken Pox ______ Convolutions ______
Diphtheria ______ Ears, Eyes, Epilepsy ______ German Measles ______ Heart ______ Hepatitis ______
Kidney ______ Influenza ______ Measles ______ Meningitis ______ Migraine ______ Mumps ______ Mononucleosis ______
Nervous breakdown ______ Nose bleeds ______ Pleurisy ______ Polio ______ Pneumonia ______ Rheumatic Fever ______
St. Vitus dance ______ Scarlet fever ______ Sinus ______ Small Pox ______ Stomach or bowel ______ Tuberculosis ______
Typhoid ______ Whooping cough ______ Other ______ Accidents ______
Menstrual: Began ______ Intervals? ______ Amount ______ Pain ______

PHYSICAL EXAMINATION: Made by physician and the completed form sent BY HIM to
Student Health Service, State College of Iowa, Cedar Falls, Iowa

Height ______ Weight ______ Posture ______ Temp. ______ BP: S ______ D ______
Eyes: Vision, R 20/_______ L 20/_______ Corrected, R 20/_______ L 20/_______
Ears: Hearing, R 20/_______ L 20/_______ Drums, R ______ L ______ Canals, R ______ L ______
Mouth: Gums ______ Tongue ______ Throat ______ Tonsils ______ Teeth ______
Glands: Cervical ______ Axillary ______ Inguinal ______ Thyroid ______
Chest: Lungs ________ Breasts ________ Heart ________ Murmur ______
Abdomen: _________ Rectum ________ Hernia ______
G. U. System: ________
Orthopedic: Spine ________ Extremities: Upper ________ Lower ________
Feet ________ Varicosities ________
Neurologic: ________ Endocrine ________
Laboratory: Blood: Hbg ______ Count ______ Type and R. H. ______
Urine: Alb ______ Sugar ______ Sp. Gr. ______ Micro ______

Physical Education rating: Unlimited ______ Restricted ________ Temporary ________ Permanently ________

Please give instructions on back of sheet.

I certify that ______ has been examined by me and does not have any condition that may hinder his progress in college except for the following: ______

Signed: ____________________________ , M. D. Also please print name ____________________________
Address: ____________________________ Phone: ____________________________ Date: ____________
May 27, 1966

Dear

Your application for the Educational Research Training Institute to be conducted by the State College of Iowa has been approved as an alternate.

In examining your application we found that you met all the selection criteria except the one pertaining to previous course work in statistics, tests and measurement, and educational research. Since our contract allows us to select only thirty applicants, we were faced with the task of deciding which applicants best met the criteria. Your application was one we finally had to set aside when the final selections were made.

We have extended official traineeship offers to the applicants selected for the Institute. If we do not receive official acceptance from each of them by June 3, 1966, we will replace such persons with applicants from our list of alternates for the Institute. In the event one of the traineeship offers is rejected and you are selected to receive this traineeship, I will call you on June 6, 1966. It appears very likely that there will be additional openings in the Institute due to rejections.

If you are willing to have your name placed on a list of alternates, please inform me by return mail to reach me no later than June 3, 1966. Also list the telephone number you can be reached at on June 6, 1966.

We are very sorry we could not include your name on our original list of selected trainees.

Sincerely yours,

Harley E. Erickson
Institute Director

HEE/jh
Dear

This is to confirm Friday's telephone conversation that you have been selected for enrollment in the Educational Research Training Institute to be conducted by the State College of Iowa during the 1966 summer session (June 13, 1966 to August 5, 1966). We received your acceptance of the appointment in the mail this morning.

Due to the short time remaining until the opening of the Institute, several other matters that require immediate attention are explained below.

Enclosed you will find a copy of the Application for Admission to Graduate Study at the State College of Iowa. Complete this form if you have not previously been enrolled at the State College of Iowa for Graduate Study and return immediately.

Also enclosed is a Medical History form. The college requires a physical examination on file for all students, graduate as well as undergraduate. Return this form to me as soon as possible, but prior to the opening of the Institute on June 13.

All housing on campus is handled through the Office of Housing, Mr. Robert Brodie, Director. Please communicate directly with him regarding your housing needs. Housing for single students or students who do not plan to bring their families will be available in one of the dormitories. We have previously indicated to you the shortage of off-campus housing for the eight weeks of the Institute. The Housing Office and our office will assist you in any way possible in completing your housing plans for the summer.

Plan to bring to the Institute information and materials related to any current or contemplated research project of your school system.

If you have any questions concerning these or other matters, be certain to contact me.

We feel you have much to add to our Institute and look forward to having you as a member of the Institute this summer.

Sincerely yours,

Harley L. Erickson
Institute Director

June 6, 1966

Exhibit C5
June 8, 1966

Dear

Our first meeting will be June 13 at 9:00 in room 247, Auditorium building. At this time you will meet the Institute staff and the other trainees. You will also receive a calendar of activities and further information.

If you have never taken the Miller Analogies Test, you should plan to take this on Monday at 1:30 p.m., or on Tuesday at 3:00 p.m. The Miller Analogies Test is required of all graduate students at the State College of Iowa.

You also should plan to take the General Professional Examination that will be administered at 2:00 p.m. on Monday. We will answer any questions you may have concerning graduate student examinations during our meeting on Monday morning.

The following textbooks have been ordered for two of the three Institute courses. They may be purchased at the College Store, Inc., across from the college campus.

(21:281, Topics in Statistical Analysis)

Kerlinger, Fred N., *Foundations of Behavioral Research.*
(21:259, Research Design and Evaluation)

We trust you have made satisfactory housing arrangements for the summer session.

To assist you in your planning we should indicate that "Topics in Statistical Analysis" meets daily at 7:30 a.m.

I am looking forward to meeting you personally and working with you this summer. Feel free to contact me if I can assist you in any way.

Sincerely,

Harley E. Erickson
Institute Director
APPENDIX IV

FORMS COMPLETED BY TRAINEES

Exhibit D1 -- Dependency and Mileage Allowance Statement

Exhibit D2 -- USOE 6003. Statement of Appointment of Trainee
CUD EDUCATIONAL RESEARCH TRAINING INSTITUTE
State College of Iowa
Department of Education and Psychology
Cedar Falls, Iowa

DEPENDENCY AND MILEAGE ALLOWANCE STATEMENT

FORM 3

Mr.  
1. Name Mrs. Miss. ____________________________  Last ___________  First ___________  Middle __________________

2. Home mailing address ___________________________  3. Phone No.  ___________________________  Cedar Falls

4. Cedar Falls address ___________________________  5. Phone No.  ___________________________

6. Single  Married  Divorced  Widow(er)  7. Age  ___________________________

8. Number of Dependents ___________________________

9. Number of Dependents claimed for Dependency Allowance ___________________________

10. Distance from your home residence to Cedar Falls ___________________________

11. I certify that the statements made by me in this application are true, complete and correct to the best of my knowledge and are made in good faith.

_________________________  ___________________________
Signature  Date

DEPENDENCY ALLOWANCE FOR TRAINEES

The requirements for claiming a dependency allowance are quoted from a Policy Statement being prepared by the U.S. Office of Education.

An allowance may be claimed for a dependent of a trainee enrolled in a short-term Institute or Special Training Project only if the trainee establishes a special temporary residence specifically for the purpose of attending the Institute or Special Training Project and then only if the dependent accompanies and resides with him during the training period.

TRAVEL ALLOWANCE FOR TRAINEES

Reimbursement to a trainee for domestic travel will be allowed at the rate of 8¢ per mile for the one round trip between his place of residence and the training institution, the distance to be computed from standard mileage charts.
STATEMENT OF APPOINTMENT OF TRAINEE
UNDER THE EDUCATIONAL RESEARCH TRAINING PROGRAM

Public Law 83-531, Section 2(b), as amended by P.L. 89-10, Title IV

A Statement of Appointment form must be completed in quintuplicate for each trainee receiving support under the Educational Research Training Program. The original and two completed copies are to be forwarded to the Office of Education, Research Training Branch, before stipend and other monies are paid to the trainee; the fourth copy to the Program Director; the fifth copy to be retained by the trainee.

1. NAME AND ADDRESS OF INSTITUTION

2. OE GRANT NO.

3. NAME OF TRAINING PROGRAM
   (Check one)
   - Graduate Training Program
   - Postdoctoral Training Program
   - Special Training Project

4. PERIOD OF THIS ACTION
   (Give month, day, year)
   FROM:
   TO:

5. TYPE OF ACTION
   (Check one)
   - Appointment
   - Reappointment
   - Amendment of Item No(s).
   - Training Not Completed

6. NAME OF TRAINEE
   (First, middle, maiden, last)

7. SOCIAL SECURITY NO.

8. PERMANENT MAILING ADDRESS
   (Number and Street, City, State, zip code)

9. BIRTHDATE
   (Month, day, year)

10. BIRTHPLACE
    (City and State, or foreign country)

11. J. S. CITIZEN?
    (If "No," has trainee been admitted to the U.S. for permanent residence?)
    - Yes
    - No

12. DEPENDENTS
    (Check applicable boxes)
    - None
    - Spouse
    - Children (Specify No.)
    - Other (Specify)

13. HIGHEST LEVEL OF EDUCATION

14. NAME AND ADDRESS OF INSTITUTION
    DATES ATTENDED
    (From - To)

15. MAJOR FIELD OF STUDY

16. DEGREE
    YEAR RECEIVED

17. MOST RECENT EMPLOYMENT

18. NAME AND ADDRESS OF EMPLOYER

19. POSITION OR TITLE

20. DATES OF EMPLOYMENT
    FROM
    TO

21. VOCATIONAL IDENTIFICATION

22. TRAINING SUPPORT FOR APPOINTMENT PERIOD
    (Check one)
    - Type
      - Weekly
      - Monthly
    TOTAL SUPPORT FOR APPOINTMENT PERIOD

23. IS TRAINEE SEEKING DEGREE?
    - Yes
    - No

24. DEGREE SOUGHT
    B. MONTH AND YEAR EXPECTED

25. DISCIPLINE OF DEGREE
    B. SUB-DISCIPLINE

RTIFY that the above-named trainee is qualified for the proposed training and is eligible to receive financial support from this grant for the period specified.

RTIFY that the above information is true and correct to the best of my knowledge and belief.

NAME OF PROGRAM DIRECTOR

SIGNATURE

DATE OF SIGNATURE

SIGNATURE OF TRAINEE

DATE OF SIGNATURE

OE COPY 1
APPENDIX V

SUMMARY DATA AND INFORMATION
SUMMARY DATA AND INFORMATION

Publicity

The description of the publicizing of the program will be found in the first section of the report. Materials and forms used in the publicizing are included in Appendices I and II.

Application Summary (refer also to pages 3-5 of the report)

Approximate number of inquiries from prospective trainees (letter or conversation) 67

Number of completed applications received 31

Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission) 28

Number of applicants offered admission (3 alternates were invited after 4 prospective trainees declined) 28 + 3 alternates

Trainee Summary

Number of trainees initially accepted in program 26

Number of trainees enrolled at the beginning of program 26

Number of trainees who completed program 26

Categorization of trainees

Number of trainees who principally are elementary or secondary public school teachers 3

Number of trainees who are principally local public school administrators or supervisors 16

Number of trainees from State education groups 0

Number of trainees from colleges or universities, junior colleges, research bureaus, etc. 0

Number of trainees who are principally guidance counselors or consultants 7
Program Director's Attendance

Number of instructional days for the program. 39 (8 weeks + 1 holiday)

Percent of days the director was present. 100%

Financial Summary—(Note: The amounts listed as expended or committed are not exact)

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* Refer to budget revision of July 8, 1966.