

July 7, 1963

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C
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P
Y

Dr. A. A. Abraham
Dr. L. L. Boykin
Dr. W. E. Combs
Dr. S. R. Edmonds
Mr. A. L. Kidd
Dr. E. Martin
Mr. F. Olds
Dr. C. B. Owens
Mr. S. Russell
Dr. L. J. Shaw
Dr. C. U. Smith
Dr. G. J. Stanley
Mr. E. M. Thorpe

Dear Colleagues:

Re: Proposed South Atlantic Caribbean States
Educational Laboratory

FAMU has the opportunity of becoming involved in the cooperative development of a regional Research Laboratory proposal. This proposal will be submitted to the U. S. Office of Education in competition with other areas vying for the Regional Laboratory.

This institution is a member of a corporation under the title, South Atlantic Caribbean States Educational Laboratory, which includes Alabama, Florida, Georgia, Puerto Rico, and the Virgin Islands. Dean M. O. Alston represented FAMU at two meetings.

In response to a request for important institutional data by the Writing-Screening Committee of the corporation, you are invited to attend a meeting in the State Room of the Student Union Building at 3:00 P. M. on Monday, July 12.

We have a golden opportunity. Our industriousness now will make the university a fundamental and contributing part of the Laboratory if the Regional proposal is approved.

Enclosed is a copy of the definition of purpose of the corporation.

Very truly yours,


S. L. Perry, Jr.
Director
Research and Grants

MLP,jr/tr

cc: President G. W. Gore, Jr.
Dean M. O. Alston

A PROPOSAL FOR THE ESTABLISHMENT OF A REGIONAL EDUCATIONAL
LABORATORY FOR THE SOUTH ATLANTIC-CARIBBEAN STATES

The States of Alabama, Florida, Georgia, Puerto Rico and the Virgin Islands propose the establishment of a Regional Education Laboratory for the five states of the Southeastern Region.

The purpose of the proposed laboratory is to develop programs of research, dissemination, and innovation which have particular relevance to educational problems inherent in the changing culture of the region.

The Character of Education in the Southeast

There are in the five states in the Southeastern Region three and one-half million school children in kindergarten through grade twelve, or approximately ten percent of those in the age group in the United States. The Region, with its dramatic growth in population and in its supporting economy, and its profound social, economic, and cultural changes, provides both unusual challenges and unusual opportunities for education. Its problems are some of the most diverse and complex of any to be found in the Nation.

Special Problems of the Southeastern Region

More than perhaps any region of like area in the United States, the Region defined by the five states listed above is undergoing profound changes which have the most serious consequences for education. Much of the Region is changing from an agrarian economy to an industrial and technical one; and in certain sections, there is an even more dramatic shift to a service-based economy, e.g., insurance and related activities. The great mobility of the people presents severe problems of readjustment; - the problems of migrant workers, of immigrants from nearby Latin America, and of the great numbers of people who, for economic reasons, are constantly moving in search of a better way of life. The sizeable military installations in the Southeast, with their constantly changing populations, add another dimension to the problem.

Perhaps the most serious, however, is the problem associated with the profound changes which the nation is undergoing in the field of human rights. The desegregation of schools and colleges and its attendant problems must be considered of the greatest importance for the region.

All of these matters demand the attention of the educational community and they will command the nation's and the region's resources on an unprecedented scale.

The States of Alabama, Georgia, Florida, Puerto Rico, and the Virgin Islands have educational problems similar to those of other states as well as problems which are peculiar to this region. There is a great need to involve people from different regions and from different fields of learning in research directed toward solving both the general and the particular problems in education in this region. By working on these problems in a Regional Education Laboratory, it would be possible to bring unprejudiced and unbiased thinking into the search for solutions to the problems. The need to draw on the thinking and advice of people from all areas and all walks of life is so distinct that this alone could be considered as justification for the establishment of a Regional Education Laboratory in this area.

The expenditures per child on education vary tremendously from state to state. In 1960 the average amount of money spent on each child's education (elementary and secondary) was \$218.00 in the Southeast. The average amount for the whole UNITED States was \$375.00. (Statistical Abstract of the U. S., 1963.) Comparison of these figures clearly points up a need which is sorely felt in this part of the country. The smallness of the expenditures for education in this region over the years has helped to create many problems in education. These problems have been compounded year after year. Federal funds can probably reap richer dividends (when used to stimulate better education) in this region than they can in any other part of the United States because the need for additional monetary resources in education is so great. As the economic condition of this region improves, the amount spent on education will be increased, but education cannot be allowed to fall further and further behind, thereby slowing the economic improvements. The southern states must break the cycle of poor education and slow economic improvement. Just as research showed the need for early education for the disadvantaged or culturally deprived child, so then might research on a broad level indicate ways by which education can break the cycle of poor economy and poor education for the people in this economic area.

Attention is called to the following special problems of the Southeastern Region:

- A. Cultural Deprivation. There is in this section of the United States a relatively high percentage of people who are culturally deprived. The problem has heavy educational overtones because cultural deprivation in a community means poor schools and poor school result in more cultural deprivation. It is not reasonable to expect the poor people of the Southeast to pull themselves up by their bootstraps; the straps are simply too small to grasp.

This deprivation takes many forms. One of the most serious problems is a deficiency in linguistic ability among children from many Southeastern rural communities. Again, the circular effect is in evidence: the child lacks linguistic aptitude because of his cultural background and because of his lack of aptitude there is little he can do in his own community to ameliorate the problem.

Because of sociological, economic, and geographical factors there will be predominantly Negro schools with Negro faculties for at least a decade. A major reason for the low level of Negro education at present is the inadequate preparation of teachers for the schools. Once again the condition is circular: inferior schools and colleges prepare poorly qualified teachers who perpetuate substandard education in the schools and colleges.

- B. The Desegregation of Schools and Colleges. Related to the above are the problems that arise when educational institutions are desegregated. There is the likelihood that Negro institutions will lose their strongest students and faculty to the predominantly white institutions. Already the problem has arisen as to how Negro public school teachers can be employed when Negro schools are abandoned as is now happening in many small communities in the Southeast. Negro college faculties will probably have even more difficulty than the public school teachers in becoming integrated into the faculties of predominantly white institutions since their qualifications (degrees, lubrications, etc.) are more easily measured and their deficiencies more readily demonstrated.
- C. Educational Leadership. There is a serious need to improve educational leadership on all levels: in the schools and in the colleges, including teacher education. We must strengthen graduate education giving special attention to curricula and facilities for training educational leaders; and we must increase the holding power of the region for our first-rate graduate students who are now leaving in large numbers.
- D. Teacher Education. There is a constant need for a reorientation of the pre-service education of teachers, in the light of new learning theory and new instructional materials. Inadequate attention has been given both to research and implementation. In common with many other parts of the country, most programs of teacher education have shown little progress in harmonizing the viewpoints of the professional education faculty and those from the disciplines. Although this problem is primarily one

for the institutions of higher education, the schools must also be involved from the beginning. There should be efforts by the larger and stronger institutions to help develop excellence in the smaller and weaker ones.

The in-service teacher education program also deserves attention. In some cases the colleges and universities have conducted large scale programs but in only a few cases have there been well-organized, long-term efforts involving both the higher education institutions and the schools. While there have been some efforts to disseminate the products of the recent curriculum development projects, the Southeast probably lags behind most of the rest of the country in this respect also. The task of disseminating the new materials of curriculum and instruction in a satisfactory way will require close working relations between the schools and the colleges and universities with adequate attention to laboratory facilities, new instructional aids, the wise use of educational television, and other things.

- E. The Dissemination of Research Findings. While this problem may be no more serious in the Southeast than elsewhere, it is nevertheless a problem of the first magnitude. The situation is due in part to the problems described above: inadequate educational leadership, an inadequate understanding of educational problems by the deprived and segregated, and the inadequate education of teachers at both the undergraduate and graduate levels.
- F. Development of Human Resources. The most critical problems are early drop-outs from school and the failure of bright students to go to college. In addition the development of skilled and semi-skilled manpower must be strengthened. In particular there is a great waste of talent among the Negroes.

There is also the problem of poor economic planning. Some sections of the region are economically depressed only because no agency, public or private, has organized to make use of the talents and resources available. For example, there are sections in North Florida where all the materials and manpower are available to established kilns for making building bricks, and where there is a market. An industry of this kind for a dozen or so people in many small communities would have a sizeable impact on the economy of the community; this, in turn, would affect the quality of education and the general cultural level.

One of the special problems in utilizing human resources has to do with the relatively small number of the population who attend college. This makes for a small group of people in the educational upper middle class, the group which should be most active in cultural development, in advancing the economy, and in the improvement of education. The marks of this condition are everywhere to be seen: public officials of questionable quality, the operation of the spoils system in its most vicious form in local and state governments, fear of government in general and the federal government in particular, inferior newspapers and radio and television programs, low-quality mechanics and technicians, general level of citizenship in the region is probably below that in other sections of the country.

- G. Educational Plants and Facilities. Inadequate attention has been given to the design and construction of attractive, functional, and inexpensive school facilities for the Southeast. Only recently has there been any concern on the part of architects for the unique problems of the region.
- H. Classroom Learning. First-rate research in learning must be considered one of the most serious deficiencies of the colleges and universities in the Southeast. Research is needed in: the development of cognitive skills; the creation of new instructional strategies; the development and testing of new instructional techniques and devices.

The problems described above comprise the major concerns of the educational leadership in the Southeastern states; it is these concerns which will serve as the base on which the proposed Regional Education Laboratory is to be built. There are numerous other problems in education which lend themselves less well to classification than do those above, but which will nevertheless be taken into account in the region. These include the relatively high illiteracy rate, the low levels of public support for education, the shortage of technically skilled people, the lack of support for pre-school and kindergarten education, and the failure of the institutions of higher education and the public schools to collaborate in teacher education and in other matters of common interest.

Positive Elements On The Regional Educational Scene

The sudden onrush of changes in the Southeastern Region as described above reveals a certain weakness in the apparatus by which change can be best accomplished; yet there are certain elements in the situation which encourage change in many important areas.

There are, for example, rapid adjustments in many fundamental social beliefs and customs which seem to be made with remarkable ease. In education especially there is a refreshing willingness to adjust, to test new practices. This is facilitated by the relatively small number of school districts in the five states; only 67 in Florida, 195 in Georgia, _____ in Alabama, _____ in Puerto Rico, _____ in the Virgin Islands. The economics thus made possible in improved communication, planning and execution are significant.

It can be said that the entire climate of the New South is geared to change. The willingness to accept the new, to promote the welfare of the Region by recognizing that the old theories and practices will no longer suffice, is evident in the actions of educational leaders throughout the Region. It will be dominant in the activity of the proposed Regional Education Laboratory.

2. OBJECTIVES

a. Objectives for the first year of the Laboratory's operation

(THESE TO BE WRITTEN BY THE WRITING COMMITTEE,
BEING ARRIVED AT BY INDUCTION FROM THE SPECIFIC
PROPOSALS SUBMITTED FOR ATTACHMENT TO THE OVER-
ALL PROPOSAL)

b. Continuing objectives for the Laboratory

- 1) The stimulation of educational research and the strengthening of the research facilities of the region.
- 2) The facilitation of cooperative research activities and the exchange of research personnel.
- 3) The provision of a reservoir for the collation and storage of data.
- 4) The dissemination of research data and the support of demonstration projects.
- 5) The development of research workers through graduate programs.

11:30 P.M.
Florida Agricultural and Mechanical University



GEORGE W. GORE, JR., PRESIDENT

COLLEGE OF ARTS AND SCIENCES

April 1, 1965

Dr. George W. Gore, Jr.
President
Florida A and M University
Campus

Dear Dr. Gore:

In a preliminary investigation of the types of research either in the planning or proposal writing stage, several members of the staff are working secretly on projects. This is fine, but it so happens that two or more persons may be working on projects so related that they are redundant.

I am suggesting that your office or your designate, encourage faculty to list their projects with some central office that would keep a confidential file, if requested. This would enable the central office to set up priority on the basis of the date of submission of a research topic and possibly avoid any loss of time due to duplication.

This would also give your office some indication of the nature and scope of projects planned and assist the office of Institutional Studies in maintaining its progress report on such projects.

As another suggestion, I would like to request that I be invited to attend meetings involving the negotiation for grants that are presently in progress. This would serve as an in-service training for me.

Very truly yours,

A handwritten signature in dark ink, appearing to read "B. L. Perry, Jr.", is written over the typed name.

B. L. Perry, Jr.
Professor of Economics

BLP,jr/tr

Florida Agricultural and Mechanical University

Tallahassee, Florida



GEORGE W. GORE, JR., PRESIDENT

COLLEGE OF ARTS AND SCIENCES

14 July 1965

Dr. George W. Gore, Jr.
President
Florida A and M University
Campus

Dear President Gore:

Attached hereto is a brief report on the conference held at Capahosic.

At your convenience, I would like to discuss the implications of the conference for FAMU.

Very truly yours,

A handwritten signature in blue ink, appearing to read "B. L. Perry, Jr.", is written over the typed name.

B. L. Perry, Jr.
Director
Research and Grants

BLP,jr/tr

Encl:

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Tallahassee, Florida

July 14, 1965

OFFICE OF RESEARCH AND GRANTS

Post Office Box 224

TO: Instructional Faculty

FROM: B. L. Perry, Jr., Director, Research and Grants

RE: Research Proposals and Professional Vita

FAMU is involved in a cooperative effort to develop a proposal for the establishment of a Regional Research Laboratory. It is a member of a corporation, South Atlantic Caribbean States Educational Laboratory, which also includes other universities from Alabama, Florida, Georgia, Puerto Rico, and the Virgin Islands.

We have been invited to submit institutional, inter-institutional, multi-institutional, or individual research proposals to the Writing-Screening Committee of the corporation and to supply important professional information about those members of the faculty interested in research and other developmental projects. This information, along with an assessment of university human and physical resources, will be included in the Regional Proposal that will be submitted to the U. S. Office of Education in competition with other areas vying for the Regional Laboratory.

Please submit the following.

1. By July 19:

- (a) The attached individual vita sheet.
- (b) The check list for problem categories.

2. By July 27:

- (c) Any proposal for research projected over a one, two or three year period.
(Guide attached for that purpose)

B.L.
tr

SOUTH ATLANTIC-CARIBBEAN STATES

EDUCATIONAL LABORATORY

Place check by the use of numerals your first, second, and third preferences as to research areas of interest and competence.

The Nine Problem Categories

- | | |
|--------------------------|--|
| ☐ | I. Cultural Deprivation (The Socially Disadvantages) |
| ☐ | II. Desegregation of Schools and Colleges |
| ☐ | III. Educational Leadership |
| ☐ | IV. Teacher Education |
| ☐ | V. Dissemination of Research Findings |
| ☐ | VI. Development of Human Resources |
| ☐ | VII. Educational Plants and Facilities |
| ☐ | VIII. Classroom Learning |
| ☐ | IX. Curriculum Design, Content and Development |

SOUTH ATLANTIC-CARIBBEAN STATES EDUCATIONAL LABORATORY

Individual Vita Sheet

Prepare in quadruplicate, retain copy for file and mail two copies to J. A. Williams, Chairman, Writing-Screening Committee, by August 1, mail one copy to Dr. Truman Pierce, Dean, College of Education, Auburn University.

Name _____ Institution or Agency _____

Rank _____ Department _____

Highest Degree _____ Institution _____

Year Received _____

Field of Special Interest _____

Years of College Teaching _____ Years Public School _____

Other Pertinent Experience _____

Most Significant

Research Articles Published (Use reverse side if more space is needed.)

<u>Title of Article</u>	<u>Journal</u>	<u>Vol.</u>	<u>Mo.</u>	<u>Year</u>	<u>PP.</u>
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Contract Research Completed

<u>Title</u>	<u>Contract #</u>	<u>Date Completed & Agency</u>
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Research Currently Engaged In

SOUTH ATLANTIC-CARIBBEAN STATES EDUCATIONAL LABORATORY

Application Instructions for Research, Development, and Dissemination Proposals

Member Institutions and Agencies of the South Atlantic-Caribbean States Educational Laboratory which submit proposals for Basic and Applied Research, Demonstration, and Curriculum Improvement will follow the format described in United States Office of Education Publication OE-12017 "Cooperative Research Program: Application Instructions for Research Contracts." These instructions are summarized below.

Ten copies of each proposal should be submitted by August 1 to J. A. Williams, Chairman, Writing-Screening Committee, University of Georgia, Athens, Georgia.

The title page of the proposal should include:

Type of Proposal:
Project Title:
Name of Submitting Institution:
Names and Addresses, with telephone numbers, of
Principal Investigators:
Transmitted by: Name of individual with authority to
commit institution.
Date:

The content of the proposal should be organized as follows:

1. Abstract.
2. Statement of the Problem.
3. Related Research.
4. Objectives.
5. Procedures.
6. Personnel - vitae of key personnel.
7. Facilities.
8. Other pertinent information.
9. Budget.

The budget should show the amount of Laboratory funds requested for each year, and the amount of local support, itemized under the following categories:

1. Personnel
2. Capital Equipment
3. Supplies and Materials
4. Services (Statistical and Duplicating)
5. Travel
6. Other
7. Overhead

SOUTH ATLANTIC-CARIBBEAN STATES EDUCATIONAL LABORATORY

Application Instructions for Research, Development, and Dissemination Proposals

These instructions are summarized below. Five Research Programs: Application Instructions for Research Contracts. described in United States Office of Education Publication 08-11017 "Cooperative Research, Demonstration, and Curriculum Improvement will follow the format States Educational Laboratory which submit proposals for basic and applied Member Institutions and Agencies of the South Atlantic-Caribbean

Research & Grant

The title page of the proposal should include:

Title of Proposal:

Abstract Title:

Name of Submitting Institution:

Names and addresses, with telephone numbers, of

Principal Investigators

Name of Institution with authority to

Date:

D. G. W. Gore, Jr.

President

Florida A & M University

Campus

The proposal should be submitted as follows:

1. Statement of the Problem

2. Related Research

3. Objectives

4. Procedures

5. Personnel - list of key personnel

6. Facilities

7. Other pertinent information

8. Budget

The budget should show the amount of laboratory funds requested for each year, and the amount of local support, itemized under the following categories:

categories:

1.

2.

3.

4.

5.

6.

7.

Supplies and Materials

Salaries (Statistical and Publishing)

Travel

Other

Overhead

Perry, B. L.

15 July 1965

Dr. A. A. Abraham
Dr. L. L. Boykin
Dr. W. E. Combs
Dr. S. R. Edmonds
Mr. A. L. Kidd
Dr. E. Martin
Mr. F. Olds
Dr. C. B. Owens
Mr. S. Russell
Dr. L. J. Shaw
Dr. C. U. Smith
Dr. C. J. Stanley
Mr. E. M. Thorpe

Dear Colleagues:

Re: Recapitulation of First Meeting on the Projected
Proposal of the South Caribbean State Educational
Laboratory

Below is a synoptic statement of the meeting convened in the State
Room, Student Union Building, Monday, July 12.

A. Statement of Purpose

To solicit ideas and suggestions concerning research proposals
and the accumulation of vital information on the faculty in
order to submit a master proposal for a Regional Laboratory to
the U. S. Office of Education.

B. Involvement of FAMU

This institution is participating in writing the master proposal.
We are requested to submit:

1. Proposals for research, development, and dissemination
of information.
2. Data on current contract research and on the professional
education faculty in terms of research interest and compe-
tence.

C. Procedures Suggested by the Committee

Members of the committee made the suggestions outlined below to
facilitate the accomplishment of the assignment made by the
Writing-Screening Committee of the corporation.

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15 July 1965

Page 2

1. Proposals

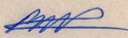
- (a) The Effects of Desegregation on the Negro Child and the Negro Teacher.
- (b) The Culturally Deprived.
- (c) Development of a Creative Humanities Center.
- (d) Development of Human Resources.
- (e) Educational Plants and Facilities With Special Emphasis on a Comparison of Convenience of Research Between Predominantly Negro Institutions and Others.
- (f) Teacher Education.

2. Information About Professional Education Faculty.

- (a) Circularize a letter to faculty requesting information on areas of interest and competence. (Doctors Martin, Alston, and Perry assigned this responsibility).
- (b) Obtain information on Current Contract Research. (Mr. Frank Olds assigned this responsibility).
- (c) List professional education faculty arranged alphabetically. (Mr. Kidd agreed to furnish information).
- (d) Identify faculty by problem area, field of special interest and competence. (Doctors Boykin, Alston, and Perry).

3. Next Meeting

It was suggested that the next meeting of the committee be convened on Monday, July 19, 2:00 p.m.


BLP
tr

July 15, 1965

Dr. B. L. Perry
Florida A and M University
Campus

Dear Dr. Perry:

Allow me to thank you for the report of the conference at Capahosic. I do trust that we will get more out of it as the year progresses. I am especially interested in the discussion you made on July 12 with respect to the South Atlantic Caribbean States Educational Laboratory.

Yours very truly,

George W. Gore, Jr.

/z

GWG

Florida Agricultural and Mechanical University



GEORGE W. GORE, JR., PRESIDENT

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

July 5, 1965

7

Dr. Benjamin L. Perry, Director
Research and Grants
Post Office Box 224
Florida A and M University
Campus

Dear Doctor Perry:

Reference is made herein to two recent meetings (May 23-24; June 19-20) at Wakulla Springs, Florida, in which I represented our University. As you will no doubt recall, I discussed with you over the phone the invitations received to attend these conferences.

The central purpose of the meetings was to provide an opportunity for educators of Alabama, Florida, Georgia, Puerto Rico and the Virgin Islands to explore with Officials of the U. S. Office of Education and with themselves the possibility and desirability of implementing Title IV of the Elementary and Secondary Education Act of 1965 by establishing in the Southeast, a Regional Research Laboratory which is designed to improve the quality of elementary and secondary education through conducting and disseminating significant research.

I am pleased to report that at the June meeting, the representatives from the several states achieved two important objectives: 1) Organized into a corporation under the title, South Atlantic Caribbean States Educational Laboratory, to achieve the purposes of the Federal legislation, and 2) Appointed a Writing-Screening Committee, to prepare the formal proposal for a laboratory to the U. S. Office of Education.

It is in connection with the second achievement that I write to you at this time, since the corporation needs immediately the assistance of all participating institutions in writing up its proposal. Accordingly, I need the prestige and cooperation of your office in assembling the data which must accompany our proposal to Washington.

In the interest of providing you a greater insight into our effort and a deeper appreciation of the magnitude of the job we have been requested to do on our campus, I am attaching hereto a copy of the memorandum from the Chairman of the Writing-Screening Committee. For your convenience, I have underlined those

Dr. Benjamin L. Ferry, Director
Research and Grants
Page Two
July 5, 1965

sections which have especial significance for us.

Your full cooperation in assisting me to collect and assemble the data requested, within the next ten days, is needed and will be appreciated. In my considered judgment, we have, in this project, an opportunity to get in on the ground floor of one of the most exciting and expansive educational research undertakings yet attempted in our region.

Respectfully yours,

Melvin C. Alston
Institutional Representative

MOA:rdw
Enclosure

cc: President George W. Gore, Jr.
Dr. Charles V. Smith
Dr. L. L. Boykin
Dr. A. A. Abraham
Dr. C. S. Stanley

SOUTH ATLANTIC-CARIBBEAN STATES EDUCATIONAL LABORATORY

June 24, 1965

TO: Deans, Colleges of Education, Cooperating Institutions and
State School Superintendents

FROM: J. A. Williams, Chairman, Writing-Screening Committee
University of Georgia, Athens, Georgia

SUBJECT: Proposals and Materials for the Projected Laboratory

At the second meeting of representatives to the proposed SACSEL
a Writing-Screening Committee was appointed. This Committee is composed
of the following:

J. A. Williams, Chairman, University of Georgia
Russell Kropp, Florida State University
Edward Ladd, Emory University
Kimball Wiles, University of Florida
M. O. Alston, Florida A. & M. University

The function of the Writing-Screening Committee is to:

- (1) Solicit proposals for research, development, and dissemination
which might be carried out by the Laboratory;
- (2) Collect data necessary to prepare a master proposal; and
- (3) Write an over-all SACSEL proposal to submit to the U. S.
Office of Education.

In the planning stages, we propose to develop two types of files--
a file on each institution, and a file by subject. In this way the proposed
Laboratory may have at hand a complete inventory of resources for the develop-
ment of its activities.

In order to carry out this task, you are requested to prepare
proposals and submit data which will assist the Writing-Screening Committee
prepare a master proposal.

You are, therefore, requested to do the following:

1. Proposals. Form SACSEL-WC-1a and 1b. Prepare two or three
proposals which would fall under one of the nine problem categories as outlined
in the tentative draft "A Proposal for the Establishment of a Regional Educa-
tional Laboratory for the Southeastern States." The proposals may involve
your institution alone, or may be designed as a multi-institutional proposal.
Ten copies of the proposal, with budgets, will be needed. The draft proposals
will serve two functions: they will constitute material for writing a master
proposal, and they will likewise serve as an application to SACSEL for project
support.

6/24/65

2. Current Contract Research. Form SACSEL-WC-2. This is a tabular sheet which requests details of current contract research.
3. Faculty, Alphabetical Listing. Form SACSEL-WC-3. This form collects data on professional education faculty arranged alphabetically.
4. Faculty, Individual Vita Sheet. Form SACSEL-WC-4. This sheet collects information on each faculty member, and provides the necessary biographical information which USOE requires in proposals.
5. Faculty, by Nine Problem Areas. Form SACSEL-WC-5-1,9. These nine sheets are designed to identify faculty in your institution by SACSEL problem area and field of special interest. Prepare in triplicate. Submit a copy of this immediately to Truman Pierce, Dean, College of Education, Auburn University. Two copies should also be submitted to the Writing-Screening Committee.
6. Numbers of Faculty, by Area of Specialization and Degree. Form SACSEL-WC-6. This is a recapitulation form to show faculty strength in particular areas.
7. Facilities. Form SACSEL-WC-7-1,12. These sheets collect information about facilities of your institution in various areas.

SOUTH ATLANTIC-CARIBBEAN STATES EDUCATIONAL LABORATORY

Application Instructions for Research, Development, and Dissemination Proposals

Member Institutions and Agencies of the South Atlantic-Caribbean States Educational Laboratory which submit proposals for basic and Applied Research, Development, and Dissemination will follow the format described in United States Office of Education Publication OE-12017 "Cooperative Research and Development: Instructions for Research Grants." These instructions are summarized below.

Ten copies of the proposal should be submitted to J. A. Williams, Chairman, Planning Committee, University of Georgia, Athens, Georgia.

The content of the proposal should be organized as follows:

1. Statement of the Problem.
2. Objectives.
3. Procedures.
4. Personnel - vitae of key personnel.
5. Facilities.
6. Dispersal of information.
7. Budget.

The budget should show the amount of Laboratory funds requested for each year, and the amount of local support, itemized under the following categories:

1. Personnel
2. Capital Equipment
3. Supplies and Materials
4. Services (Statistical and Duplicating)
5. Travel
6. Other
7. Overhead

SOUTH ATLANTIC-CARIBBEAN STATES

EDUCATIONAL LABORATORY

The Nine Problem Categories

- I. Cultural Deprivation (The Socially Disadvantaged)
- II. Desegregation of Schools and Colleges
- III. Educational Leadership
- IV. Teacher Education
- V. Dissemination of Research Findings
- VI. Development of Human Resources
- VII. Educational Plants and Facilities
- VIII. Classroom Learning
- IX. Curriculum Design, Content and Development

copy Perry

Perry, B.L.

21 July 1965

- Dr. A. A. Abraham
- Dr. L. L. Boykin
- Dr. W. E. Combs
- Dr. S. R. Edmonds
- Mr. A. L. Kidd
- Dr. E. Martin
- Mr. F. Olds
- Dr. C. B. Owens
- Mr. S. Russell
- Dr. L. J. Shaw
- Dr. C. U. Smith
- Dr. C. J. Stanley
- Mr. E. M. Thorpe

Dear Colleagues:

Re: Second Meeting on the Projected Proposal of the South Caribbean States Educational Laboratory

A short meeting was convened in the State Room, Student Union Building, Monday, July 18 at 2:00 p.m., to discuss progress toward meeting requirements for the proposal of the South Caribbean States Educational Laboratory.

The purpose of the meeting was restated with emphasis placed on the expectations of FAMU. Outlined below are the progress reports:

- Current Contract Research No Report
(Mr. Olds absent)
- Facilities No Report
(Dr. Alston absent)
- Institutional Research Projects Partial report in writing
by Mr. Kidd.
- Circularized letter to professional
faculty Letter drafted and circularized.
Response by faculty was poor
as of 19th July.
- Identification of faculty by
problem areas Pending return of circularized
letters.

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Proposals

1. Dr. C. U. Smith - Project circularized to some members of the committee. The reaction was favorable for its inclusion in overall report.
2. Dr. S. R. Edmonds - Received by members of the committee. Revisions were suggested. The reaction was favorable that Dr. Edmonds work toward including proposal.
3. Dr. W. E. Combs - Progress on Institute for Pre-School Teachers.
4. Economic Opportunity Act Proposals - It was suggested that proposals submitted by the Department of Arts and Music be included.

Meeting adjourned at 2:50 p.m.

26. Next meeting at 2:00 p.m., State Room, Student Union Building, on July

BLP
tr

