

370.78
TL62a
1968/69
cop. 2



BUREAU OF EDUCATIONAL RESEARCH
College of Education
University of Illinois
Urbana, Illinois

NOT TO BE TAKEN FROM LIBRARY
FOR HOME USE ONLY

ABSTRACTS OF
CURRENT RESEARCH PROJECTS RELATED
TO EDUCATION, UNIVERSITY OF ILLINOIS
1968 - 1969

ABSTRACTS OF
CURRENT RESEARCH PROJECTS RELATED
TO EDUCATION, UNIVERSITY OF ILLINOIS
1968-69

Compiled and Edited by
Fred D. Carver, Coordinator, School-University Research
Louis Pansino, Research Assistant

December, 1968

Bureau of Educational Research
College of Education
University of Illinois
Urbana, Illinois

FOREWORD

The purpose to be served by collecting and distributing the material contained in this booklet is communication--among University staff members and with public school people. It is intended to provide information about research activities in the College of Education and of persons in departments outside the College whose interests involve them in "educational research."

During October and November, all staff members in the College of Education were requested to report on research projects in which they were engaged (or expected to begin) during the current academic year. Staff members in departments not in the College of Education who had previously contributed were asked to report on projects that "might be of interest to persons in education."

The categories used to classify research projects were taken from the National Register of Educational Researchers (Phi Delta Kappa, 1966).



Digitized by the Internet Archive
in 2011 with funding from
University of Illinois Urbana-Champaign

<http://www.archive.org/details/abstractsofcur196869univ>

ADMINISTRATION AND ORGANIZATION

- Norman E. Bowers. Planning for Special Education Programs on a Multi-County Basis in Iowa
- Robert A. Henderson. Internship Concept in Preparation of Administrators of Special Education
- Lloyd E. McCleary. An Investigation of Classroom Teaching and Supervision in Bolivian Schools
- Lloyd E. McCleary. A Study of Communications Structures Within Large Secondary Schools
- William P. McLure. Multivariable Analysis of State School Systems
- Lloyd Phipps, Kenneth Knell, Paul Hemp, Robert Walker, Dave Williams, and Hollie Thomas. Development of a Rurban Educational Development Laboratory
- Thomas J. Sergiovanni and Fred D. Carver. An Integrated Approach to Organizational Dynamics in Educational Organizations
- Gene F. Summers and John P. Clark. Impact of Industrialization on a Rural Region (Educational Aspects)
- Merle R. Sumption, Ralph Belknap, Gordon Bliss, Francis Brown, Jack Peterson, Winston Roesch, and Glenn Williams. Training Program for Consultants in Development of Community Resources
- Donald T. Williams. Student Confrontation

Title: Planning for Special Education Programs on a Multi-County Basis in Iowa
Principal investigator and department: Norman E. Bowers (Special Education)
Purpose: To help develop guidelines and criteria for organizing and developing comprehensive special education programs on a regional basis.
Methods: Objective statistical data will be obtained on each of five criteria. A series of semi-structured interviews will be held to supplement the objective data. This information will provide an index of the input or the resources that this region has for its efforts to provide comprehensive educational services to its handicapped children. This will then be compared with what is considered needed or necessary for this region to, in fact, provide comprehensive services. Recommendations and suggestions will be made as to how the gap between what the area has in terms of input and what the area must have can be closed, or at least reduced.
Publication references and/or plans: Would hope to have it published in either a special education journal, such as Exceptional Children, or an educational administration journal.
Cooperative or supporting groups: Iowa Office of Public Instruction, Dept. of Special Education; Des Moines, Iowa and Scott-Muscatine County Schools, Davenport, Iowa
Date initiated: September, 1968 Estimated terminal date: February, 1968

Title: Internship Concept in Preparation of Administrators of Special Education
Principal investigator and department: Robert A. Henderson (Special Education)
Purpose: To evaluate current status, derive suitable definition and operating procedures, and design model for USOE funding for 1971 and after.
Subjects: All present and past Special Educational Administration interns at state or national levels.
Methods: Questionnaires, interviews with interns, former interns, their supervisors and present employers; two national conferences.
Publication references and/or plans: Report to USOE, perhaps article for Exceptional Children.
Cooperating or supporting groups: Division of Training Programs, Bureau of Education for the Handicapped, USOE
Date initiated: June, 1968 Estimated terminal date: August 30, 1969
Additional staff: Norman Bowers, Administrative Assistant

Title: An Investigation of Classroom Teaching and Supervision in Bolivian Schools
Principal investigator and department: Lloyd E. McCleary (Edl. Adm. & Suprv.)
Purpose: To analyze classroom behaviors of Bolivian teachers; to identify supervisory problems; and to upgrade competencies of supervisors as they work with teachers.
Cooperating or supporting groups:
Agency for International Development
Ministry of Education - Bolivia
Date initiated: This is one of a continuing series of studies begun in July, 1966

Title: A Study of Communications Structures Within Large Secondary Schools.
Principal investigator and department: Lloyd E. McCleary (Edl. Adm. & Suprv.)
Purpose: To assess structured approaches to communications employed in the operation of large school organizations.
Subjects: Samples drawn from large secondary schools.
Methods: Questionnaire - descriptions of types of practices compared to school characteristics and measures of principals rating of effectiveness.

Major findings thus far: The greatest needs for improvement centered upon the relationship of the principal and staff. Principals gave highest priority to freeing teachers and department chairmen for group work within the school day and increased informal, direct contacts with teachers.

Among the communications methods best utilized principals tested individual conferences, small group meetings, faculty meetings, personal contacts, daily or weekly bulletins, and intercom systems in that order.

Publication references and/or plans: Survey data of NASSP study reported in NASSP Bulletin

Cooperating or supporting groups: NASSP

Date initiated: March, 1966

Title: Multivariable Analysis of State School Systems
Principal investigator and department: William P. McLure (Bur. of Ed. Res. & Edl. Admin. & Suprv.)
Purpose: To find common relationships, as well as differences, among states attributable to characteristics of the following: (1) pupil population, (2) breadth of programs and services, (3) staff, (4) facilities, (5) communities, and (6) structure of costs.
Subjects: Samples of school districts in six states.
Methods: (1) Field survey for original data, (2) analysis of variance and stepwise correlation, and (3) discriminant analysis.

Cooperating or supporting groups: Sample school districts and State Departments of Education

Date initiated: 1964 - first phase; 1967 - second phase

Estimated terminal date: Research analysis - August, 1969

Title: Development of a Rurban Educational Development Laboratory
Principal investigators and department: Lloyd Phipps, Director, (Voc. Tec. Ed.)
Staff

Kenneth Knell - Voc. Tec. Ed.

Paul Hemp - Voc. Tec. Ed.

Robert Walker - Voc. Tec. Ed.

Dave Williams - Voc. Tec. Ed.

Hollie Thomas - Voc. Tec. Ed.

Purpose: To serve as a catalytic force to enlist the aid of citizens, educators, and scholars in an interdisciplinary attack on the educational problems of rurban areas.

Methods: The laboratory would: 1) assist school districts in the area of school community relations, 2) work with junior colleges and adult education centers in rural areas; 3) assist public schools with research on program and manpower needs for rural areas; and 4) serve as a facility for preparing persons to work in developing countries.

Publication references and/or plans: State-wide meeting held May 25, 1968 at the Illini Union on the findings of a survey related to need for a laboratory.

Cooperating or supporting groups: Illinois Citizens Educational Council

Date initiated: January 1, 1968

Title: An Integrated Approach to Organizational Dynamics in Educational Organizations

Principal investigators and departments: Thomas J. Sergiovanni (Edl. Admin. & Suprv.) and Fred D. Carver (Edl. Admin. & Suprv. and Bur. of Ed. Res.)

Purpose: This research, presently at the planning stage, is a continuation and expansion of an investigation of structural elements in large secondary schools. The purpose is to identify, measure and inter-relate the following dimensions of educational organizations:

1. Formal characteristics--means and ends
2. Bases of supervisory authority
3. Management orientations (types or climates)
4. Extent and quality of interaction with other organizations and with the community generally.

Title: Impact of Industrialization on a Rural Region (Educational Aspects)

Principal investigators and departments: Gene F. Summers (Sociology) and John P. Clark (Sociology)

Purpose: To assess the effects of industrialization on students' vocational and educational aspirations, values, attitudes and self-attitudes. To assess the effects of industrialization on educational organization, curriculum, and policies.

Subjects: Approximately 800 high school students of all grade levels.

Methods: The design is a 5 year longitudinal study which involves annual administration of a survey questionnaire to students and assessments of public documents related to school organization, curriculum and policies. The survey instrument will obtain data regarding students' vocational and educational aspirations, values, attitudes and self-attitudes.

Major findings thus far: Data have been collected for 1966 and analysis is underway.

Publication references and/or plans: It is anticipated that interim research reports will be published and a final report will be prepared for publication.

Cooperating or supporting groups: National Institute of Mental Health

Date initiated: September, 1966 Estimated terminal date: June, 1972

Title: Training Program for Consultants in Development of Community Resources
Principal investigators and departments:
Merle R. Sumption (Edl. Admin. & Suprv.)
Ralph Belknap (Northern Illinois University)
Gordon Bliss (Southern Illinois University, Edwardsville)
Francis Brown (Illinois State University)
Jack Peterson (Western Illinois University)
Winston Roesch (Northern Illinois University)
Glenn Williams (Eastern Illinois University)

Purpose: Improve effectiveness of consultants
Subjects: Faculty members of junior colleges and universities of Illinois
Methods: Laboratory communities
Cooperating or supporting groups: NIU, SIU, WIU, EIU, and Ill.: State-U.
Date initiated: July 1, 1966 Estimated terminal date: July 1, 1969
Additional staff: Don Williams, Research assistant

Title: Student Confrontation
Principal investigator and department: Donald T. Williams (Sec. & Cont. Ed. -
Higher Ed.)
Purpose: To understand the motives and strategies of student protestors
Subjects: Student activists, university leaders
Methods: Analytical - conceptual
Major findings thus far: Eight stages in the confrontation process; where
universities can and should respond to confrontation
Publication references and/or plans: Hoped for publication in a journal, 1969
Date initiated: Fall, 1968

COMPARATIVE EDUCATION

Jacquetta Hill Burnett. Studies of Problems in Intercultural Education:
Puerto Ricans in Chicago

Alan Peshkin and Ronald Cohen. Values of Modernization

Barbara A. Yates. Missionaries and Africans: Educational Development
in Belgian Africa 1876-1908

Title: Studies of Problems in Intercultural Education: Puerto Ricans in Chicago
Principal investigator and department: Jacquetta Hill Burnett (Bur. of Ed. Res.)
Purpose: To identify the specific cultural sources of social difficulty that arise in the encounter of students of Puerto Rican cultural background with the culture of North American urban schools.
Subjects: Samples of Puerto Rican and non-Puerto Rican students in Junior High and in Senior High and of Puerto Rican dropouts--and their social network of household members, teachers, and important peers.
Methods: Ego-centric network analysis and event analysis as to approach ethnographic study of a principal sample and their network of relations in school, household, and peerdom.
Publication references and/or plans: Report on Pilot Study, Spring 1968 in process.
Date initiated: September 1, 1968 Estimated terminal date: August 30, 1970
Additional staff: Henry Slotnick, M.A., Graduate Research Assistant, Sandra Pearlman, B.A., Research Assistant, and Carmelo Rodriguez, Research Assistant

Title: Values of Modernization
Principal investigators and departments: Alan Peshkin (Hist. & Phil. of Ed.) and Ronald Cohen (Northwestern University)
Purpose: To investigate the nature of and sources of values associated with modernization in northeastern Nigeria. This project is linked to a proposal for cross-cultural study, "The Correlates of Modernism in Islamic Societies."
Subjects: 900 school and non-school, urban-rural, male-female persons
Methods: Factor analysis and multivariate analysis of questionnaire and interview data
Publication references and/or plans: "Values of Modernization," Journal of Developing Areas, Nov., 1967.
Cooperating or supporting groups: University Research Board - University of Illinois, and Northwestern University
Date initiated: August, 1965
Additional staff: Henry Slotnick, Research Assistant, and Dan Franklin, Research Assistant

Title: Missionaries and Africans: Educational Development in Belgian Africa 1876-1908
Principal investigator and department: Barbara A. Yates (Hist. & Phil. of Ed.)
Purpose: To advance understanding of educational development process in African setting.
Method: Historical
Major findings thus far: A study of the factors responsible for educational growth during the initial period of cultural contact between Africans and Europeans
Cooperating or supporting groups: AAUW
Date initiated: 1964 Estimated terminal date: October 1, 1968

CURRICULUM

- Max Beberman. Elementary-School Science/Mathematics Curriculum Project
- Max Beberman. UICSM Project for the Improvement of School Mathematics
- Max Beberman and M. Eleanor McCoy. UICSM-East-Central Illinois Cooperative College-School Science Project
- Max Beberman and J. Richard Dennis. UICSM-Hawaii Cooperative College-School Science Project
- Max Beberman. UICSM-Philadelphia Cooperative College-School Science Project
- Wesley C. Becker. Follow Through Program Using Bereiter-Engelmann Procedures and Behavioral Principles
- James C. Chalfant and Thomas Shriner. A School Program for Young Mongoloid Children: A Curriculum Development Project
- Richard J. Colwell, Edward Levy and Douglas DiBianco. An Approach to Aesthetic Education
- Gerald R. Fuller and David L. Williams. Education Regarding Credit for Agricultural Production
- Paul E. Hemp. Vocational Horticulture Specialty Programs for Secondary Students
- J. N. Hook and Paul H. Jacobs. Illinois State-Wide Curriculum Study Center for the Preparation of Secondary School Teachers of English
- Clyde Knapp and Buelah Drom. UISPEP (University of Illinois School Physical Education Project)
- Ella C. Leppert and Roland Payette. Sequential Social Science Courses in the Secondary School
- Alan Madsen, Alan Purves and James Wardrop. State of Knowledge of the Teaching of Literature in Secondary Schools
- Anna K. Mahaffey. Changing Occupational Skills and Requirements Needed by Office Employees and Technological Developments in Office Equipment and Procedures and the Implications for Office Education in the Seventies
- David W. Pease. Guided Independent Study of a Foreign Language in High School
- Lloyd J. Phipps, Hollie B. Thomas and David L. Williams. Rural Education--Disadvantaged Youth (Project REDY)
- Richard T. Scanlan. Latin Curriculum Project
- Richard T. Scanlan. Latin Computer Project
- J. Harlan Shores and Mary C. Newland. Diagnosis and Teaching of Research-Study Skills in the Intermediate Grades
- Elizabeth Simpson, Amy Jean Knorr and Bessie Hackett. Development of Curriculum Guides for the Occupational Aspect of Home Economics at the Secondary and Post-High School Levels
- Robert B. Smith. The Effect of Group Nursery School Music Training on Later Achievement and Interest in Music

Henry J. Sredl and Edward R. Towers. Industrial Arts Curriculum Project
Maurice Tatsuoka and J. A. Easley, Jr. Uses of Mathematics in Science Teaching
Robert M. Tomlinson. The Practical Nursing Study
Herbert E. Vaughan. UICSM Project on Logic and Proof
Robert W. Walker. Developmental and Evaluation Phase, Pilot Program, Warsaw
Community Unit 316--Enriching the Basic Scholastic Skills of Slow
Learners and Underachievers through Vocational Centered Laboratory
Learning

Title: Elementary-School Science/Mathematics Curriculum Project
Principal investigator and department: Max Beberman (Sec. & Cont. Ed.)
Purpose: To develop an integrated mathematics/science curriculum for the elementary school grades.
Subjects: Children ages 5 to 13 in Washington School, Champaign
Methods: Development and trial of new curriculum materials with children at Washington School. The materials are designed by science and mathematics educators at the University level working with elementary school teachers, mathematicians, scientists, and curriculum evaluators. Materials are used with children, then revised.
Cooperating or supporting groups: University of Illinois
Date initiated: September, 1968
Additional staff:
Peter Shoresman, Associate Professor of Education
Peter Braunfeld, Associate Professor in Mathematics of Education
Charles Rush, Associate Member in the Center for Advanced Study
T. Thatcher Robinson, Assistant Professor in Mathematics
Andrea Rothbart, Specialist in Education
William Golden, Research Associate
John Easley, Jr., Professor of Education

Title: UICSM Project for the Improvement of School Mathematics
Principal investigator and department: Max Beberman (Sec. & Cont. Ed.)
Purpose: Efforts this year are directed toward completing three text series for publication. Several thousand students in junior and senior high school are using the texts this year, but they do not serve as subjects for our research. They serve primarily to help train their teachers in the use of the aforementioned materials.
Subjects: In prior years, several thousand junior and senior high school students in half a dozen major metropolitan areas served as subjects for this research.
Methods: Texts, guides for teachers, quizzes and examinations for students are prepared by the Project and transmitted to the field classes. Test scores and completed tests are returned to the Project for analysis. In addition, informal but very important information is gathered through personal visits by Project staff members to the classes in the field.
Major findings thus far: Findings thus far in each of three different course developments: preliminary versions have proved adequate to justify further development of the courses. Final versions are now in preparation.
Publication references and/or plans: Our two junior high school text series are to be published in 1969 by Harper and Row. Our senior high school vector geometry series will be published by The Macmillan Company in 1969.
Cooperating or supporting groups: National Science Foundation
Date initiated: June 6, 1962 Estimated terminal date: August 1969
Additional staff: Terry Lo, Esther Steinberg, Sam Heins

Title: UICSM-East-Central Illinois Cooperative College-School Science Project
Principal investigators and departments: Max Beberman (Sec. & Cont. Ed.), and M. Eleanor McCoy (Sec. & Cont. Ed.)
Purpose: To implement modern algebra courses in the public schools of east-central Illinois.
Subjects: Teachers in the above mentioned area schools.
Methods: Teachers are trained in summer institute-like sessions and through visits by a project coordinator during the year. The materials are adapted to the special circumstances of the school system after a one year trial in the system.
Major findings thus far: 14 teachers were trained in summer institute sessions. They are now teaching algebra classes using materials developed by UICSM and they are visited frequently by their UICSM coordinator.
Cooperating or supporting groups: National Science Foundation, supporting group; Catlin, Monticello, Gilman, Champaign, Clinton, Villa Grove, Clifton, Georgetown, and Hoopeston school systems, cooperating groups.
Date initiated: July 1, 1968 Estimated terminal date: June 30, 1969
Additional staff: Andrew May

Title: UICSM-Hawaii Cooperative College-School Science Project
Principal investigators and departments: Max Beberman (Sec. & Cont. Ed.), and J. Richard Dennis (State Department of Education, Hawaii)
Purpose: To implement modern algebra courses in the public schools in the State of Hawaii.
Subjects: Teachers in the above mentioned state.
Methods: Teachers are trained in summer institute-like sessions and through visits by a project coordinator during the year. The materials are adapted to the special circumstances of the school system after a one year trial in the system.
Major findings thus far: Forty-eight teachers were trained in summer institute sessions. They are now teaching algebra classes using materials developed by UICSM and they are visited frequently by their UICSM coordinator.
Cooperating or supporting groups: State of Hawaii Board of Education, cooperating group; National Science Foundation, supporting group.
Date initiated: July 1, 1968 Estimated terminal date: June 30, 1970
Additional staff: Aileen Aizawa

Title: UICSM-Philadelphia Cooperative College-School Science Project.
Principal investigator and department: Max Beberman (Sec. & Cont. Ed.)
Purpose: To implement modern algebra courses in the public schools of Philadelphia.
Subjects: Teachers in above mentioned school system.
Methods: Teachers are trained in summer institute-like sessions and through visits by a project coordinator during the year. The materials are adapted to the special circumstances of the school system after a one year trial in the system.

Major findings thus far: Twenty teachers were trained in summer institute sessions. They are now teaching algebra classes using materials developed by UICSM and they are visited frequently by their UICSM coordinator.
Cooperating or supporting groups: National Science Foundation, supporting group; Philadelphia Public School System, cooperating group.
Date initiated: July 1, 1968 Estimated terminal date: June 30, 1970
Additional staff: George Slogoff, and Nicholas Grant

Title: Follow Through Program using Bereiter-Engelmann Procedures and Behavioral Principles
Principal investigator and department: Wesley C. Becker (Bur. of Ed. Res. and Psychology)
Purpose: To demonstrate effective procedures for teaching disadvantaged children.
Subjects: 2000 children in 80 classes in 12 districts around the country.
Methods: To compare gains in academic skills. Control groups and self-control procedures.

Title: A School Program for Young Mongoloid Children: A Curriculum Development Project
Principal investigators and departments: James C. Chalfant (Institute for Research on Exceptional Children), and Thomas Shriner (Children's Research Center and Department of Speech)
Purpose: To develop an integrated training program for children with Down's Syndrome, which is based on their observed assets and deficits.
Subjects: Twenty children with Down's Syndrome (Mongolism), selected from the state residential institutions, ten of whom will be admitted to one ward at the Adler Zone center. The other ten children will serve as control subjects. The chronological ages of the subjects will be between four and six years.
Methods: The departments of special education, speech correction, recreation, and psychology will develop a comprehensive habit training and school program for young Mongoloid children, using a "Do and Say" technique, while following the principles of operant learning. The progress of children in the experimental and control groups will be evaluated and compared at the end of the year. The curriculum and methods developed during this first year of the project will be applied to a new experimental group during the second year of the project.
Major findings thus far: Curriculum content, programmed teaching and measurement procedures have been developed in the areas of recreation, self-care, speech and language.
Cooperating or supporting groups: The project is jointly sponsored by the State of Illinois Department of Mental Health, the University of Illinois, and the U.S. Office of Education.
Date initiated: September, 1967 Estimated terminal date: August, 1969
Additional staff:
Ronald G. Silikovitz - Coordinator (Research Associate)
Linda A. Meyer - Teacher
Girvin Kirk - Research Associate
Anthony Linford - Research Associate
Jane Nemecek - Research Assistant
Beverly Dunn - Research Assistant
Claudine Jeanrenaud - Research Assistant
Lee Wright - Research Assistant

Title: An Approach to Aesthetic Education

Principal investigators and departments: Richard J. Colwell (Sec. & Cont. Ed.), Douglas DiBianco (Sec. & Cont. Ed.), and Edward Levy (Sec. & Cont. Ed.)

Purpose: (1) To clarify the role of aesthetic education at the elementary and secondary level.
(2) To consider the relevance of the exemplar approach to aesthetic education.
(3) To prepare lessons in music and art appreciation for use at the sixth grade level.

Methods: (1) Philosophical and educational theory used to justify aesthetic education.
(2) Exemplar approach considered in relation to currently-held objectives in music and art education.
(3) Development of outline for sixth grade art and music lessons based on exemplar approach and moving from obvious-to-subtle concepts and exemplars.
(4) Preparation of valuable appendices (lists of exemplars, bibliography of art and music).
(5) Development of actual lesson plans according to a specific format.

Major findings thus far:

- (1) Aesthetic Education should play a major role in grades 6 or 7-12 as part of general education.
- (2) The aesthetic education program should do what it can do best, namely provide students with aesthetic experiences via the analysis of selected masterworks.
- (3) The exemplar approach focuses upon the art-object as an organic whole and motivates students to learn about great model achievements.
- (4) The exemplar approach probably will work with sixth graders, who have been found capable of extended attention to paintings.
- (5) The exemplar approach can accomodate the most important objectives of general art and music.
- (6) Non-western works should be more frequently used.

Publication references and/or plans:

An Exemplar Approach to Aesthetic Education (a preliminary report) by Dr. Ralph A. Smith (currently of Bureau of Educational Research) is available separately (167 pages) although it will constitute part of the final report. A textbook on Sumie painting is in progress.

Cooperating or supporting groups: USOE Project No. 3-6-061279-1609, University
of Illinois, Curriculum Laboratory, and University High School

Date initiated: 1966

Estimated terminal date: September, 1969

Additional staff:

Richard Colwell - Project Director

Edward Levy - Project Associate

Douglas DiBianco - Project Associate

Muriel Hesse - Project Assistant (Art)

Carol Schwartz - Project Assistant (Music)

Title: Education Regarding Credit for Agricultural Production

Principal investigators and departments: Gerald R. Fuller (Voc. Tec. Ed.) and David L. Williams (Voc. Tec. Ed.)

Purpose: Identify the present focus and thrust of educational programs in institutions furnishing financial credit for agricultural production and in public schools; determine the effectiveness of these programs; identify the areas in which additional thrust needs to be developed in existing programs; identify new educational programs that are needed; develop materials and methods required to generate the necessary thrust; and try out the new methods and materials and evaluate the results.

Subjects: The population includes: (1) managers, employees, and members of the 45 Production Credit Associations in Illinois, Arkansas, and Missouri who constitute the field staff of the Federal Intermediate Credit Bank of St. Louis; and (2) the agricultural occupations instructors, high school students, and adult class members in 435 departments of agricultural occupations in Illinois public high schools.

Methods: Survey procedures were used to identify the characteristics of existing educational programs. Statistical procedures were used to help identify significant differences between more effective and less effective educational programs in existence. Experimental teaching situations will be used to evaluate the effectiveness of the educational materials and methods developed as part of this research project.

Major findings thus far: Ten model source units have been prepared.

Publication references and/or plans: a) Report No. 1, Survey of PCA Managers. b) Report No. 2, Survey of Teachers. c) Partial list of references and teaching aids used by Illinois teachers. Additional progress reports will be published. Teaching materials and subject-matter materials will be published at the conclusion of the project.

Cooperating or supporting groups: Federal Intermediate Credit Bank of St. Louis, Sixth Farm Credit District, and The Illinois Production Credit Associations

Date initiated: February 1, 1965

Additional staff:
Cecil McGrew, Research Assistant
George Young, Research Assistant
Earl Russell, Research Assistant
Ron Wesbecher, Research Assistant

Consultants: Paul E. Hemp, Professor, Voc. Tec. Ed.
J. Robert Warmbrod, Associate Professor, Voc. Tec. Ed.

Research Advisory Committee:
T. R. McGuire, Vice President, Federal Intermediate Credit Bank of St. Louis
R. E. Parks, Manager, Campaign Production Credit Association
John Noland, Manager, Decatur Production Credit Association
Cwen R. Kirby, Manager, Fox Valley Production Credit Association
Bill Hughes, Manager, Illini Production Credit Association
John Matthews, Chairman, Vocational Agriculture Service, College of Agriculture
John Herbst, Vocational Agriculture Service and Department of Agricultural Economics, College of Agriculture

Title: Vocational Horticulture Specialty Programs for Secondary Students
Principal investigator and department: Paul E. Hemp (Voc. Tec. Ed.)
Purpose: To develop and field test a new curriculum in landscape and grounds maintenance
Subjects: Teachers and students in two pilot schools
Methods: A pilot program has been developed for field testing at Naperville and Joliet High Schools. Monthly visits to these schools will be made to help the teachers conduct the instructional program and to evaluate the results.
Publication references and/or plans: A preliminary report will be prepared during the summer of 1968.
Cooperating or supporting groups: Research Coordinating Unit; Board of Vocational Education and Rehabilitation, Springfield, Illinois
Date initiated: July 1, 1967 Estimated terminal date: June 30, 1969
Additional staff:
Richard Watson - Research Assistant
Ali Ammadi - Research Assistant
Robert Cottingham - Pilot Teacher
William Hill - Pilot Teacher

Title: Illinois State-Wide Curriculum Study Center for the Preparation of Secondary School Teachers of English
Principal investigators and departments: J. N. Hook, Director (English), and Paul H. Jacobs, Associate Director (English)
Purpose: To improve college-level curricula in preparation of teachers of English.
Subjects: English majors in twenty Illinois colleges and universities
Methods: 1) Work on curriculum planning in each of twenty institutions. 2) One or more special research projects in each institution
Major findings thus far: 1) Prepared list of qualifications. 2) Completed forms for measuring reactions to college preparation. 3) Complete study of the role of oral interpretation. 4) Completed two studies of critical thinking in methods courses.

The greatest weaknesses in English-teacher preparation lie in language and composition, including oral work. Knowledge of the teaching of reading is another weakness. Literature is strongest, but significant gaps exist there, too. Cooperating institutions are revamping curricula to effect improvements.

Publication references and/or plans: 1) Series of interim reports. 2) Official report to U. S. Office of Education. 3) Book: What Every English Teacher Should Know

Cooperating or supporting groups: 1) U. S. Office of Education, 2) Nineteen other Illinois colleges and universities
Date initiated: August, 1964 Estimated terminal date: July, 1969
Additional staff: Raymond D. Crisp, Research Associate

Title: UISPEP (University of Illinois School Physical Education Project)
Principal investigators and departments: Clyde Knapp (Sec. & Cont. Ed.), and Buelah Drom (Department of Physical Education for Women)
Purpose: To develop a physical education curriculum for boys in secondary schools.
Subjects: University High School physical education classes.
Methods: Test proposed content with University High School classes. Later, another level of testing at other schools.
Major findings thus far: 1) Individually programmed exercise shows promise of success. 2) Game skills develop through playing as soon as boys feel they can do so with satisfaction to themselves and to teammates
Cooperating or supporting groups: Department of Sec. & Cont Ed., Curriculum Laboratory, and University High School
Date initiated: June 1967
Additional staff: Melvin Adelman, Research and Teaching Assistant

Title: Sequential Social Science Courses in the Secondary School
Principal investigators and departments: Ella C. Leppert, Director (Sec. & Cont. Ed.), and Roland Payette, Assistant Director (Sec. & Cont. Ed.)
Purpose: To develop three sequential courses in the social studies for academically able in grades 8, 9, 10 and or grades 9-10-11-12. These course materials represent a systematic attempt to integrate basic conceptual "tools" from sociology, economics, political science, anthropology, geography, history, area studies, and educational psychology.
Subjects: 1,000 students in University High School and eight school systems, seven of which are in Illinois. Generally, these are gifted students in the upper 10 percent of academic aptitude.
Methods: Identification of concepts and generalizations and skills of social analysis by the project staff in cooperation with academic specialists; preparation of the new course materials and evaluation instruments which are then trial taught at University High School; revision of the materials and preparation of a Teacher's Manual with tryout in a small number of public schools whose teachers have benefit of orientation to the new materials in summer institutes, conferences on campus each semester and consultation help from the project staff. Selected random samples will be drawn from the student population samples will be observed in the classroom. Much of this evaluative effort was completed last spring. This fall tests and questionnaires will be administered. In addition, the directors conducted an hour long evaluation session (video-taped) with all of the teachers cooperating with the SSCSC in the field testing centers.
Major findings thus far: Growth in ability to apply concepts and generalizations to social phenomena has been observed on the basis of objective test scores as well as in the classroom observations made last spring and in reported findings of teachers.

Publication references and/or plans: Publishers were invited to examine the new materials for Courses I, II, III in July 1968 at an all day publisher's conference at the Illini Union. These include Course I - The Family in Society; Economics: Choice Making; Unit III Community Political Processes. Course II - Man's Physical Environment; Cultural Development; Classical Civilizations; European Civilization. Course III - Cultural Areas including Sub-Saharan Africa; Soviet Union; India and Japan.

Cooperating or supporting groups: UIOE

Date initiated: July, 1963 Estimated terminal date: February, 1969

Additional staff: Ellen Johnson, Assistant in Education

Title: State of Knowledge of the Teaching of Literature in Secondary Schools

Principal investigators and departments: Alan Madsen (Sec. & Cont. Ed.), Allan Purves (English), and James Wardrop (Edl. Psych.)

Purpose: To assess present state of knowledge on the teaching of literature, suggest needed research; consolidate what is presently known.

Methods: Review, abstract, assess the research in following areas:

- A) Empirical research in human behavior with respect to literature
 - 1) Cognitive studies including response to literature
 - 2) Attitudinal studies including interest in literature
 - 3) Psychological studies including studies of effect of literature
- B) Studies on effects of curricular models on behavior
- C) Studies of effects of instructional techniques on student behavior.

Publication references and/or plans: To publish a monograph

Cooperating or supporting groups: Midwest Regional Laboratory

Date initiated: February 1, 1969 Estimated terminal date: September, 1970

Title: Changing Occupational Skills and Requirements needed by Office Employees and Technological Developments in Office Equipment and Procedures and the Implications for Office Education in the Seventies.

Principal investigator and department: Anna K. Mahaffey (Voc. Tec. Ed.)

Purpose: To determine occupational skills and requirements needed by office employees in order to efficiently prepare for employment due to technological developments in office equipment, changes in office procedures, and their impact on office education in the seventies. To develop curriculum to implement the changes in office technology.

- Subjects:
- A. Occupational skills and requirements needed by office employees in order to efficiently prepare for employment due to technological developments in office equipment.
 - B. Technological changes that have occurred, are occurring and are projected with respect to office equipment in the seventies.
 - C. The related changes in the nature of office procedures.
 - D. The implications of the changes in the development of curricula in secondary and post-secondary education in the field of office occupations in the seventies.
 - E. The related needs for revision of teacher preparation for the field of office occupations in the seventies.

- Methods:
- A. Analyze literature regarding technological changes in office equipment.
 - B. Personal interviews with manufacturers of office equipment to validate technological changes in office equipment.
 - C. Interview businesses, government establishments, educational institutions and professional offices in Illinois to determine the extent to which they are adjusting to changing technology.
 - D. Analyze and synthesize the findings.
 - E. Make recommendations for the office occupations curricula in the secondary and post-secondary schools and recommendations for the preparation of teachers in the field of office occupations.

Publication references and/or plans: Prepare final report for dissemination to business educators in the State of Illinois

Date initiated: September, 1968 Estimated terminal date: September, 1969

Additional staff:

Stephen Thompson - Research Assistant
Jo Petry - Research Assistant
Kay Dillavou - Research Assistant

Title: Guided Independent Study of a Foreign Language in High School

Principal investigator and department: David W. Pease (Uni. High)

Purpose: To develop curricula for independent study of first year German and Spanish in High School, and to establish the necessary motivating factors to make independent foreign language study most valuable for the students. (Dissertation study)

Cooperating or supporting groups: University of Illinois Curriculum Laboratory

Date initiated: September, 1967 Estimated terminal date: June, 1969

Title: Rural Education--Disadvantaged Youth (Project REDY)

Principal investigators and departments: Lloyd J. Phipps (Voc. Tec. Ed.), Hollie B. Thomas (Voc. Tec. Ed.), and David L. Williams (Voc. Tec. Ed.)

Purpose: To identify a "model" vocationally oriented educational program which will develop human resources of youth in disadvantaged families in depressed rural areas.

Subjects: (1) A randomly selected sample of 251 families containing 1,117 persons representing a cross-section of the population living in a depressed rural area in Illinois. (2) A randomly selected sample of 61 families containing 388 persons representing the severely disadvantaged families living in the same depressed rural area. (3) An experimental group and two control groups comprising 35 selected severely disadvantaged families living in the same depressed area.

Methods: Survey techniques involving in-home interviews were used to collect information regarding the characteristics and attitudes of the cross-section and severely disadvantaged families. Statistical techniques are being used to further identify characteristics of the subjects. An on-site "model" educational program is being conducted for the experimental group. The "model" program will be tried out and evaluated in ten additional rural depressed areas in Illinois.

Major findings thus far: Preliminary findings indicate there are important differences between the cross-section and severely depressed samples of families in the rural depressed area regarding the types of customary leisure-time activities in which families participate, the degree of enjoyment families obtain from participation in these leisure-time activities, the social classes with which families identify, the general adjustment of these families to life, the morale of these families, the degree to which the wishes and desires of these families are being met and the degree of consensus among families regarding opinions about their community. Additional findings associated with occupational choice, family make-up, migration, educational achievement and other characteristics of these families will be available later. A preliminary evaluation of the "model" educational program will be completed in 1968.

Publication references and/or plans: It is anticipated that progress reports describing the characteristics of the cross-section families and severely depressed families in the rural depressed area will be published during 1967-68. Further progress reports regarding the "model" educational program will be published in 1968-69. Final reports will be published in 1970.

Cooperating or supporting groups: U. S. Office of Education

Date initiated: June 1, 1965 Estimated terminal date: May 30, 1970

Additional staff: Research Assistants
H. E. Eichelberger
Robert Cottingham
Vincente Quiton
Jasper Lee
John Roth
Roger Landon
S. Douglas Patterson
On-Site Coordinator
Jack Shetler
Computer Programmer
Kikumi Tutsuoka

Title: Latin Curriculum Project
Principal investigator and department: Richard T. Scanlan (Classics)
Purpose: To test the use of visual materials as the principal means of teaching beginning courses in foreign language.
Subjects: Latin
Cooperating or supporting groups: Supported by a grant from USOE
Date initiated: Fall, 1967 Estimated terminal date: Spring, 1970

Title: Latin Computer Project
Principal investigator and department: Richard T. Scanlan (Classics)
Purpose: To evaluate the effectiveness of the computer (Plato) as an aid in the teaching of foreign language.
Date initiated: Fall, 1967 Estimated terminal date: Spring, 1970

Title: Diagnosis and Teaching of Research-Study Skills in the Intermediate Grades
Principal investigators and departments: J. Harlan Shores (Elementary Education) and Mary C. Newland (Elementary Education)
Purpose: To develop and try out diagnostic measures and related instructional materials for selected study skills.
Subjects: Children in grades 4-6.
Methods: Item development by logical analysis, interview, multiple correlation, and correlation with teacher judgments. Instructional materials tried with children in small group interview situations.
Date initiated: October, 1968 **Estimated terminal date:** August, 1970

Title: Development of Curriculum Guides for the Occupational Aspect of Home Economics at the Secondary and Post-High School Levels
Principal investigators and departments: Elizabeth Simpson (Voc. Tec. Ed.), Amy Jean Knorr (Voc. Tec. Ed.), and Bessie Hackett (Voc. Tec. Ed.)
Purpose: To develop curriculum guides to implement development of a new integrated model for home economics education at the secondary level.
Publication references and/or plans: Detailed unit plans have been developed and published in The Illinois Teacher, home economics journal.
Cooperating or supporting groups: Research Coordinating Unit, Springfield, Ill.
Date initiated: September 15, 1967
Additional staff: Graduate Assistants:
Norma Bobbitt
Winifred Davis
May Huang
Alice Kauffman

Title: The Effect of Group Nursery School Music Training on Later Achievement and Interest in Music
Principal investigator and department: Robert B. Smith (School of Music and Home Economics)
Purpose: To assess the effects of nursery school music training on Ss' later achievement and interest in music. A second purpose is to compare their performances and interest with a selected comparison group.
Subjects: Fifteen sixth grade E Ss and 13 fifth grade E Ss who have completed at least two semesters of group music training at the Child Development Laboratory. Approximately 60 C Ss will also be tested at these grade levels.
Methods: The research design features a longitudinal study of E and C Ss. Data is collected in three ways:
__individual vocal tests administered after three days of group training.
__achievement test (proposed) -EMAT to be administered at sixth grade level
__interest in music - parent interviews describing S's involvement in private music study and extracurricular music organizations
Major findings thus far: Data analysis, February, 1968
__Experimental subjects were more accurate than comparison group subjects. Significant differences were obtained on nine of eighteen subtests.
__Significant differences favoring females obtained on twelve of eighteen subtests.

___Male subjects with nursery school vocal training attained the accuracy level of females by the fifth grade level.

___Male subjects in the comparison group never attained the accuracy level of other subjects.

Publication references and/or plans: Report on kindergarten results submitted to a journal in Spring, 1968

Date initiated: September, 1958 Estimated terminal date: May, 1973

Additional staff: Charmion Simons, Research Assistant

Title: Industrial Arts Curriculum Project

Principal investigators and departments: Henry J. Sredl (Voc. Tec. Ed.) and Edward R. Towers (Ohio State University)

Purpose: To develop an industrial arts curriculum for the junior high school which will realistically close the gap existing between industry and its interpretation in the schools.

Subjects: Junior high school students in six geographical areas of the U.S.

Methods: 1965-67 Development of rationale, programs, instructional materials, teacher preparation

1967-68 First year trial of curriculum

Summer 1968 Revision of materials

1968-71 Two subsequent trials and revisions of curriculum

Cooperating or supporting groups:

The Ohio State University (headquarters for project)

Trenton State College - Field test center

University of Miami - Field test center

Cincinnati Public Schools - Field test center

Date initiated: 1965

Estimated terminal date: 1971

Title: Uses of Mathematics in Science Teaching

Principal investigators and departments: Maurice Tatsuoka (Edl. Psych) and J. A. Easley, Jr. (Sec. & Cont. Ed.)

Purpose: To develop a handbook for helping high school science teachers to introduce more mathematics into their teaching. My concern is with statistics in this context.

Methods: Content analysis of high school science texts, and preparation of a series of articles on statistical concepts and techniques, placed in proper context for science teachers.

Major findings thus far: Suitable locations for introducing statistical concepts identified in three textbooks. (ESI's Introductory Physical Science; Princeton SSSP's Space, Time and Matter; BSCS's High School Biology, "Green Version")

Publication references and/or plans: Sample handbook to be compiled

Cooperating or supporting groups: National Science Foundation

Date initiated: August, 1967

Estimated terminal date: May, 1969

Title: The Practical Nursing Study
Principal investigator and department: Robert M. Tomlinson (Voc. Tec. Ed.)
Purpose: The long-range goal of the study is the improvement of nursing services through the improvement of the selection process, educational programs (including curriculum and the instructional staff) and better utilization of prepared practical nursing personnel.
Subjects: 1800 Licensed Practical Nurses in Illinois and Iowa
700 Employed LPNs in Illinois and Iowa
150 Employed RNs in Illinois and Iowa
2000 Applicants who did not enroll in 45 PN schools in Illinois and Iowa
1400 Students who are enrolled in 45 schools in Illinois and Iowa
Methods: This study is concerned with determining the nature of the population of licensed practical nurses, their employment patterns and preferences, the recruitment and selection of students of practical nursing and the programs through which they are prepared, as well as the relationships among identifiable characteristics of individuals and their employment patterns as practitioners of practical nursing. It will include individuals, programs, and employment settings in the states of Illinois and Iowa.
Publication references and/or plans: Three preliminary reports and articles have been prepared beginning in July, 1967. Final reports now being prepared.
Cooperating or supporting groups: U.S. Office of Education, Division of Adult and Vocational Research
Date initiated: June 1, 1965 Estimated terminal date: January, 1969
Additional staff:
Research Associates: Associate Research Investigator:
Clarence L. Ash Elizabeth E. Kerr
Larry J. Bailey
John Huck Research Coordinator:
Lois A. Jarnagin Dale F. Petersen
David L. Joyce
Lois M. Langdon
Glen Martin
Warren N. Suzuki
Thomas L. Switzer
James S. Underwood
Carole B. Hoadley
Ronald F. Czaja

Title: UICSM Project on Logic and Proof
Principal investigator and department: Herbert E. Vaughan (Mathematics and Curr. Lab.)
Purpose: To develop and test an advanced undergraduate course in logic, principally for mathematics majors and prospective teachers.
Methods: Text will be written, tried out on AYI class during the summer of 1969, rewritten and tried out on a class of mathematics students and a class of teachers and College of Education students. The text will be used at two or more other institutions. On the basis of such tests the text will be revised and used again for AYI students during the summer of 1970. There will be other tests in 1970-71, and a final revision for publication.

Publication references and/or plans: The resulting text will be published in accordance with N.S.F. regulations.
Cooperating or supporting groups: Monetary support is confidently expected from N.S.F. but the official notification of the grant will not be received until sometime in November, 1969.
Date initiated: February, 1969 Estimated terminal date: February, 1971
Additional staff: Steven Szabo, Research Associate

Title: Developmental and Evaluation Phase, Pilot Program, Warsaw Community Unit 316--Enriching the Basic Scholastic Skills of Slow Learners and Underachievers through Vocational Centered Laboratory Learning

Principal investigator and department: Robert W. Walker (Voc. Tec. Ed.)

Purpose: To assist the Warsaw Community Unit No. 316 High School to develop, implement, and evaluate an experimental program specifically designed to meet the needs of slow learners, underachievers and potential school dropouts, and students who have dropped out of the normal educational stream because they lack competencies in certain basic skills.

Methods: To serve as consultant to the Warsaw school for the development of the agriculture-oriented vocational facility into an instructional and learning environment.

To provide special instructional analyst services to the school to insure that the program is worthwhile and is organized so that it may be effectively evaluated.

To develop and adapt teaching materials and teaching plans for use by the teachers in the program at Warsaw.

To determine objective results of the experimental program.

To determine subjective results of the experimental program.

To prepare reports of results of the experimental program emphasizing supervised work experience procedures and curriculum materials that may be recommended to other schools.

Cooperating or supporting groups: Board of Vocational Education and Rehabilitation.

Date initiated: July 1, 1967 Estimated terminal date: August 31, 1969

Additional staff: Eugene McGrew, Graduate Assistant, and Ali Ammadi, Graduate Assistant

EDUCATIONAL RESEARCH AS AN ACTIVITY

James C. Chalfant. Minimal Brain Dysfunction in Children: A Review of the Research

Richard J. Colwell. Critique of Research Studies in Music Education

William Hurder, Alex Bannatyne, James Chalfant and Margaret Scheffelin. Idiographic Research Project

Walter J. Moore. Elementary English: Annotated Bibliography, 1924-1967

William F. Marquardt and Richard W. Centright. Review of Contemporary Research on Literacy and Adult Education in Latin America

Wilber D. Simmons. Women in Higher Education: Their Problems and Potentialities

Title: Minimal Brain Dysfunction in Children: A Review of the Research
Principal investigator and department: James C. Chalfant (Special Education)
Purpose: To review the research related to minimal brain dysfunction in children, report the status of knowledge, identify the gaps, and point out directions for future research in this area.
Major findings thus far: Eleven chapters have been completed. The final report will be completed by January 1, 1969.
Cooperating or supporting groups: National Institute of Health
Date initiated: October, 1966 Estimated terminal date: January, 1969

Title: Critique of Research Studies in Music Education
Principal investigator and department: Richard J. Colwell (Sec. & Cont. Ed.)
Purpose: To critique doctoral dissertations in music education, publish articles about USOE supported and other research.
Methods: Secure critiques of doctoral dissertations by noted scholars in the field. Publish list of doctoral advisers and institutions. Publish list of selected dissertations in music education twice yearly. Publish the Bulletin.
Major findings thus far: A demand for this type of research bulletin.
Cooperating or supporting groups: University of Illinois; State of Illinois Department of Public Instruction; U. S. Office of Education
Date initiated: July, 1965 Estimated terminal date: December 31, 1968
Applied for Continuation USOE
Additional staff: Reynold J. Krueger, Research Assistant

Title: Idiographic Research Project
Principal investigators and departments: William Hurder (Institute for Research on Exceptional Children), Alex Bannatyne (Special Education), James Chalfant (Special Education), and Margaret Scheffelin (Special Education)
Purpose: To investigate thoroughly the problems of children with learning disabilities and the best remedial techniques to be used with them.
Subjects: Children with specific learning disabilities will be individually selected for the study.
Methods: Complete diagnosis of each child's problems.
Major findings thus far: The pilot work has been completed during the past year and several children in the Adler school are being closely observed for progress in the remediation of learning disabilities and the causes of this progress. A research on fifty third grade children studying relationships between spelling ability, mirror writing motor functioning and other sensory variables is being written up for publication and should be available shortly.
Cooperating or supporting groups: Children's Research Center
Date initiated: September, 1967

Title: Review of Contemporary Research on Literacy and Adult Education in Latin America

Principal investigators and departments: William F. Marquardt (Sec. & Cont. Ed.) and Richard W. Centright (Director Adult Education Clearinghouse, NAPSE)

Purpose: To extend collection and analysis of research reported in the article "Review of Contemporary Research on Literacy and Adult Education," Latin American Research Review, III, No. 3(Summer 1968), 47-70

Major findings thus far: Writing on literacy and adult education in Latin America tend to fall into the following categories: (1)Reports of the numbers and occupational types of illiterates in different countries. (2)Reports of the activities of public, private, and supernational organizations and groups promoting literacy and basic adult education. (3)Studies of the link between levels of literacy and particular kinds of social and economic development. (4)Studies of the effectiveness of various kinds of materials or modes of presentation in teaching desired skills or behavior in particular groups. (5)Studies of the social, psychological or language behavior patterns of particular groups of the illiterate sometimes in contrast with desired behavior patterns of particular literate groups so as to pinpoint the learning problems in the acquisition of new behavior.

Publication references and/or plans: Latin American Research Review

Cooperating or supporting groups: Some ten to fifteen organizations mentioned in the published reference above which are helping with the collection of reported research.

Date initiated: October, 1967 **Estimated terminal date:** November, 1969

Title: Elementary English: Annotated Bibliography, 1924-1967

Principal investigator and department: Walter J. Moore (Elementary Education)

Purpose: The Annotation of Elementary English: 1924-1967, was finished Sept. 1, 1968. It is scheduled for publication by Thanksgiving for issuance at the annual conference of the National Council of Teachers of English to be held in Milwaukee. The Council sponsored the research and the book is being published by Appleton-Century-Crofts. This provides an exhaustive annotated bibliography of all the articles published in this periodical from its inception through Dec. 1967. Over 3400 articles are categorized into 22 areas, indexed, cross-referenced, with article index, author index, etc. There were no research funds involved in this project, but I did have a six-months sabbatical leave to get the job on the road. The NCTE paid all printing and publications costs, and there are no honoraria nor royalties involved, as this is a non-profit venture for all concerned, and is viewed as a service to the English and language arts people engaged in teaching and/or research, in grades K-12.

Title: Women in Higher Education: Their Problems and Potentialities
Principal investigator and department: Wilber D. Simmons (Special Education)
Purpose: To identify the major problems confronting women in higher education programs that inhibit personal growth in dimensions of ability, self-adequacy and exercise of human potential. The study objectives will be related to individual needs of women college students, relevancy of higher educational programming for women and the under-utilization of talented womanpower in contemporary society.
Subjects: Freshmen college women at this and cooperating institutions of higher education.
Methods: The first year will be a developmental period to define problem areas and establish priorities relating to effective educational programming for women in higher education. Resource consultants will be used to help establish guidelines for the study.
Publication references and/or plans: Publications related to the project will be published in appropriate professional journals. Monographs will be distributed to interested higher education institutions.
Date initiated: September, 1968 Estimated terminal date: August, 1969

GOALS AND FUNCTIONS OF EDUCATION

Donald T. Williams. A "Theory" of Higher Education

Donald T. Williams and Roger White. Problems in Graduate and Professional Education

Charles Daigh. The Role of College and University Teachers of German

Title: A "Theory" of Higher Education
Principal investigator and department: Donald T. Williams (Sec. & Cont. Ed.,
Higher Ed.)
Purpose: To identify and define the concepts important to higher education
and to understand the relationships between these concepts
Major findings thus far: Major concepts thus far: structure, function, environ-
ments, time, purposes, participants, resources, controls, outcomes
Date initiated: 1965

Title: Problems in graduate and professional education
Principal investigators and departments: Donald T. Williams (Sec. & Cont. Ed.
and Higher Ed.) and Roger White (Sec. & Cont. Ed. and Higher Ed.)
Purpose: To find research answers to some of the problems of graduate and
professional education
Date initiated: Fall, 1968

Title: The Role of College and University Teachers of German
Principal investigator and department: Charles Daigh (Sec. & Cont. Ed.)
Purpose: To determine the orientation of German teachers toward their subject
field.
Subjects: A sampling of German teachers at colleges and universities throughout
the United States.
Methods: The design is based on a questionnaire. Many complaints are received
about the quality of preparation of language students coming from the
high schools. The study will attempt to determine whether the attitudes
of college language people are prejudiced toward the teaching of
literature so that teacher training in the language is relegated to a
position of secondary or no importance. If so, this indicates the need
for a change of attitude on the part of college language teachers if
they are to prepare better high school teachers.
Cooperating or supporting groups: Survey Research Laboratory, University of Ill.
Date initiated: 1967 Estimated terminal date: 1969

GUIDANCE AND COUNSELING/SCHOOL PSYCHOLOGY

Thomas J. Long, Michael J. Masucci, Daniel J. Delaney, and Harold A. Moses.
Skill Acquisition and Personal Orientation Change of Counselor
Candidates During Practicum

Thomas McNamara. Follow-Up Study - University High School Graduates For
The Last Ten Years (1957-present)

Terry O'Banion and James Gulden. Human Encounter Groups in the Junior College

Title: Skill Acquisition and Personal Orientation Change of Counselor Candidates During Practicum
Principal investigators and departments: Thomas J. Long (Edl. Psych.), Michael J. Masucci (Edl. Psych.), Daniel J. Delaney (Edl. Psych.), and Harold A. Moses (Edl. Psych.)
Purpose: To determine the effectiveness of counseling practicum on the acquisition of skills and on personal orientation change.
Subjects: Ten graduate students enrolled in supervised practice.
Methods: No randomization. Criterion measures administered to total group at beginning, middle and end of practicum experience. Practicum being the intervening variable.
Major findings thus far: Significant positive changes over time with regard to skill acquisition in counseling (at the .05 level of confidence) change in personal orientation still to be calculated.
Publication references and/or plans: Planned for American Counselor Educator and Supervisor Journal.
Date initiated: Spring, 1968 Estimated terminal date: Winter, 1968

Title: Follow-Up Study - University High School Graduates for the Last Ten Years (1957-present)
Principal investigator and department: Thomas McNamara (Uni. High)
Purpose: To ascertain the degree of college-and later-life-success of graduates of Uni. High since 1957 when school adopted unified rationale.
Subjects: All graduates since 1957
Methods: Simple descriptive statistical analysis-multidimensional
Date initiated: Spring, 1968 Estimated terminal date: Spring, 1969

Title: Human Encounter Groups in the Junior College
Principal investigators and departments: Terry O'Banion (Sec. & Cont. Ed., Higher Ed.) and James Gulden (Sec. & Cont. Ed.)
Purpose: To determine effectiveness of human encounter groups on student personality characteristics.
Subjects: 400 junior college students in 8 Kentucky junior colleges.
Publication references and/or plans: Journal of College Student Personnel, Junior College Journal
Cooperating or supporting groups: University of Kentucky Community College System, U. S. Office of Education
Date initiated: September, 1968 Estimated terminal date: June, 1969

HISTORICAL DEVELOPMENT OF EDUCATION

Harry S. Broudy. Topics and Literatures in Philosophy of Education

Joe R. Burnett, Geo. Axtelle, Fredson Bowers, Jo Ann Boydston, Lewis Hahn,
Wayne R. Leys, and William R. McKenzie. Co-operative Research
on Dewey

Charles Daigh. The Role of Literature in the Education of Youth in the
Third Reich

David Tyack. Study of History of Urban Schools

Paul Violas. Academic Freedom and the Public School Teacher, 1930-1960

D. T. Williams and W. H. Cowley. A Short History of American Higher Education

Earle F. Zeigler and Marianna Trekell. Persistent Historical Problems in
Physical Education and Sport

Title: Topics and Literatures in Philosophy of Education
Principal investigator and department: Harry S. Broudy (Hist. & Phil. of Ed.)
Purpose: To supplement items in Report of Philosophy of Education Project (completed June 30, 1967) and to codify items in that Report for IBM retrieval.
Publication references and/or plans: IBM cards containing data for Report items have been transferred to ERIC for dissemination. Supplementary lists of items scanned since June 1967 will be distributed by January 1, 1969.
Cooperating or supporting groups: U. S. Office of Education 1964-67
University Research Board for 1967-69
Date initiated: September, 1967 **Estimated terminal date:** 1969
Additional staff: Ivan Snook, Research Assistant

Title: Co-operative Research on Dewey Publications
Principal investigators and departments: Joe R. Burnett (Hist. & Phil. of Ed.), George Axtelle, (United States International Univ., San Diego), Fredson Bowers (Univ. of Virginia), Jo Ann Boydston (Southern Ill. Univ., Carbondale), Lewis Hahn, (Southern Ill. Univ., Carbondale), Wayne R. Leys (Southern Ill. Univ., Carbondale), and William R. McKenzie (Southern Ill. Univ., Carbondale)
Purpose: To prepare a definitive edition of the published writings of John Dewey.
Methods: Literary criticism applied to philosophical writings.
Publication references and/or plans: Probably will consist of forty-five volumes, last two or three of which will be index vols. Vol. II appeared last fall (The Early Works of John Dewey: Psychology.) Carbondale, Ill.: Southern Illinois University Press, 1967. Vol. I is now in press.
Cooperating or supporting groups: The project is supported by Southern Illinois University. The University of Illinois College of Education has given me some released time and a ½ time graduate assistant for work on the project.
Date initiated: 1959 **Estimated terminal date:** 1985

Title: The Role of Literature in the Education of Youth in the Third Reich
Principal investigator and department: Charles Daigh (Sec. & Cont. Ed.)
Purpose: To determine what use was made of various types of literature in the German school and state youth organizations in an effort to evaluate the effectiveness of literature as an instrument of state propaganda.
Methods: Research into the records and attempts to find and interview persons connected with teaching and youth leadership in Nazi Germany. The period covered will be from 1933-1939.
Major findings thus far: Evidence tends to support the concept that completely non-political forms of literature may be used effectively to teach state-determined principles. Dissertation research on this topic confirmed that this area of education was considered important and used effectively by the Nazi government.
Date initiated: 1964 as dissertation topic

Title: Study of History of Urban Schools
Principal investigator and department: David Tyack (Hist. & Phil. of Ed.)
Purpose: To gain historical perspective on current issues in urban education. Issues like bureaucratization, community control of schools, role of teachers, conflict of home and school cultures-- probably with special focus on Negro education will be investigated.
Methods: Derive leading questions to ask of whatever historical sources survive.
Cooperating or supporting groups: Grant from Carnegie Corporation. Research assistant provided by the University Research Board
Date initiated: June 15, 1968 Estimated terminal date: September 1, 1970
Additional staff: Judy Rosenbaum, Research Assistant

Title: Academic Freedom and the Public School Teacher, 1930-1960
Principal investigator and department: Paul Violas (Hist. & Phil. of Ed.)
Purpose: To examine the historical development of the concept of Academic Freedom as it relates to public school (precollegiate) teachers.
Methods: Historical

Title: A Short History of American Higher Education
Principal investigators and departments: D. T. Williams (Sec. & Cont. Ed., Higher Ed.) and W. H. Cowley (Stanford University)
Purpose: To write a book entitled A Short History of American Higher Education aimed at practitioners seeking a historical overview of American higher education
Methods: Historical
Major findings thus far: Chapters begin with Hellenic Greece, extend through Hellenistic, Roman, Byzantine, Islamic, medieval, and Reformation times before focusing on the American scene. Considerable attention given to the setting (sociocultural) within which higher educational changes occurred.
Publication references and/or plans: Hope to publish in 1969
Date initiated: 1965 Estimated terminal date: 1969

Title: Persistent Historical Problems in Physical Education and Sport
Principal investigators and departments: Earle F. Zeigler (Physical Education-M), and Marianna Trekell (Physical Education-M)
Purpose: To identify and gather further historical evidence about persistent historical problems in physical education and sport. Study to include Values; the Influence of Politics; the Influence of Nationalism; the Influence of Economics; the Influence of Religion; Methods of Instruction; the Role of Administration; Professional Preparation; The Healthy Body; The Use of Leisure; Amateurism; the Role of Women; Dance; and Concepts of Progress.
Methods: Broad Historical Method, with special emphasis on Oral History Technique.
Major findings thus far: The above-mentioned fourteen problems have been identified as persistent ones in a great many cultures throughout history. Graduate students are investigating various aspects of them further. Articles have been published, as well as one book.
Publication references and/or plans: Zeigler, Earle F. Problems in the History and Philosophy of Physical Education and Sport. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1968; Trekell, Marianna, "Speaking to the Future," Journal of Health, Physical Education, & Recreation, Feb. '66.
Date initiated: 1960

PERSONNEL

Miriam A. Sheldon. Transfer Student Study

Alice Thurston. Investigation of Role of Dean of Students in a Community
College

Richard F. Uhlir. Attrition of Special Education Personnel

Title: Transfer Student Study
Principal investigator and department: Miriam A. Shelden (Sec. & Cont. Ed., Higher Ed.)
Purpose: To investigate some characteristics of transfer students and relate this information to the services of the Office of Student Personnel. The areas covered are the transfer student's reasons for transferring to this campus, his attitude and participation in extra-curricular activities, and problems faced by the transfer student and his evaluation of the orientation program.
Subjects: Transfer students enrolled in Fall 1967, Fall 1968
Methods: 1) Preliminary study with 100 transfer students - Fall '68.
2) Questionnaire distributed in Spring 1969 to a random sample of transfer students. 3) Interview with 100 transfer students randomly selected Fall 1968, Spring 1969. 4) Data tabulated and analyzed - Spring 1969.
Date initiated: September, 1968 **Estimated terminal date:** June, 1969
Additional staff: Marigrace Welsh, Research Assistant

Title: Investigation of Role of Dean of Students in a Community College
Principal investigator and department: Alice Thurston (Sec. & Cont. Ed., Higher Ed.)
Purpose: To describe the dean's role, as defined by educators in the university, deans themselves, etc. Various comparisons will be possible once an instrument is devised. (We are currently training future deans without any clear picture of their role.) Another and subsidiary purpose is to collect needed data regarding educational backgrounds salary, etc.
Subjects: Either all chief student personnel officers in community colleges listed in the AAJC Directory, or a sample.
Methods: I plan to adapt Q-sort methodology. A large number of items relating to a dean's activities will be devised and discussed thoroughly with colleagues here and with Institute students. After pre-testing, subjects will be asked to sort the items in order of significance for the dean's job. Comparisons can then be made, as indicated above, using appropriate statistical procedures.
Publication references and/or plans: Student Personnel Journal or the NASPA Journal.
Cooperating or supporting groups: Commission XI, Junior College Student Personnel Commission of the ACPA
Date initiated: Fall, 1968 **Estimated terminal date:** June, 1969

Title: Attrition of Special Education Personnel
Principal investigator and department: Richard F. Uhler (Special Education)
Purpose: To investigate attrition patterns of special education personnel (Dissertation study)
Subjects: Teachers, ancillary personnel and administrators of special education in Illinois from 1958-1968
Methods: Field study and data review
Cooperating or supporting groups: Office of the Superintendent of Public Instruction, Division of Special Education Services
Date initiated: November, 1968 **Estimated terminal date:** June, 1969

TEACHING-LEARNING PROCESS

Student Centered

- R. C. Anderson and W. E. Montague. Learning and Remembering Instructional Prose
- Sidney Bijou and Thomas Sajwaj. Research in Remedial Guidance of Young Retarded Children with Behavior Problems
- Stewart Cohen. Motivation in Young Children
- Richard J. Colwell. Application of Programmed Auditory Perception Materials to Students Gifted Musically
- Kennedy T. Hill and Jerome Dusek. Determinants of Social Reinforcement from Adults on Children's Learning and Performance
- J. McVicker Hunt. Role of Early Experience in the Development of Intelligence and Motivation. (Research Career Award [MH K6-18567] NIMH)
- Merle B. Karnes. Research Related to Educational Intervention for Preschool Disadvantaged Children
- Karl Koenke, Wayne Otto and Judith Schein. Consensuality of Children's Word Association and Formulation of the Main Idea in Reading
- R. J. Menges and H.R. Smock. Peer Interviews in Course Evaluation
- James O. Miller. National Laboratory on Early Childhood Education
- W. E. Montague. Organizational Factors in Memory
- Robert F. Peterson. Factors Influencing Unreinforced Behaviors
- Robert F. Peterson. Use of the Premack Principle in Behavior Modification
- David Phillips. Errorless Discrimination Training in Preschool Children
- Stephen P. Quigley. Research on Some Behavioral Aspects of Deafness
- Keith G. Scott. Short-term Memory in Retarded and Normal Children
- Warren M. Steinman. Information Seeking in the Normal and Retarded Child as a Function of Stimulus Reliability and Reinforcement Density
- Warren M. Steinman. The Effect of Varied Reinforcement Upon the Strength, Durability, and Independence of Acquired Reinforcers
- Warren M. Steinman. The Development of Behavior Controlled by Deferred Reinforcement
- Kenneth J. Travers, Robert W. Heath and Leonard S. Cahen. Preferences for Modes of Expression in Mathematics
- Morton W. Weir. The Role of Prior Experience in Perceptual Dominance
- Charles K. West. Pressures in the School
- Joseph L. Wolff. Concept Learning in Children and Adults
- Marilyn Pflederer Zimmerman and Lee Sechrest. How Children Conceptually Organize Musical Sounds

Others

Fred P. Barnes, Donald N. Anderson and Genevieve Langston. Training of Teachers for Culturally Disadvantaged Children

Kenneth B. Henderson and Richard Wolfe. A Study of How Mathematics Teachers Justify Mathematical Principles

Martin L. Maehr. Conceptual Levels and Classroom Interaction

Ray H. Simpson. A Study of Professional Resources in Psychology Which Teachers Find Useful

Henry J. Sredl and Richard Nelson. Use of Portable Video Tape Recorders and Microteaching Techniques to Improve Instruction in Votec Programs--Phase II

Title: Learning and Remembering Instructional Prose
Principal investigators and departments: R. C. Anderson (Edl. Psych.) and
W. E. Montague (Psych.)
Purpose: To determine factors which effect learning and remembering of prose
Subjects: High school, junior college, and college
Date initiated: 1968 Estimated terminal date: 1973

Title: Research in Remedial Guidance of Young Retarded Children With
Behavioral Problems
Principal investigators and departments: Sidney Bijou (Psych.) and Thomas Sajwaj
(Psych.)
Purpose: The development, for use in preschool programs, of procedures and
materials which are both remedial (i.e., weaken behaviors which
interfere with learning) and preventive (i.e., strengthen behaviors
which facilitate and maintain learning).
Subjects: Children, ages 4-8, with learning difficulties (retarded, emotionally
disturbed, etc.)
Methods: Experimental analysis of child behavior, i.e., manipulation of operants
of single organism through reversal of multibaseline techniques.
Publication references and/or plans: Journal of Applied Behavior Analysis,
Journal of Experimental Child Psychology.
Cooperating or supporting groups: Funding: Bureau of Research, Office of
Education, H.E.W.
Date initiated: September 1, 1968 Estimated terminal date: September 1, 1971
Additional staff: Mary Grace Meier, Head Teacher and Jean Vansickle, Teacher

Title: Motivation in Young Children
Principal investigator and department: Stewart Cohen (Edl. Psych.)
Purpose: To determine the efficacy of various teaching strategies utilizing
differential motivational contingencies.
Subjects: Three and four year olds
Date initiated: Fall semester or early spring

Title: Application of Programmed Auditory Perception Materials to students
Gifted Musically
Principal investigator and department: Richard J. Colwell (Sec. & Cont. Ed.)
Purpose: To provide a course in music training, ear training, and theory for
high school students
Methods: Programmed text with supporting examples on magnetic tapes
Major findings thus far: This past year has been spent in the development of
materials for distribution to schools in Illinois for testing. With
luck, the testing should be completed by next June and a full analysis
of the findings will be tabulated during the Summer of 1969.
Cooperating or supporting groups: Department of Program Development for Gifted
Children, Office of the Superintendent of Public Instruction, State
of Illinois
Date initiated: September, 1967 Estimated terminal date: September, 1969
Additional staff: Larry D. Phifer, Research Assistant

Title: Determinants of Social Reinforcement from Adults on Children's Learning and Performance
Principal investigators and departments: Kennedy T. Hill (Psych.) and Jerome Dusek (Psych.)
Purpose: To further isolate the factors causing praise, nonresponsiveness, and information from adults to raise or lower children's performance at learning and performance tasks, including a focus on both motivational and intellectual factors (Dissertation study)
Subjects: Seventy-five children from the third and fourth grades (Total of 75)
Methods: Children will perform at a relatively simple sorting task which allows for an assessment of his rate of response as well as his strategy at the task over the seven minutes of the task. Then the child is questioned about the task to gain further information in how he interpreted the task and what his goals were. Some children are praised by the adult experimenter, some not responded to, and some given information about the correctness of their responses.
Date initiated: Fall, 1968 Estimated terminal date: Fall, 1969

Title: Role of Early Experience in the Development of Intelligence and Motivation (Research Career Award [MH K6-18567] NIMH)
Principal investigator and department: J. McVicker Hunt (Elementary Education)
Purpose: To achieve from synthesis of the evidences in the investigative literature and from personally conducted investigations a conception of the role of early experience in the development of intelligence and motivation, or, to use a single term "competence."
Subjects: Hardly relevant: Most of our experimental investigations concern the effects of various kinds of intervention during the first two years on the age at which behavioral landmarks make their appearance and on the structure of infants' reactions to various situations.
Comparison of infants encountering the intervention with infants without such intervention.
Major findings thus far: Earlier parts of this work were concerned with the development of ordinal scales of psychological development in the first two years. Six movies of these scales (one for each) have been published. A monograph on the scales, probably to be entitled Toward Ordinal Scales of Psychological Development in Infancy has been completed during the past summer. A series of publications, some of which are of relevance to the problems of Early Childhood Education and its role in achieving equality of opportunity and preventing incompetence.
Publication references and/or plans: A book in press: "The Challenge of Incompetence and Poverty: Papers on the Role of Early Childhood Education."
Date initiated: July 1962

Title: Research Related to Educational Intervention for Preschool Disadvantaged Children

Principal investigator and department: Merle B. Karnes (Special Education)

Purpose: Briefly, this research attempts to answer four major questions related to educational intervention for preschool disadvantaged children.

1. At what age is intervention most effective?
2. What kind of intervention is most effective?
3. How long should special intervention be continued?
4. Can the mothers of disadvantaged children and other paraprofessionals indigenous to the poverty neighborhoods become effective agents of such intervention?

Subjects: Subjects for these studies were selected from the economically depressed neighborhoods of Champaign-Urbana, a community of 100,000 in Central Illinois.

Methods:

1. To evaluate through a battery of standardized tests, teacher interviews, and school records the effects of four preschool programs (Amelioration of Learning Deficits, Montessori, Traditional, and Community-Integrated) upon the long range school performance of comparable groups of disadvantaged four-year-old children. Intellectual functioning, language development, perceptual skills, school readiness, and achievement will be assessed.
2. To determine the effects of initiating a highly structured preschool program (Amelioration of Learning Deficits, see one above) with three as compared to four-year-old disadvantaged children (earlier and longer intervention).
3. To develop a technique for on-job training of paraprofessionals indigenous to the disadvantaged neighborhood as preschool teachers (or other agents of educational intervention) and to evaluate their effectiveness. These techniques will be explored in the following substudies.
 - A. Three young mothers with no college training or teaching experience were employed as teachers in a highly structured preschool program (Amelioration of Learning Deficits, see one above). A supervisory teacher met with them daily before class for specific lesson planning sessions and after class for a period of evaluation. She observed their teaching and offered sustaining support, but the three young mothers did all classroom teaching. The supervisory teacher rated the paraprofessionals at regular intervals. In addition, a battery of standardized tests was given the four-year-old children who participated in this study. These data will be compared to those collected from a comparable group of children enrolled in a similar program and taught by professional personnel.
 - B. Three high school girls from the target area who were enrolled in a work-study program sponsored by a local high school were employed as teachers in a highly structured preschool program. The procedure followed that outlined above (3-A) and included a supervisory teacher, daily planning and evaluating sessions, teacher ratings, and a post-evaluation through a standardized battery of tests.

C. Teenage siblings of three and four-year-old disadvantaged children were employed in a summer project (eight weeks) to serve as "educational interventionists" in the cognitive and language development of their young siblings. The teenagers and the siblings met daily with professional staff to receive lesson plans and materials to use each day at home to stimulate the intellectual and language functioning of the young child. The effectiveness of these young "teachers" was evaluated through a pre- and post-battery of standardized tests given to the young siblings.

4. To develop and evaluate methods for helping mothers from disadvantaged neighborhoods to stimulate the cognitive and language development of their young children.

A. Phase one: Mothers of thirteen children attended weekly two-hour meetings and were paid \$3.00 per session in a short-term (12 weeks) pilot study. These mothers made educational materials and were shown appropriate ways to use these materials at home to stimulate the intellectual and language development of their young children. The mothers of the children in the control group attended no meetings; none of the children attended preschools. Children of mothers in the training program showed significantly greater gains on measured intelligence and linguistic skills.

B. Phase two: A preschool experience was provided for the children in addition to weekly meetings for their mothers. The sessions for mothers were to point out ways in which school learning could be reinforced and expanded at home.

C. Phase three: Mothers of younger children, ages fourteen to twenty-four months, attended (and were paid to attend) weekly sessions which provided intellectually stimulating toys and specific instructions for their use at home. Professional staff regularly visited the homes to observe the mothers and infants at work and to offer further suggestions and encouragement. Group discussions emphasized the importance of the mother as "teacher" and the need for a positive child-mother relationship rather than the negative role of disciplinarian. Mothers evaluated the effectiveness of the program on a rating scale administered by a person not involved in the study. Children were evaluated on a pre- and post-battery of standardized tests.

Publication references and/or plans:

1. Karnes, Merle B., et al. An Approach for Working with Mothers of Disadvantaged Preschool Children. Merrill-Palmer Quarterly, 1968, 14, 174-184.
2. Karnes, Merle B., et al. An Evaluation of Two Preschool Programs for Disadvantaged Children: A Traditional and Highly Structured Experimental Preschool. Exceptional Children, June 1968, 667-676. (To be reprinted in the William S. Gray Collection of Scientific Studies Related to Reading.)
3. Karnes, Merle B., et al. The Effects of a Highly Structured Program of Language Development on Intellectual Functioning and Psycholinguistic Development of Culturally Disadvantaged Three-Year-Old Children. Journal of Special Education, accepted and scheduled for publication, fall, 1968.

4. Karnes, Merle B. and Hodgins, Audrey S. Effects of a Highly Structured Preschool Program on the Measured Intelligence of Culturally Disadvantaged Four-Year-Old Children. Psychology in the Schools, accepted and scheduled for publication, January, 1968.
5. Karnes, Merle B. Helping Young Children Develop Language Skills: A Handbook of Activities. Accepted for publication by Exceptional Children and available for distribution, fall, 1968, through the Council for Exceptional Children, NEA, 1201 16th Street, NW, Washington, D. C. 20202.
6. Government reports available after January 15, 1969.

Cooperating or supporting groups:

U.S. Office of Education
 Bureau of Research, Grant 5-1181, Contract 6-10-235
 Institute for Research on Exceptional Children
 College of Education
 University of Illinois

Date initiated: September, 1965 Estimated terminal date: January 15, 1969

Title: Consensuality of Children's Word Association and Formulation of the Main Idea in Reading

Principal investigators and departments: Karl Koenke (El. Ed.), Wayne Otto (Univ. of Wisconsin), Judith Schein (Univ. of Wisconsin)

Purpose: The project's purpose was to ascertain whether there was a significant correlation between consensuality of word association and reading comprehension.

Subjects: Fifty boys and fifty girls from second grade and identical numbers from fifth grade were selected from schools in Madison, Wisconsin.

Methods: Ss were given a Word Association Task, a standardized reading test, and three paragraphs to be read for the implicit main idea. M.I. responses were scored according to structure and to content, Correlations were run between WA and MI, WA and Reading Test. Both scales were used for the MI.

Major findings thus far: There is a significant correlation between consensuality of word association and reading ability as measured by standardized tests, but there is not a significant correlation between consensuality of word association and scaled main ideas.

Cooperating or supporting groups: Wisconsin R and D Center and University of Wisconsin

Date initiated: September, 1967 **Estimated terminal date:** Fall, 1968

Title: Peer Interviews in Course Evaluation

Principal investigators and departments: R. J. Menges (Edl. Psych.) and H. R. Smock (O.I.R.)

Purpose: To determine the feasibility of students interviewing fellow students re: the effectiveness of large university courses.

Subjects: Students in Psych. 100

Date initiated: Fall semester, 1968

Title: National Laboratory on Early Childhood Education
Principal investigator and department: James O. Miller, Director (Ed. Psych.)
Purpose: Represents a programmatic research and development effort at the national level aimed at improving the educability of young children.
Subjects: Children, birth through eight years of age and those significant adults who aid in the development of competency at this age level.
Methods: Programmatic using most designs appropriate for the hypotheses being tested. There are presently 6 R&D centers, the National Coordinating Center and the Eric Clearinghouse. Each of these carry on several research and development programs.
Publication references and/or plans: A complete bibliography will be available in late January
Date initiated: 1967

Title: Organizational Factors in Memory
Principal investigator and department: W. E. Montague (Psych.)
Purpose: Examine variables in the construction of material (verbal) which influence apprehension speed and later recall. Also examine the variables influencing content recall rather than verbatim recall.
Subjects: High school and college
Methods: Standard analysis of variance design--procedures are both individual and group presentation.
Major findings thus far: 1) Normative data obtained rating sentences as to meaningfulness vividness. 2) Complexity (grammatical) directly influences recall of sentences. 3) Rated vividness-meaningfulness is directly related to recall.
Cooperating or supporting groups: Computer Education Research Laboratory (CERL)
Date initiated: 1968
Additional staff: Thomas Duffy, Research Assistant and Clinton Walker, Research Assistant

Title: Factors Influencing Unreinforced Behaviors
Principal investigator and department: Robert F. Peterson (Psych.)
Purpose: Assess factors responsible for the continued performance of non-reinforced behaviors.
Subjects: Children
Methods: Single-subject experimental design with the subject as his own control.
Cooperating or supporting groups: Children's Research Center
Date initiated: September, 1968 Estimated terminal date: September, 1970
Additional staff: Grover Whitehurst, Research Assistant

Title: Use of the Premack Principle in Behavior Modification
Principal investigator and department: Robert F. Peterson (Psych.)
Purpose: Assess how high frequency behavior may be affected by contingent relationships with other behaviors.
Methods: Single-subject experimental design with the subject as his own control.
Cooperating or supporting groups: Children's Research Center
Date initiated: September, 1968 Estimated terminal date: September, 1970
Additional staff: Grover Whitehurst, Research Assistant

Title: Errorless Discrimination Training in Preschool Children
Principal investigator and department: David Phillips (Edl. Psych.)
Purpose: To determine if error responses in Task 1 effects performance on Task 2 i.e., is errorless training superior in initial discrimination training to trial and error procedures.
Subjects: Normal preschool children
Methods: Experimental analysis, alphabet discrimination task; 2 procedures, errorless and trial and error.
Major findings thus far: Errorless learning is more efficient i.e., trials to criterion, than traditional procedures
Date initiated: June, 1968 Estimated terminal date: February, 1969

Title: Research on Some Behavioral Aspects of Deafness
Principal investigator and department: Stephen P. Quigley (Special Education)
Purpose: This is a six year program of research which includes the following projects: (1) investigations of the effects of fingerspelling on the development of language and communication in deaf children; (2) investigations of the variables, particularly language and communication, related to the occupational status of deaf persons; (3) investigations of the factors related to success of deaf students in colleges and universities; and (4) investigations of the present status and future needs in supervision of deaf children in educational programs.
Publication references and/or plans: Three of the projects have been completed and have been published or are in press. The fourth (the project concerning occupational status) will be completed in the fall of '69.
Cooperating or supporting groups: The program has been supported for six years by the Rehabilitation Services Administration. Many schools and other institutions and groups have cooperated in the various projects.
Date initiated: July 1, 1963 Estimated terminal date: August 31, 1969

Title: Short-term Memory in Retarded and Normal Children
Principal investigator and department: Keith G. Scott (Psychology, Children's Research Center, and Institute for Research on Exceptional Children)
Purpose: To investigate the development of memory in retarded and normal children with a view to providing information to test constructors and others.
Subjects: Retarded children and normal children of elementary and preschool age. Normal children are tested to provide comparative data and data on normal development when this is not already available.
Methods: The procedure typically consists of testing the children individually for a number of brief (4-10 minute) sessions. The child plays a game in which correct recalls are rewarded with a token that can be exchanged for a small trinket or a piece of candy. A small trailer is utilized for the testing.
Major findings thus far: To date the research has achieved two major goals. First, a technique has been developed that allows the testing or recognition short-term memory in children as young as three years in mental development. Second, a large amount of data has been collected on the processes controlling retarded children's short-term memory. This second phase will continue for another year.

Publication references and/or plans: Research and Theory in Short-Term Memory. Keith G. Scott and Marcia Strong Scott, in Norman R. Ellis (Editor), International Review of Mental Retardation. Vol. 3, 1968, 135-162.

Cooperating or supporting groups: The Lincoln State School, Lincoln, Ill.

Date initiated: June, 1967

Estimated terminal date: June, 1970

Additional staff:

Marcia Strong Scott (Research Associate)

Laraine Masters (Research Assistant)

Linda Allems (Research Assistant)

Richard Urbano (Trainee)

Benjamin Cooley (Trainee)

Title: Information Seeking in the Normal and Retarded Child as a Function of Stimulus Reliability and Reinforcement Density

Principal investigator and department: Warren M. Steinman (Special Education and Children's Research Center)

Purpose: To identify children who tend not to use the information available in a stimulus complex; to remedy this deficit, and to test the information theory analysis of conditioned reinforcement.

Subjects: Normal children (ages 3-8), mentally retarded children, and children classified as having discrimination-learning deficits.

Methods: Phase I -- The children will have two responses concurrently available, each capable of producing reinforcement on 50% of the trials. Emitting Response 1 (R1) will produce a blue light on a random 50% of the trials and a red light on the other 50%. Reinforcement will always follow the blue light and never follow the red light. Thus, R1 always results in information concerning reinforcement although reinforcement occurs on only 50% of these responses. Emitting Response 2 (R2) always produces a yellow light. In the presence of the yellow light reinforcement will occur 50% of the time. Thus, the yellow light is an unreliable predictor of reinforcement.

Phase II -- Maintaining the above format, the predictabilities of the stimuli and the reinforcement densities of the two responses will be adjusted in order to produce information seeking in children who do not demonstrate it and to test the limits of information's behavioral control in children who do demonstrate it.

Major findings thus far: Children select the more informative stimulus. However, this choice depends on the delay between the stimulus and the obtaining of reinforcement.

Cooperating or supporting groups: Dr. S. W. Bijou - Colonel Wolfe School

Date initiated: November, 1967

Title: The Effect of Varied Reinforcement Upon the Strength, Durability, and Independence of Acquired Reinforcers
Principal investigator and department: Warren M. Steinman (Special Education)
Purpose: To extend and refine the writer's previous research on the development of highly effective, durable, and situationally independent conditioned reinforcers.
Subjects: Children (ages 3 to 10)
Methods: Several experiments are planned: Methodologically they are all similar in that each child will learn to perform a two-component operant chain under at least two reinforcement conditions. One of these conditions will involve varied reinforcement. The ways in which the reinforcers vary will determine the particular experiment. In one experiment, the reinforcers will differ in their magnitude. In another experiment, they will differ in stimulatory characteristics other than their amount of reinforcement. In a third experiment, the children will be able to select the reinforcer to be delivered on a given trial and this will be compared with effects when this selection factor is not present. The importance of randomness in the variety of reinforcers will also be investigated. The effect upon the conditioned reinforcing properties of a stimulus paired with the above varied-reinforcement conditions will be assessed using procedures developed in the present writer's previous research in this topic.
Cooperating or supporting groups: NIMH
Date initiated: Early 1968

Title: The Development of Behavior Controlled by Deferred Reinforcement
Principal investigator and department: Warren M. Steinman (Special Education)
Purpose: To develop the tendency to work for long-term goals in deference to immediate gratifications.
Subjects: Normal pre-school children to begin with and then children having emotional disturbances of increasing severity as techniques evolve.
Methods: An operant conditioning approach will be used in which the child will have two responses concurrently available. Reinforcement densities and magnitudes for each response will be adjusted until the child learns to perform a more effortful response, having a greater delay in reinforcement, but also having greater magnitudes of reinforcement. Once the response for delayed reinforcement has gained greater strength than the response leading to more immediate but lower magnitudes of reinforcement, further scheduling will be introduced in order to maintain the delayed reinforcement choice while the relative magnitude of reinforcement is decreased.
Major findings thus far: Self-control can be demonstrated in the laboratory with normal pre-school children.
Additional staff: Ian Wickram, Research Assistant

Title: Preferences for Modes of Expression in Mathematics
Principal investigators and departments: Kenneth J. Travers (Sec. & Cont. Ed.)
Robert W. Heath (Stanford University) and Leonard S. Cahen (Educational
Testing Service)
Purpose: To test the interactive effects of (a) teaching mode, (b) pupils'
cognitive preferences and (c) subject matter topics (categorized
by cognitive preference) and pupil achievement.
Subjects: 1200 fifth grade mathematics students
Methods: Three topics (verbal, graphic and symbolic) are crossed with three
teaching modes (verbal, graphic and symbolic) and assigned randomly
to classes. The topics are presented by film. Analysis of variance
and discriminant analysis will be used.
Major findings thus far: A test of cognitive preferences has been developed,
having psychometric properties appropriate for exploratory research.
Publication references and/or plans: Kenneth J. Travers, and other. Preferences
for Modes of Expression in Mathematics Research Memorandum Number 7,
Center for Research and Development in Teaching, Stanford University,
May, 1967
Cooperating or supporting groups: Stanford University and OE Grant OE-6-10-078
Date initiated: November, 1966 Estimated terminal date: November, 1968
Additional staff: Donald Edgar, Roderick Brod: Research Assistants at Stanford
University; and Herman Neufeld, Consulting Teacher, San Jose,
California

Title: The Role of Prior Experience in Perceptual Dominance
Principal investigator and department: Morton W. Weir (Psych.)
Purpose: To determine which past experiences affect the dimensional preferences
of young children.
Subjects: Kindergarten
Methods: First, the degree to which children attend to color and form in
multidimensional stimuli will be assessed. Then, children will be
required to solve a problem which necessitates their attending to
the form dimension. Following this the children's degree of
attention to color vs. form will be re-assessed to determine if the
problem solving task has had an effect on their dimensional dominance.
Major findings thus far: Project just beginning. It is, however, related to
earlier work on the effect of children's attentional processes in
learning and problem solving tasks.
Cooperating or supporting groups: National Institute of Child Health and Human
Development
Date initiated: Fall, 1968 Estimated terminal date: Winter, 1968
Additional staff: Jerome Albert, Research Associate

Title: Pressures in the School
Principal investigator and department: Charles K. West (Edl. Psych.)
Purpose: To determine the amount, strength, and source of school pressure
on pre-adolescents and adolescents.
Subjects: 500 Illinois junior high and high school students
Methods: Questionnaire
Date initiated: April, 1968

Title: Concept Learning in Children and Adults
Principal investigator and department: J. L. Wolff (Edl. Psych.)
Subjects: Kindergarten, elementary, and college students
Cooperating or supporting groups: Public Health Service
Date initiated: September, 1968 Estimated terminal date: September, 1969
Additional staff: Sheila Goldberg, Research Assistant and Mike Royer, Research Assistant

Title: How Children Conceptually Organize Musical Sounds
Principal investigators and departments: Marilyn Pfleiderer Zimmerman (Music Educ.) and Lee Sechrest (Sec. & Cont. Ed.)
Major findings thus far: A series of five experiments was conducted over a two-year period to study conservation in the responses of children to musical stimuli. Music tasks consisting of stimulus patterns and systematic variations of those patterns were designed for each experiment. Experimental settings for each experiment were varied. For all but Experiment V the testing was individual. 679 elementary and junior high subjects were tested.

Results for Experiment I showed progressively better performance from the younger to the older age groups. Improvement in conservation of tonal pattern preceded improvement in conservation of rhythm pattern. Experiment II showed that training to enhance conservation was most marked at the ages of 5 and 7. Experiment III did not show a significant difference between subjects exposed to experimental training in conservation skills and those who were not. Experiment IV consisted of systematic double variations of familiar songs. Subjects who responded to different material only did significantly better than did those who responded to both the variations and different material. Experiment V used a paper-pencil test to compare tonal and rhythm conservation. Results showed that each grade level from second through fourth was significantly better than the preceding one, but that there was no significant superiority of fifth graders over fourth graders. The presence of visuals made a significant difference. Patterns in minor mode produced better rhythm conservation than did major or atonal patterns.

Publication references and/or plans: "Conservation-Type Responses of Children to Musical Stimuli," Council for Research in Music Education. #13, Spring 1968 19-36

Cooperating or supporting groups: U.S.O.E. Coop. Res. Proj. 5-0256
Date initiated: January, 1966 - August, 1968

Title: Training of Teachers for Culturally Disadvantaged Children
Principal investigators and departments: Fred P. Barnes (El. Educ.), Donald N. Anderson (Eureka College) and Genevieve Langston (Eureka College)
Purpose: Teacher training for the education of disadvantaged children
Subjects: Students at Eureka College; Children in Peoria Public Schools
Methods: Pretest, training, posttest (attitude and information)

Title: A Study of How Mathematics Teachers Justify Mathematical Principles
Principal investigators and departments: Kenneth B. Henderson (Sec. and Cont. Ed.) and Richard Wolfe (Sec. & Cont. Ed.)
Purpose: The study attempts to find out how mathematics teachers convince students that the generalizations which they learn are true and the prescriptions they learn are effective.
Subjects: Mathematics teachers in junior and senior high schools and in public schools and in one experimental school
Methods: Tapes are made of the teachers teaching lessons where justification is possible. The tapes are analyzed to ascertain the various ways teachers justify the items of knowledge they teach, if they justify these at all.

Major findings thus far:

1. Six strategies were identified as used by mathematics teachers when justifying a truth-functional statement. Two strategies were identified for justifying prescriptions.
2. In algebra and geometry, the justification strategy most frequently employed was showing that the justificandum is a consequence, often an instance, of a universal generalization. In general mathematics the strategy most frequently employed consisted of showing that the justificandum which is a universal generalization is true for one or more instances of it.
3. The strategy of deductive proof is used more frequently in algebra than in geometry, and is never used in general mathematics.
4. In justifying a prescription, the strategy most frequently employed was demonstrating that following the prescription attained the correct answer. Only infrequently was the prescription justified by showing that it is consistent with mathematical principles.

Publication references and/or plans: The study is Wolfe's doctoral thesis.

Publication plans other than the thesis are at present indefinite.

Date initiated: 1965

Estimated terminal date: 1968

Title: Conceptual Levels and Classroom Interaction
Principal investigator and department: M. L. Maehr (Edl. Psych.)
Purpose: To determine how certain designated personality types respond to different instructional styles
Subjects: College students
Methods: Independent variable: Conceptual Level (Harvey, Hunt and Schroder)
Dependent variables: Attitude and achievement of Ss in 1) highly structured and instructor centered classes and 2) minimally structured classes

Cooperating or supporting groups: University Research Board

Date initiated: September 1, 1968 Estimated terminal date: February 1, 1969

Additional staff: Daniel Stuempfig, Research Assistant

Title: A Study of Professional Resources in Psychology which Teachers Find Useful
Principal investigator and department: Ray H. Simpson (Edl. Psych.)
Purpose: To get some assessment of kinds of psychological articles which teachers find most useful.
Subjects: Teachers in elementary and secondary schools.
Methods: The methodology is relatively simple. Articles which meet certain criteria are tried out with teachers and each article is assessed by each teacher.
Date initiated: 1966

Title: Use of Portable Video Tape Recorders and Microteaching Techniques to Improve Instruction in Votec Programs -- Phase II
Principal investigators and departments: Henry J. Sredl (Voc. Tec. Ed.) and Richard Nelson (Voc. Tec. Ed.)
Purpose: Measure and compare the relative effectiveness of existing in-service training programs and methods of student teaching supervision in vocational-technical education to in-service programs and student teaching supervision utilizing microteaching techniques.
Subjects: Teacher education -- Vocational and technical education
Cooperating or supporting groups: Illinois Research Coordinating Unit
Approximately 12 secondary schools in the State of Illinois
Date initiated: September, 1968 Estimated terminal date: September, 1970
Additional staff:
Robert Tinkham, Industrial Education Specialist
Mary E. Mather, Home Economics Specialist
Anna Mahaffey, Business Education Specialist
Paul Hemp, Agriculture Education Specialist

TESTING, MEASUREMENT AND EVALUATION

- Alexander Anderson. Evaluation of Workshop on Interpersonal Common Action for Medical Educators
- E. T. Anderson and T. Baldwin. The Bat Test for the Blind
- Phyllis B. Arlt and John O'Neill. The Further Standardization of a Measurement of the Language Potential of Children
- J. Myron Atkin. Some Outcomes of a Science/Mathematics Curriculum Project
- Thomas S. Baldwin. Development of Achievement Measures for Trade and Industrial Education
- Thomas S. Baldwin and Larry J. Bailey. An Experimental Study of the Readability of Technical Training Material Presented on Microfilm Vs. Offset Copy
- Fred Barnes and Genevieve R. Langston. Eureka College Study Center on Gifted Children
- R. A. Chadbourn, K. D. Hopkins and G. V. Glass. An Empirical Comparison of the Wherry Shrinkage Formula with the Olkin-Pratt Unbiased Estimator of Multiple R Squared
- Leslie B. Cohen. Attention in Human Infants
- Terry Denny. Educational Materials Evaluation Project
- Terry Denny and Samuel Weintraub. Longitudinal Study of Children's Perception of Learning to Read.
- M. J. Ellis and W. P. Hurder. Analysis of Children's Activity Patterns
- Marjorie Harris and Gerald Meredith. A Study to Determine Change in Anxiety Level and Introvert-Extrovert Level after Completion of Unit in Beginning Swimming
- Warren Huffman. Safety Education - Effects of Alcohol on Women Drivers
- Lloyd G. Humphreys. Factor Analytic Methodology and Ability Theory
- Walter V. Kaulfers. Achievement on Objective Examinations Allowing Permissive Use of Handwritten Notes
- T. Ernest Newland. The Blind Learning Aptitude Test (BLAT)
- John A. Salvia. Status of Color Vision Within the Mentally Retarded Population
- Thomas H. Shriner and Margaret Scheffelin. Sound-Blending Abilities of Children
- Wilber D. Simmons. Ability Screening of Pre-School Children
- Mary Slaughter, Olive Young and Laura Huelster. An Analysis of the Relationship Between Body Type and Personality Traits of College Women
- Robert E. Stake. Educational Evaluation Designs
- Ledyard R. Tucker. Techniques for Investigation of Structure of Individual Differences in Psychological Phenomena

William C. Wellner. Longitudinal Study of Characteristics of a Panel of
Junior College Students Entering in the Fall of 1968

Center and Office Programs

J. Thomas Hastings, Robert E. Stake and James L. Wardrop. Center for Instructional Research and Curriculum Evaluation (CIRCE)

R. E. Spencer, Larry Aleamoni, Donald Heil, William Stallings, Susan Feldman and John Bowers. Measurement and Research Division of the Office of Instructional Resources

Jane Loeb and L. F. Robinson. Office of Testing and Research - University of Illinois

Title: Evaluation of Workshop on Interpersonal Communication for Medical Educators.

Principal investigator and department: Alexander Anderson (Edl. Psych.)

Purpose: To assess the long term impact on job performance of a one-week concentrated "sensitivity training" laboratory.

Subjects: Thirty-five educators from medicine, nursing and administration
Cooperating or supporting groups: Institute for Social Research, University of Michigan

Date initiated: May 1968

Estimated terminal date: May 1969

Title: The Bat Test for the Blind

Principal investigators and departments: Edward T. Anderson (Voc. Tec. Ed.) and Thomas S. Baldwin (Voc. Tec. Ed.)

Purpose: To develop a battery of test to evaluate manual skills for the blind.

Subjects: Clients of the Raleigh, North Carolina Clinic for the blind

Methods: Standardization of instruments.

Publication references and/or plans: This test will become one of the tools used in this clinic

Cooperating or supporting groups: North Carolina Commission for the blind

Date initiated: September 1, 1968 **Estimated terminal date:** June 30, 1969

Title: The Further Standardization of a Measure of the Language Potential of Children

Principal investigators and departments: Phyllis B. Arlt (Speech) and John O'Neill (Speech)

Purpose: The purpose of this study is to refine and further evaluate a measure of the language potential of children.

Subjects: A test instrument, which is a children's version of the Schuell Short Test for Aphasia has been standardized on 240 "normal" pre-school and elementary school children. It is the objective of this study to utilize the instrument in the evaluation of the language potential of children who exhibit auditory dysfunctions, visual disturbances and speech and language dysfunctions in an effort to determine the validity and practicality of the instrument in the evaluation of such children.

Methods: The evaluative instrument will be administered to a population of typical children who will be matched in terms of age, sex, verbal IQ and sample size with the standardization population. These same children will also be administered the Peabody Picture Vocabulary Test. Item analyses will be conducted for each individual test item in terms of age, sex, and verbal IQ of the subjects in the standardization group and the population to be tested as part of this study.

Major findings thus far: The test has been standardized on 240 children of normal development, equally distributed as to sex, and with IQ averaging 113. Means and Standard Deviation for each variable has been established at 12 age levels (6 month intervals, ages 3-6, for male and female).

Publication references and/or plans: To be published during academic year, 1968-69.

Cooperating or supporting groups:

Head Start, Urbana

Kindergartens, Urbana

Nursery Schools, Urbana and Champaign

Child Development Laboratory, University of Illinois

St. Louis Special District for Education of the Handicapped

Lincoln State School for the Mentally Retarded

Anderson Speech Clinic, Anderson, South Carolina

Institute of Physical Medicine and Rehabilitation, Peoria, Illinois

Meriam School for Emotionally Disturbed, St. Louis

Date initiated: September, 1966 Estimated terminal date: 1969

Additional Staff: Research Assistants

Nancy Robey

Carol Prutting

Barbara Castning

Judith Rieder

Title: Some Outcomes of a Science/Mathematics Curriculum Project

Principal investigator and department: J. Myron Atkin (Elem. Ed.)

Purpose: To detect unanticipated outcomes from a curriculum development project at the elementary school level. The primary focus is on student outcomes, but teacher behavior and effect on the community are also of interest.

Subjects: Elementary school children, ages 5 to 13 and their teachers.

Methods: Observing children while working with them in the classroom, talking with teachers and observing their actions, interviews with parents.

Title: Development of Achievement Measures for Trade and Industrial Education

Principal investigator and department: Thomas S. Baldwin (Voc. Tec. Ed.)

Purpose: To develop standardized achievement instruments for Trade and Industrial Education

Subjects: Post high school Trade and Industrial Education students in Tech Institutes - 150-500, depending upon curriculum

Major findings thus far: Final forms of tests have been administered and statistical analyses are being done.

Publication references and/or plans: Final report will be published March 1, 1969

Cooperating or supporting groups: U.S.O.E.

Date initiated: March 3, 1966 Estimated terminal date: March 2, 1969

Title: An Experimental Study of the Readability of Technical Training Material Presented on Microfilm Vs. Offset Copy

Principal investigators and departments: Thomas S. Baldwin (Voc. Tec. Ed.) and Larry J. Bailey (Voc. Tec. Ed.)

Purpose: To develop an appropriate psychometric instrument for measuring an individual's ability to process each of several types of information through the visual modality and, to conduct an experimental study of the influence of each of three methods of presentation on information processing ability.

Subjects: Airmen at Chanute AFB

Methods: A psychometric instrument (Dep. variable) of known reliability and validity will be reproduced in three forms: 1. Black on white offset copy, 2. Positive image microfiche, 3. Negative image microfiche. The study will be designed to determine the influence of the method of presentation (Ind. variable) upon the dependent variable.

Publication references and/or plans: Results will be published in a U.S. Air Force technical report upon completion of project.

Cooperating or supporting groups: Research is supported by Aerospace Medical Research Laboratories, U. S. Air Force, Wright-Patterson AFB, Ohio.

Date initiated: June 1, 1968 Estimated terminal date: May 31, 1969

Additional staff: Dr. William Powell, Consultant

Title: Eureka College Study Center on Gifted Children

Principal investigators and departments: Fred Barnes (El. Educ.) and Genevieve R. Langston, Eureka College

Purpose: Training of persons concerned with program development for gifted children.

Subjects: Students at Eureka College, local area teachers and administrators, and parents of selected school children

Methods: Pretest, training posttest (to measure changes in attitude)

Major findings thus far: Attitudes re: giftedness on the part of teachers were modified through a training program.

Cooperating or supporting groups: Illinois Department of Program Development for Gifted Children

Date initiated: April, 1968 Estimated terminal date: 1969

Additional staff: Research assistants from Eureka College, and Illinois OSPI employees.

Title: An Empirical Comparison of the Wherry Shrinkage Formula with the Olkin-Pratt Unbiased Estimator of Multiple R Squared

Principal investigators and departments: Russell A. Chadbourn (Edl. Psych.) K. D. Hopkins (University of Colorado) and G. V. Glass (University of Colorado)

Purpose: To justify the frequent use of the Wherry Method

Methods: Compare results using the two methods for various DF.

Date initiated: November, 1967 Estimated terminal date: June, 1969

Title: Attention in Human Infants

Principal investigator and department: Leslie B. Cohen (Psych.)

Purpose: To examine infant perception, attention, and memory

Subjects: 2-18 month old human infants

Methods: Factorial designs using anovas

Major findings thus far: Infants habituate to repeated visual stimuli. It is possible to separate cognitive from reflexive properties of attention.

Publication references and/or plans: Several articles in press or submitted to journals for publication

Cooperating or supporting groups: University Research Board

Date initiated: January, 1967

Title: Educational Materials Evaluation Project
Principal investigator and department: Terry Denny (Edl. Psych.)
Purpose: To create instruments to be used in gathering data from elementary and secondary teachers and students about the performance of educational materials in science and social studies.
Cooperating or supporting groups: Educational Products Information Exchange Institute
Date initiated: April, 1968 Estimated terminal date: September, 1970
Additional staff: Nicole Donnell, Research Assistant and George Fernandez, Research Associate

Title: Longitudinal Study of Children's Perception of Learning to Read
Principal investigators and departments: Terry Denny (Edl. Psych.) and Samuel Weintraub (Indiana University)
Purpose: To attempt to assess children's perception of the act of reading as it develops over the first two grades of school. To develop an assessment technic to reveal children's notions of reading.
Subjects: 110 children in five schools in three locations
Methods: Repeated measures, utilizing interviewing schedule created for the research study.
Major findings thus far: High durability of initial percepts over first two years of school.
Publication references and/or plans: AERA papers in 1965-1966
Cooperating or supporting groups: Received small grant support from Purdue University Research Foundation in 1963
Date initiated: July, 1962 Estimated terminal date: March, 1969

Title: Analysis of Children's Activity Patterns
Principal investigators and departments: Michael J. Ellis (Rec.) and William P. Hurder (I.R.E.C.)
Purpose: To determine the patterns of hyperactivity and hypoactivity in exceptional children and how they are correlated with other variables.
Publication references and/or plans:

1. Proceedings of the 2nd International Congress of Sport Psychology.
2. Intertrial Response Strategy in Learning Time Estimation, Psychonomic S., 1968, 11:203
3. Article to be submitted to J. Appl. Physiology.
4. Article to be submitted to Exceptional Children.
5. Article to be submitted to J. Experimental Psychol.

Cooperating or supporting groups: Mental Health Fund Grant and Adler Zone Center, National Institute of Mental Health Grant to Children's Research Center
Date initiated: July 1, 1967 Estimated terminal date: June 30, 1970
Additional staff:
A. F. Gramza, Assistant Professor
D. B. Bishop, Assistant Professor
R. Martens, Assistant Professor
D. Landers, Assistant Professor
T. Linford, Research Associate, Mongoloid Project
P. Witt, Research Assistant, Lincoln State School Project, NIMH
L. Wuellner, Research Assistant, Play Research Lab, NIMH
K. McQuarrie, Research Assistant, Motor Performance Lab

Title: A Study to Determine Change in Anxiety Level and Introvert-Extrovert Level after Completion of Unit in Beginning Swimming
Principal investigators and departments: Marjorie Harris (Physical Education for Women) and Gerald Meredith (University of Hawaii)
Purpose: To determine if beginning swimmers have a higher anxiety and introvert level than students in other activity classes. To determine if there is any significant change at completion of unit of activity instruction.
Subjects: 200 college women - control group from basic movement classes
200 college women - experimental group from beginning swimming classes.
Methods: Administration of Cattells 16 PF test. Pre-test 2nd week of a semester, post-test 13th week of a semester. Raw scores converted to sten scores computation of mean and standard deviation. Computation of selected trait sten scores for anxiety level score and intro-extrovert level score.
Major findings thus far: Beginning swimmers, after completing one semester of swimming, show a significant change on Cattells 16 PF introversion-extroversion scale.
Publication references and/or plans: One article recently submitted to Psychological Reports. In the near future a second article will be submitted to Research Quarterly published by Am. Assoc. for Health, Physical Education and Recreation.
Date initiated: February, 1966

Title: Safety Education - Effects of Alcohol on Women Drivers
Principal investigator and department: Warren Huffman (Health Educ.)
Purpose: To determine the psychological and physical reactions of women drivers under specific, controlled blood levels of alcohol.

Title: Factor Analytic Methodology and Ability Theory
Principal investigator and department: Lloyd G. Humphreys (Edl. Psych.)
Purpose: Develop more objective factor analytic techniques; relate various factor analytic models to each other; apply models to ability theory.
Subjects: A great deal of the work is generated by the computer. Subjects, otherwise, are used when the data fit the purposes of the research; i.e., grade school, high school, college students, etc.
Date initiated: February 1, 1968 Estimated terminal date: January 31, 1971

Title: Achievement on Objective Examinations Allowing Permissive Use of Handwritten Notes
Principal investigator and department: Walter V. Kaulfers (Sec. & Cont. Ed.)
Purpose: To determine value of note taking in courses in terms of (a) achievement and (b) student feelings of security or frustration on examinations.
Subjects: College students--graduate and undergraduate
Methods: Comparison of achievement on equivalent forms of tests given with and without permissive use of personal handwritten notes; student evaluation of procedure via questionnaires.
Major findings thus far: Slight difference apparent to date; general student bias in favor of permissive use of notes
Date initiated: 1968 Estimated terminal date: 1970

Title: The Blind Learning Aptitude Test (BLAT)
Principal investigator and department: T. Ernest Newland (Edl. Psych.)
Purpose: To complete the standardization of a test of learning aptitude for blind children, age 6 upwards. To explore certain relationships among variables involved - particularly different kinds of information yielded by devices on learning aptitude ("intelligence") and measured school achievement.
Subjects: Presently have data on 961 blind subjects. Blind is interpreted to mean "educationally blind" - needing to learn by means of braille.
Methods: Data ultimately will be from twelve states - five midwestern, two on each coast, and three southern states. All data obtained by means of individual testing.
Major findings thus far: Standardization data compiled; major correlations computed. ($K-R_{21} = .93$; Test-retest [N=92], 7 month interval = .89)
Publication references and/or plans: The American Foundation for the Blind will issue the test.
Cooperating or supporting groups: U. S. Office of Education
Date initiated: 1966 Estimated terminal date: February, 1969

Title: Status of Color Vision Within the Mentally Retarded Population
Principal investigator and department: John A. Salvia (Special Education)

Title: Sound-Blending Abilities of Children
Principal investigators and departments: Thomas H. Shriner (Children's Research Center and Speech), and Margaret Scheffelin (Children's Research Center)
Purpose: To empirically test one subpart (sound blending) of the Illinois Test of Psycholinguistic Abilities in children
Subjects: 150 children, 50 at each of three levels, kindergarten, second grade, and fourth grade.
Methods: Eighteen words were selected from the sound blending subpart of the Revised Illinois Test of Psycholinguistic Ability of Children. Nine words have a single segmentation and nine have a double segmentation. The segmentation (interval) between the phonemes was systematically varied and constitute the treatments effect in a treatment by levels by word design. The five treatments are as follows: 250 milliseconds, 500 milliseconds, 750 milliseconds, one second, and two seconds. The levels consist of 150 children, 50 of kindergarten age, 50 of second grade age, and 50 of fourth grade age. The segmentation was accomplished by splicing various interval sizes (measured in milliseconds) between the phonemes. The phonemes were segmented by a mature, experienced female phonetician reading the phonemes independently of each other. Although there are certain disadvantages to this method, such as alteration of stress, duration, etc., it was selected as the first avenue of study because of the difficulty of segmenting phonemes in connected speech.

All recordings were made by high quality recording equipment, Magnecord PT-6 and M90 equipment at 15 ips with an Alter M-11 microphone. The speaker was situated in an adjacent sound treated room at the time the original 18 words were recorded. From the original, five master tapes, one for each of the five treatments, were constructed. The 18 words were randomized for each of the treatments. Ten different

children at each level will participate in only one treatment. If room ambient noise level indicates an unsatisfactory signal-to-noise ratio as measured on the A and B bands of a B and K Type 2203 sound level meter (Type 4131 condenser microphone), the words will be presented via earphones from a stereo tape recorder.

Publication references and/or plans: Probably Perceptual and Motor Skills by January 1, 1969.

Cooperating or supporting groups: National Institutes of Mental Health

Date initiated: November, 1967 Estimated terminal date: January, 1969

Additional staff: Jane Nemeč, Research Assistant

Title: Ability Screening of Pre-School Children

Principal investigator and department: Wilber D. Simmons (Special Education)

Purpose: Assess preschool age children in order to determine ability patterns that might provide clues for identification of exceptionally talented and gifted youngsters.

Subjects: Approximately 500 four-year and five-year old children in the counties of Champaign, Vermillion, Jackson, Will and others in Ill.

Methods: The testing program will use as its main instrument the French Pictorial Test of Intelligence. It will be administered by teams of specially trained counselors and teachers in each geographic area. The results will be analyzed through a variety of statistical procedures. The results will also be compared with parent checklists.

Publication references and/or plans: This study will provide baseline data for writing a longterm research proposal on ability screening and development.

Date initiated: November, 1968 Estimated terminal date: June, 1969

Title: An Analysis of the Relationship Between Body Type and Personality Traits of College Women

Principal investigators and departments: Mary Slaughter (Dept. of Physical Education for Women), Olive Young (Dept. of Physical Education for Women) and Laura Huelster (Dept. of Physical Education for Women)

Purpose: To determine the relationship between body types of women (as measured by Sheldon) and personality traits as measured by Cattell's 16 PF and Gough's CPI.

Subjects: 157 freshmen and sophomore women

Methods: Experimental; statistical techniques used: correlation, canonical correlation, discriminant analysis

Major findings thus far: The data are in the process of being analyzed

Date initiated: January, 1967 Estimated terminal date: 1968

Additional staff: Nora Liu, Research Assistant

Title: Educational Evaluation Designs
Principal investigator and department: Robert E. Stake (Edl. Psych.)
Purpose: To develop alternative evaluation models and techniques, some for use at the local project or school level and others for use at the regional or national level.
Publication references and/or plans: The countenance of educational evaluation. Teachers College Record, April, 1967.
Cooperating or supporting groups: Educational Products Information Exchange, AERA Committee on Curriculum Evaluation, North Central Association

Title: Techniques for Investigation of Structure of Individual Differences in Psychological Phenomena
Principal investigator and department: Ledyard R. Tucker (Edl. Psych.)
Purpose: Basic research on development of mathematical models and analysis procedures.
Major findings thus far: Developments in individual differences in learning and psychological scaling. Three-mode factor analysis.
Cooperating or supporting groups: Office of Naval Research
Date initiated: September, 1960

Title: Longitudinal Study of Characteristics of a Panel of Junior College Students Entering in the Fall of 1968
Principal investigator and department: William C. Wellner (Sec. & Cont. Ed.)
Purpose: To determine whether certain demographic, attitudinal, environmental and personality factors are effective in predicting probability of non-continuance of education for entering junior college freshmen. To ascertain some of the afore mentioned characteristics as they exist for a sample of junior college students and to note any differences between sub-populations of this sample. To study changes in attitudes and personality factors of this sample panel over a period of years.
Subjects: Approximately 200 junior college freshmen from Danville Junior College
Methods: The sample will constitute a student panel for a longitudinal study lasting at least two years. Information gathering instruments will be responded to during the month prior to the close of each semester as well as at the beginning of the study. Students from the panel who do not enroll during any successive semester will be asked to respond to a follow-up questionnaire in addition to the attitudinal indices.

Student response to the attitudinal measures will be factor analyzed. The responses will also be compared with data gathered by other instruments and by student sub-groups. Discriminant analysis will be used to determine effective measures to discriminate non-continuing students from continuing students in the panel. Data gathered at each interval will be compared with that gathered at earlier intervals to determine change in the group of continuing and non-continuing students.
Cooperating or supporting groups: Danville Junior College
Date initiated: September, 1968 Estimated terminal date: May, 1970
Additional staff: William Moss, Research Assistant

Center for Instructional Research and Curriculum Evaluation (CIRCE)

Staff: J. Thomas Hastings

Robert E. Stake

James L. Wardrop

Members of the CIRCE staff are currently engaged in a number of developmental research projects. Their formal roles in the projects have to do with educational-evaluation strategies and practices. The following projects are among those in which they are most active:

Educational Products Information Exchange (EPIE). This group has had planning funding from several sources, public and private, but is moving toward self-supporting activities. The general purpose is to afford educators documented descriptions and judgments concerning educational products ranging from overhead projectors to science curricula. The purpose is to allow educators to make use-decisions based upon explicit information.

Biological Sciences Curriculum Study (BSCS). A group of biologists funded since 1958 by NSF (about \$10,000,000) for the general purpose of improving biological education throughout the schools but with past emphasis upon the secondary level. For several years CIRCE has been directly involved in BSCS endeavors.

Title III Projects. These school-based "change projects" (USOE) are being pushed for more systematic evaluation than previously. Professor Stake of CIRCE is active in the formulation of plans and their implementation.

Commission on College Geography (CCG). A NSF-funded developmental group with a three-year history of focusing upon improvement of geography education at the college level in both liberal arts and specialists training. CIRCE is central in their evaluation activities and is helping with the processes of evaluation role decisions, data collection and processing, and judgement making.

Tri-University Project on Elementary Education, Evaluation Program (Tri-UP). The Tri-UP, USOE funded, is conducted by New York University, the University of Nebraska, and the University of Washington. The over-all goal is change in the training of elementary-education personnel, both preservice and inservice. CIRCE has been and will continue to be very active in the evaluation aspects of the total program even though the Evaluation Program is directed by Dr. Gabriel M. Della-Piana, University of Utah.

Illinois Gifted Project, Evaluation Training. Members of the staff of CIRCE together with special consultants from outside have been working with Dr. Ernest House in developing plans for training school personnel in evaluation techniques and points of view.

Consortium of Professional Organizations for the Study of Special Teacher Improvement Programs (CONPASS). Members of the CIRCE staff together with other College faculty members as special consultants have been working with this organization on various projects which are directed at evaluating special national programs aimed at the training of teachers and other educational personnel. Most of the projects are based in the Bureau of Educational Personnel of the U. S. Office

of Education. Professor Hastings is a member of the Consortium and of its Executive Committee. Professor Martin Maehr and Professor Hastings are working on a project to evaluate the procedures used by the BEP in assessing the proposals which come to it under EPDA.

Joint Council on Economic Education, Development of Economic Education Projects. CIRCE has helped organize a conference and a plan of attack on development by the Joint Council on Economic Education DEEP of materials and courses for the disadvantaged. Although CIRCE's interest is in the evaluation aspects, members of CIRCE have helped JCEE in locating suitable professionals with other expertise in curriculum development and in work with the disadvantaged.

In addition to these formal involvements, CIRCE is playing an active part in terms of consultation and advisement on developmental and evaluative strategies and tactics for a number of other groups, including the Industrial Arts Curriculum Project, Ohio State University; the High School Geography Project, Boulder, Colorado; the Consortium for Social Sciences Education, Boulder, Colorado; Project Impact, an evaluation of NDEA Institutes under the aegis of the Consortium of Professoral Associations for Study of Special Teacher Improvement Programs, Washington, D.C.; the establishment of a curriculum development and research center in the Metropolitan School District of Washington Township, Marion County, Indiana; the Elk Grove, Illinois, school project on Individualized Program Instruction.

Measurement and Research Division of The Office of Instructional Resources

Staff: R. E. Spencer

Larry Aleamoni

Donald Heil

William Stallings

Susan Feldman

John Bowers

Research Assistants:

Robert Bray

John Lepinski

Maurice Mahan

The Measurement and Research Division of the Office of Instructional Resources is continuously involved in research projects of considerable quantity. At any one moment in time there are some 40-50 different research projects underway, generally in the area of instructional problems and evaluation. Currently, the major categories of such research includes:

- (1) language learning and evaluation
- (2) validity studies of placement and proficiency systems
- (3) evaluation of instructional systems (course, department, curriculum)
- (4) non-intellective factors affecting college success
- (5) foreign student success on American campuses
- (6) the effects of different types of evaluation procedures on learning
- (7) evaluations of teaching
- (8) admissions/attrition/selection research
- (9) evaluation of programs; i.e., P/F system, Special Education, Opportunities Program, NDEA Summer Institutes

Office of Testing and Research - University of Illinois

Staff: Jane Loeb and L. F. Robinson

The Office of Testing and Research has been conducting a series of studies to (a) describe academic and non-intellective characteristics of the student body at the undergraduate and graduate levels, and (b) to improve admission procedures and validate current admissions policy at the Urbana-Champaign, Chicago Circle, and Medical Center campuses.

Characteristics and Performance of Graduate Students at the University of Illinois.

(a) To describe the graduate student body along demographic and intellective variables and to identify factors correlated with academic performance, at the graduate level. (b) To describe the Fall 1963 entering graduate students in terms of academic and demographic characteristics and to follow-up their academic progress at the University of Illinois through the Fall 1967 term.

Exploration of Admissions Models.

Predictive value of ACT subtests scores versus composite score; high school grade point average versus High School Percentile Rank; high school counselor's recommendation.

Non-intellective Variables as Predictors of College Performance.

To determine changes in students' academic and extracurricular activity plans and perceptions of university environment. To determine to what extent self-reported non-intellective characteristics of students correlate with college achievement. To explore ways to utilize discriminating non-intellective factors in establishing priority for admission.

Freshman Profile

A thorough description of entering freshmen by campus and college, providing data on academic (ACT scores, HSPR etc.) and non-intellective (goals in attending college, extracurricular plans, high school achievements, etc.) factors. (Prepared each year.)

Achievement Levels of Students with Culturally Deprived Backgrounds

Identification of key factors which are associated with academic achievement of culturally deprived students at the University and as they relate to admission.

Attrition Study

To follow-up students not returning to a subsequent semester or quarter to determine reasons why students who have not been dropped or graduated fail to return to the University.

Grading Patterns

To describe grade distributions by course level, department, instructors' rank, etc. on a university-wide basis and to determine changes of grading patterns.

SOCIAL CONTEXT OF EDUCATION

Bernard Farber. Family and Kinship in Champaign-Urbana

Michael Lewis. A Community Study of Race and Poverty in a Middle-Sized City

Wilber D. Simmons. Dissemination Project

Donald T. Williams. Appropriate Settings for the Higher Education of Negroes

Title: Family and Kinship in Champaign-Urbana
Principal investigator and department: Bernard Farber (Institute for Research on Exceptional Children and Sociology)
Purpose: To examine patterns of kinship organization among families with preschool children, with special emphasis upon families in low socioeconomic levels.
Subjects: Parents of preschool children in about 240 families (approximately 400 respondents) divided roughly equally between high, middle and low socioeconomic status families in Champaign-Urbana. Parents were interviewed in a series of sessions taking approximately a total of 6 hours generally. All respondents had children who were in preschool programs.
Publication references and/or plans: Monograph in preparation.
Cooperating or supporting groups: U.S.O.E.
Date initiated: 1965 Estimated terminal date: 1969
Additional staff: Charles Mindel, Research Assistant, David Harvey, Research Associate; and Jill Quadagno, Research Assistant

Title: A Community Study of Race and Poverty in a Middle-Sized City
Principal investigator and department: Michael Lewis (Sociology and Institute for Research on Exceptional Children)
Purpose: To understand the parameters of response to the problems of race and poverty in a specific community context.
Methods: Use of participant - observer method - semi-structured interviewing qualitative analysis
Publication references and/or plans: A report to the USOE and a book to be completed this spring
Cooperating or supporting groups: U.S.O.E.
Date initiated: September, 1965 Estimated terminal date: January 15, 1969
Additional staff: Audrey McNattin, Research Associate; Aaron Donsky, Research Assistant; and Carol Luskin, Research Assistant

Title: Dissemination Project
Principal investigator and department: Wilber D. Simmons (Special Education)
Purpose: To analyze the processes of dissemination in local school systems projects and evaluate their effectiveness and relative impact on the main participants.
Subjects: Local education districts and/or special federally supported projects.
Methods: Descriptive analysis of ongoing programs with surveys at selected intervals as to reactions of various groups (pupils, teachers, administrators, parents, etc.) to different elements of a program.
Major findings thus far: Dissemination, to be effective, involves more than a broad scale distribution of printed information. It must carefully consider the total education system, focus on particular target audiences, select the best medium for maximizing the effect of the message, and then evaluate all stages of the process. Such evaluation should be analyzed carefully in order to raise the quality of the program, strengthen weak areas, and/or decide to eliminate the project. A series of strategies and technics that can upgrade the quality of the dissemination processes in an educational program are being developed and field tested by the Dissemination Project.

Publication references and/or plans: Tentative guidelines as to strategies and technics for effective dissemination will be published late in 1968

Cooperating or supporting groups:

1. Southern Illinois Talent Search Center, Southern Illinois University, Carbondale, Illinois 62901
2. Center for Upgrading Educational Services, Champaign, Ill. 61820
3. Valley View Common School District #96, Lockport, Ill. 60441
4. Urbana School District #116, 101 North McCullough St. Urbana, Ill. 61801
5. Special Education Diagnostic and Resource Center, Wichita Public Schools, 4558 North Hydraulic, Wichita, Kansas 67219

Date initiated: July 1, 1969 Estimated terminal date: August 30, 1970

Title: Appropriate Settings for the Higher Education of Negroes

Principal investigator and department: Donald T. Williams (Sec. & Cont. Ed. and Higher Ed.)

Purpose: To test the appropriateness of places like University of Illinois for providing higher education to the black community.

Methods: Historical - conceptual

Publication references and/or plans: Possible journal article, 1969

Date initiated: Fall, 1968

PRINCIPAL INVESTIGATORS

	PAGE		PAGE
Aleamoni, Lawrence M.	65	Daigh, Charles	30,34
Anderson, Alexander	55	Delaney, Daniel	32
Anderson, Don N. (Eureka College)	51	Dennis, Richard J.	11
Anderson, Edward T.	55	Denny, Terry	58
Anderson, Richard C.	40	DiBianco, Douglas	13
Arlt, Phyllis B.	55	Drom, Buelah	17
Atkin, J. Myron	56	Dusek, Jerome	41
Axtelle, George (U.S. International University, San Diego)	34	Easley, John A., Jr.	22
		Ellis, Michael J.	58
Bailey, Larry J.	56		
Baldwin, Thomas S.	55,56	Farber, Bernard	68
Bannatyne, Alex	26	Feldman, Susan	65
Barnes, Fred	51,57	Fuller, Gerald R.	15
Beberman, Max	10,11		
Becker, Wesley C.	12	Glass, Gene V. (University of Colorado)	57
Belknap, Ralph (Northern Illinois University)	5	Gulden, James	32
Bijou, Sidney	40		
Bliss, Gordon (Southern Illinois University)	5	Hackett, Bessie	21
Bowers, Fredson (University of Virginia)	34	Hahn, Lewis (S.I.U.)	34
Bowers, John	65	Harris, Marjorie	59
Bowers, Norman E.	2	Hastings, J. Thomas	63
Boydston, Jo Ann (Southern Illinois University)	34	Heath, Robert W. (Stanford University)	49
Broudy, Harry-S.	34	Heil, Donald	65
Brown, Francis (Illinois State University)	5	Hemp, Paul E.	3,16
Burnett, Jaquetta H.	7	Henderson, Kenneth B.	51
Burnett, Joe R.	34	Henderson, Robert A.	2
		Hill, Kennedy T.	41
Cahen, Leonard S. (Educational Test Service)	49	Hook, J. N.	16
Carver, Fred D.	4	Hopkins, K.D.	57
Centright, Richard N. (NAPSE, Dir., Adult Education Clearing House)	27	Huelster, Laura	61
Chadbourn, Russell A.	57	Huffman, Warren	59
Chalfant, James	12,26	Humphreys, Lloyd	59
Clark, John P.	4	Hunt, J. McVicker	41
Cohen, Leslie B.	57	Hurder, William P.	26,58
Cohen, Ronald	7		
Cohen, Stewart	40	Jacobs, Paul H.	16
Colwell, Richard	13,26,40		
Cowley, W. H.	35	Karnes, Merle B.	42
		Kaulfers, Walter V.	59
		Knapp, Clyde	17
		Knell, Kenneth	3
		Knorr, Amy Jean	21
		Koenke, Karl	44

	PAGE		PAGE
Langston, Genevieve (Eureka College)	51,57	Sajwaj, Thomas	40
Leppert, Ella C.	17	Salvia, John A.	60
Levy, Edward	13	Scanlan, Richard T.	20
Lewis, Michael	68	Scheffelin, Margaret	60
Leys, Wayne R. (S.I.U.)	34	Schein, Judith (University of Wisconsin)	44
Loeb, Jane	66	Scott, Keith G.	46
Long, Thomas J.	32	Sechrest, Lee	50
		Sergiovanni, Thomas J.	4
Madsen, Alan L.	18	Shelden, Miriam	37
Maehr, Martin L.	51	Shores, Harlen	21
Mahaffey, Anna K.	18	Shriner, Thomas	60
Marquardt, William F.	27	Simmons, Wilber D.	28,61,68
MaSucci, Michael	32	Simpson, Elizabeth	21
McCleary, Lloyd E.	2,3	Simpson, Ray H.	52
McCoy, Eleanor M.	11	Slaughter, Mary	61
McKenzie, William (S.I.U.)	34	Smith, Robert B.	21
McLure, William P.	3	Smock, H. R.	44
McNamara, Thomas	32	Spencer, R. E.	65
Menges, R. J.	44	Sredl, Henry J.	22,52
Meredith, Gerald (University of Hawaii)	59	Stake, Robert E.	62,63
Miller, James O.	45	Stallings, William	65
Montague, W. E.	40,45	Steinman, Warren M.	47,48
Moore, Walter J.	27	Summers, Gene F.	4
Moses, Harold A.	32	Sumption, Merle	5
		Tatsuoka, Maurice	22
Nelson, Richard	52	Thomas, Hollie	3,19
Newland, Mary	21	Thurston, Alice	37
Newland, T. Ernest	60	Tomlinson, Robert M.	23
O'Banion, Terry	32	Towers, Edward R. (Ohio State University)	22
O'Neill, John J.	55	Travers, Kenneth J.	49
Otto, Wayne (University of Wisconsin)	44	Trekell, Marianna	35
		Tucker, Ledyard	62
Payette, Roland F.	17	Tyack, David	35
Pease, David	19		
Peshkin, Alan	7	Uhlir, Richard F.	37
Peterson, Jack (Western Illinois University)	5	Vaughan, Herbert	23
Peterson, Robert F.	45	Violas, Paul	35
Phillips, David	46		
Phipps, Lloyd J.	3,19	Walker, Robert	3
Purves, Alan	18	Wardrop, James L.	18,63
		Weintraub, Samuel (Indiana University)	58
Quigley, Stephen	46	Weir, Morton	49
		Wellner, William C.	62
Robinson, L. F.	66	West, Charles K.	49
Roesch, Winston (Northern Illinois University)	5	White, Roger	30

PAGE

Williams, David L.	3,15,19
Williams, Donald T.	5,30,35,69
Williams, Glenn (Eastern Illinois University)	5
Wolfe, Richard E.	51
Wolff, Joseph	50
Yates, Barbara A.	7
Young, Olive G.	61
Zeigler, Earle F.	35
Zimmerman, Marilyn	50

Cooperating and Supporting Groups

	PAGE
A.A.U.W.	7
ACPA, Junior College Student Personnel Commission	37
Adler Zone Center	58
Anderson Speech Clinic, Anderson, South Carolina	56
Bolivia, Ministry of Education	2
Carnegie Corporation of New York	35
Center for Upgrading Educational Services, Champaign, Illinois	69
Colonel Wolfe School	47
Danville Illinois Junior College	62
Eastern Illinois University	5
Education Products Information Exchange	58,62
Federal Intermediate Credit Bank of St. Louis	15
Hawaii State Board of Education	11
Head Start Urbana	56
Illinois Citizens Education Council	4
Illinois, State of	
Department of Program Development for Gifted Children	40,51,57
Division of Special Education Services	37
Research Coordination Unit	21,52
State Board of Vocational Education and Rehabilitation	16,24
State Department of Education	3,26
State Department of Mental Health	12,58
Illinois State University	5
Illinois, University of	10,12,26
Child Development Laboratory	56
Children's Research Center	26,45
College of Education	2,17
Computer Educational Research Laboratory	45
Curriculum Laboratory	14,17,19,114
Institute for Research on Exceptional Children	44
Survey Research Laboratory	30
University High School	14,17
University Research Board	7,34,35,51,57

Institute for Physical Medicine and Rehabilitation, Peoria, Illinois . . . 56

Iowa Department of Public Instruction. 2

Lincoln School for the Mentally Retarded 47,56

Meriam School for Emotionally Disturbed, St. Louis 56

Midwest Regional Laboratory 18

National Association of Secondary School Principals (NASSP). 3

National Council of Teachers of English. 46

National Institute of Child Health and Human Development 49

National Institute of Mental Health. 4,26,48,58,61

National Public Health Service 50

North Carolina Commission for the Blind 55

North Central Association. 62

Northern Illinois University 5

Northwestern University. 7

Ohio State University 22

Production Credit Associations of Illinois 15

Public Schools

 Catlin, Illinois 11

 Cincinnati, Ohio 22

 Champaign, Illinois 11

 Clifton, Illinois 11

 Clinton, Illinois 11

 Georgetown, Illinois 11

 Gilman, Illinois 11

 Hoopeston, Illinois 11

 Monticello, Illinois 11

 Muscatine County, Iowa 2

 Philadelphia, Pennsylvania 12

 Urbana, Illinois 56,69

 Valley View #96, Lockport, Illinois 69

 Villa Grove, Illinois 11

 Wichita, Kansas (Special Education Diagnostic and Resource Center) . 19

 Wilmette, Illinois 6

Southern Illinois University (Carbondale), Southern Illinois Talent Search Center	69
Southern Illinois University (Edwardsville).	5
Stanford University	49
St. Louis Special School District for Educationally Handicapped.	56
Trenton State College	22
United States	
Aerospce Medical Research Labs (Wright-Patterson A.F.B.)	57
Agency for International Development	2
National Science Foundation	10,11,12,22,24
Office of Naval Research	65
U. S. Office of Education	2,12,14,16,18,20,26,32,34,40,44,49,50,56,60,68
Division of Adult and Vocational Research.	23
Vocational Rehabilitation Administration	46
University of Kentucky Commerce College System	32
University of Miami	22
University of Michigan, Institute for Social Research.	55
University of Wisconsin, R. and D. Center	44
Western Illinois University	5

UNIVERSITY OF ILLINOIS-URBANA



3 0112 084223681