

CEMREL-AESTHETIC EDUCATION PROGRAM ARCHIVES: INTRODUCTION AND OVERVIEW

The Central Midwestern Regional Educational Laboratory (CEMREL) was one of several regional programs established in 1965 with funding from the National Institute of Education, Department of Health, Education and Welfare in an effort to develop new approaches to what were then seen as key problems in elementary and secondary education. Headquartered in St. Louis, Missouri, CEMREL's mission was to conduct research and develop new curricular materials and teaching methods primarily for elementary and secondary schools.

From 1965 to the mid-1970s, CEMREL's main components were AEP - Aesthetic Education Program, CSMP - the Comprehensive School Math Program, and ISP - Instructional Systems Project. Each program used federal and private funding to conduct research on educational methods and develop new instructional materials, often in the form of curriculum packages, to address needs not being met by traditional textbooks and instruction.

Although CEMREL received approximately 95 percent of its multi-million dollar annual budget from federal research grants and contracts, its officers maintained that it was an independent, non-profit corporation and not subject to federal accounting and spending regulations. Federal granting agencies disagreed, and this basic dispute over CEMREL's managerial autonomy was a key factor in its demise. As part of policy changes in the administration of President Ronald Reagan, the fiscal year 1981-1982 budget of the National Institute of Education was reduced by 27 percent. This had a direct effect on CEMREL in that it caused NIE to scrutinize more closely the agencies it funded. CEMREL's 1980 audit was re-examined and as a result, its fiscal responsibility questioned. In April 1981, a special investigator from NIE was appointed to examine the audit's criticism relating to conflict of interest, consultant fees, diversion of funds from educational programs, travel and entertainment expenditures, and similar matters.² A second audit was ordered and Congressional hearings threatened. Concurrently, CEMREL was being investigated by the U.S. Justice Department for the possibility of criminal violations concerning its operations and allegations of misuse of funds.

In the course of the investigations, CEMREL's director, Wade Robinson, resigned (July 23, 1982). Efforts were made to reorganize and an interim head was appointed, but CEMREL's attempts to re-establish its credibility were unavailing. Federal funding was withdrawn November 30, 1982 and the majority of its staff and operations ceased as of that date. CEMREL continued with a skeleton staff for another six months pending appeal of the termination of its contract with the Department of Education. However, when this appeal was rejected by the General Accounting Office June 2, 1983, CEMREL operations ceased entirely.³

¹Stanley S. Madeja and Sheila Onuska, Through the Arts to the Aesthetic, (St. Louis: CEMREL Inc, 1977) xii.

²"U.S. Inquiry on Education Laboratory," St. Louis Post-Dispatch, April 9, 1981, A-1, 9.

³Additional information on the closing of CEMREL can be found in the following articles from the St. Louis Post-Dispatch: "CEMREL to Meet on Funds Cutoff," 6 October

PROVENANCE

Following the 1983 closing of CEMREL, the archives of the Aesthetic Education Program were moved from St. Louis to the Department of Education in Washington. According to information provided in spring, 1985 by Kent Viehoever of the NIE, the CEMREL archives were housed in the NIE's library in its downtown Washington, D.C. offices. While the material was held at the NIE, large portions of the printed and audio-visual material in the CEMREL records were removed and placed in the NIE library. By 1984-85, space considerations required that the NIE move the material from its downtown offices to a warehouse in Landover, Maryland. As part of 1985 procedures to close the National Institute of Education, Department of Education personnel offered the archives of CEMREL-AEP to the University of Illinois because of the long involvement of its faculty in the program and its research interests in aesthetic education.

CONTENT AND ARRANGEMENT

Except for a small group of publications and reports from the Comprehensive School Mathematics Program, School Learning Policies Group, and Urban Education Program, the University of Illinois Archives holds only the materials relating to the aesthetic education programs of CEMREL. Aesthetic education, according to CEMREL's definition was:

. . . instruction designed to enrich a person's life by increasing one's capacity to use the senses joyfully in experiencing the world. . . . A full program of aesthetic education in the schools will produce students who can perceive, analyze, judge and value things they see, hear and touch. . . . With the arts disciplines as content and as means for getting at the elements, the processes and the behaviors related to aesthetic values, aesthetic education is an area of study analogous to studies of science or language arts.⁴

The basic goals of the Aesthetic Education Program for the 1966-76 period were: to design an elementary curriculum for students in kindergarten through grade six using a multi-media approach based on a "modular system" of instructional units, develop teacher education programs to support this curriculum, create greater sensitivity in the federal government and public at large regarding the importance of aesthetic education, and build a base of support for aesthetic education

1982, p. A 1; "CEMREL Directors May Replace Selves to Ensure Funding," 11 October 1982, p. A 3; "Audit of CEMREL Will Sever Ties with Government," 11 May 1983, p. N2 1; and "U.S. Rejects CEMREL's Appeal," 2 June 1983, p. C-10.

⁴Aesthetic Education: A Social and Individual Need, (St. Louis: CEMREL Inc., 1972).

by implementing the program in as many schools as possible.⁵ Starting in 1977, aesthetic education activities focused on a series of research projects conducted through CEMREL's Arts and Humanities Group. It concentrated on researching: the effect of aesthetic instruction on overall student achievement; effect of school conditions, resources, and policies on learning; the relationship of knowledge about human growth and development to instructional programs; and methods for the evaluation and measurement of learning in arts and humanities.⁶

Collectively, record series 10/10/101, 10/10/103, 10/10/105, 10/10/110, 10/10/111, and 10/10/112 have been identified as the "CEMREL-AEP Archives" based on name of the earliest and longest running aesthetic education component of CEMREL. These records also cover CEMREL's other efforts in aesthetic education including the Arts in General Education (1971-74), Arts and Humanities Group (1977-82), and Aesthetic Education Project (1980-82) and related activities in other CEMREL programs including Arts and Humanities Adaptability Project, School Learning and Policies Group, School Improvement Task Force, and Comprehensive School Mathematics Program.

The records have been arranged into six separate record series: Publications, Administrative Files, Program Materials, Motion Pictures, Audio Recordings, and Slides. There is a considerable overlap from series to series. For example, correspondence, reports and publications, along with a few tapes, films and slides will appear in the Program Materials. Reports also will appear in the Publications and Administrative files, and curricular packets may be found in both the Program Materials and Administrative Files.

PROCESSING AND FINDING AIDS

While extensive efforts were made to arrange and describe the material clearly and logically, researchers may find anomalies in both areas. This is a result of the combination of the files maintenance practices during their active use, the several moves they experienced, the disorder of the files upon their arrival at Illinois, the large volume of records, and the lack of summary information about CEMREL's administrative structure and practices. Within available resources, the material was arranged into six record series by type of file or document:

10/10/101	Publications and Reports
10/10/103	Administrative Files
10/10/105	Program Materials
10/10/110	Motion Pictures
10/10/111	Audio Recordings

⁵Madeja and Onuska, Through the Arts, xv.

⁶"Arts and Humanities Group Five Year Plan," September, 1977. (CEMREL-AEP Archives Administrative Files, Record Series 10/10/103, Box 11.)

10/10/112 Slides

Below the series level, the best-arranged and described materials are in the Publications and Administrative Files Series. In the Program Materials, there is repetition of file groupings/instructional units because the units are in order based on when they were processed by the Archives' staff, but efforts have been made to keep together material relating to specific units and instructional series. Many of the sound and video recordings and slides have been identified in a summary fashion only. They are arranged based on sequential numbers assigned when they were processed.

It is anticipated that researchers will need to scan these finding aids to locate topics of interest. To simplify the process of searching for topics, titles and names, all of the CEMREL-AEP finding aids are available on an IBM diskette for use with word-processing or searching software. The University of Illinois Archives welcomes users' comments on, and corrections of, information contained in these finding aids.

The arrangement and description of the CEMREL-AEP Archives has been a cooperative effort under the direction of Maynard Brichford and William Maher. Processing work was completed by Beverly Bishop, Hilary Murphy, and Herbert Leighton. The long and difficult work of typing, proofing and editing the finding aids was performed by Karen Swanson and Sally Marion.

William J. Maher
July 1, 1988

10/10/101
Education
Educational Resources
CEMREL AEP Archives Publications and Reports, 1968-82

Box 1:

Publications, Alphabetical by Title

- AEP Content Outlines, 1970
- Aesthetic Education: A Social and Individual Need, 1972-73
- Aesthetic Education Group: First Year Report, November 1975
- Aesthetic Education Group: Second Year Report, November 1975
- Aesthetic Education in Social Perspective, Aesthetic Education Seminar, New York, 1969, ca. 1971
- Aesthetic Education Program: A Bibliography, February 1976
- Aesthetic Education Program: A Brief, 1970
- The Aesthetic Education Program: A Report on the Accomplishments, 1969-1975, Volume 1, March 1976
- Aesthetic Education Program Extended Pilot: A Report on the Questionnaire Data, October 1972
- Aesthetic Education Program: Extended Pilot in Pennsylvania: Published Reports:
 - "A Department of Education Plan for the Establishment of a Pilot Aesthetic Education Program in Cooperation With Selected Schools, CEMREL and Other Interested Agencies", January 1971
 - "Aesthetic Education Program Extended Pilot in Pennsylvania", June 1973
 - "Report on First Year Pennsylvania Aesthetic Education Program", June 1973
 - "Report on Second Year Pennsylvania Aesthetic Education Program", November 1973
 - "Report on Third Year Pennsylvania Aesthetic Education Program", April 1975
- Aesthetic Education Program Initial Survey of Selected Implementation Sites, 1971-72, October 1972
- Aesthetic Education Program Progress Report, National Advisory Committee, February 6-7, 1975, ca. 1976
- Aesthetic Education Program Research and Evaluation: A Summary and Interpretation, February 15, 1977
- Aesthetic Education Program: Survey No. 1 of Selected Implementation Sites, 1972-73, February 1974
- Aesthetic Education Program Teacher Questionnaire, 1973
- Aesthetic Education Program: Teacher's Guides for; Investigating the Elements - Texture, Tone Color, Movement; Examining Point of Views; Arranging Sounds With Magnetic Tapes, 1972
- All the Arts for Every Child, 1973
- The Arts/Aesthetic Education Minipacket:
 - The Aesthetic Education Curriculum Program: Past, Present and Future, ca. 1972
 - Aesthetic Education: An Area of Study, ca. 1972
 - The CEMREL Aesthetic Education Program: A Report to the Field, ca. 1974

The Artist as Teacher, March 1971
 Arts and Humanities, January 31, 1980
 Arts and Humanities Group Five Year Plan, With Introduction to the CEMREL Five Year Plan, Sept. 1977
 The Arts, Cognition, and Basic Skill, 1978
 The Beehive: The Arts in Early Education, 1974
 Career Options for Arts Faculties, 1981
 Catalog of NIE Education Products (Describes CEMREL Packages), 1975
 The Child's Aesthetic Experience: An Interim Report and Position Paper, August 1974
 The Child's Capacity to Perceive Metaphor in Art Objects: A Paradigmatic Case of Aesthetic Development, December 1976

Box 2:

Publications, Alphabetical by Title

Children and the Arts: Presentations from a Writing Conference, July 5-Aug. 16, 1967
 (from CAREL, Central Atlantic Regional Education Laboratory)
 Classroom Arts & Aesthetic Education, Nos. 1-3, Feb., April, May, 1979
 Content Outline: Teacher Education, January 20, 1973
 Curriculum and Instruction in Arts and Aesthetic Education (Fourth Yearbook on Research in Arts and Aesthetic Education), 1981
 A Curriculum Model for Theatre in Aesthetic Education, 1972
 Defining Behavioral Objectives for Aesthetic Education, 1969
 The Development of a Learning Environment for Aesthetic Education: An Interim Report on an Experimental Kindergarten, 1970
 An 8 Day Week: Final Report on the Institute in Aesthetic Education for Administrators, April, 1974
 Final Report on the Institute in Aesthetic for Administrators, working papers, April, 1974
 Evaluation and Curriculum Development in the Arts, March 1973
 Extended Pilot Trials of the Aesthetic Education Program: A Qualitative Description, Analysis and Evaluation, August 1972
 Guidelines Curriculum Development for Aesthetic Education, February 1970
 In, Through and About: A Collaborative Project of a Performing Arts Center and an Educational Laboratory, 1972
 Limitations of a Research, Development and Diffusion (RD and D) Strategy in Diffusion: A Case Study of Nine Local Implementations of a State-adopted Curriculum, 1972
 Mie Birthdae, Bie Steven Gorman (book Written By Student in Experimental Kindergarten), 1971
 A Model for Aesthetic Response in the Arts, 1982
 Our Bag, #1-13, 1976-82

Pioneers in Perception: A Study of Aesthetic Perception, November 1979
 The Process of Curriculum Development for Aesthetic Education, March 1973
 Publications Lists, 1973-74, 1978
 Report of the Aesthetic Education Center, AETA Convention, 1972
 A Report on the Aesthetic Education Program, Vols. I, II, October 1975
 Report of the First New Harmony Conference of the American Research Institute for the Arts, 1981
 Research in the Arts and Aesthetic Education: A Directory of Investigators and Their Fields of Inquiry, 1978

Box 3:

Publications, Alphabetical By Title

Review and Index To Research in Educational Media, 1900-1968; Vol. 1, November 1970;
 Vol. 2, January 1972
 Review and Index To Research in Literature Relevant to Aesthetic Education, 1900-1968;
 November 1970
 Review and Index To Research in Film Relevant to Aesthetic Education, 1900-1968;
 November 1970
 Review and Index To Research in Creativity Relevant to Aesthetic Education, 1900-1978,
 November 1970
 Review and Index To Research in Dance Relevant to Aesthetic Education, 1900-1968;
 November 1970
 Stone Soup: A Magazine By Children, 1975
 Summary of Site Team for Aesthetic Education, July 20-30, 1980
 Survey of Aesthetic Attitudes of Key School Personnel, 1978
 Teacher Education for Aesthetic Education: A Progress Report, 1972
 The Teacher's Perception and Attribution of Causation, May 1969
 Tests in the Arts, September 1971
 Theatre in Aesthetic Education: A Review Draft of a Curriculum Model for Grades K-12,
 1970
 Through the Arts to the Aesthetic: The CEMREL Aesthetic Education Curriculum, 1977
 The Year 2000 and Aesthetic Education: Aesthetic Education Seminar, New York, 1969;
 December 1972

Published Program Materials, 1970-77

Teacher guides, student books, evaluations for the following units:
 Level 1: Aesthetics in the Physical World:
 Introduction to Light, 1973
 Introduction to Space, 1973
 Introduction to Sound, 1973
 Introduction to Motion, ca. 1975-76

Introduction to Time, 1973
Level 2: Aesthetic and Arts Elements:
Part/whole, 1971, 1974
Rhythm/meter, 1970-72, 1974
Setting and environment, 1972-73

Box 4:

Published Program Materials

Tone color, 1971, 1973
Non-verbal communication, 1972-73
Shape, 1971-72
Shape relationships, 1971-72
Shapes and patterns, 1972
Characterization, 1970-72
Tension, 1971
Level 3: Aesthetics and the Creative Process
Making sounds into patterns, 1972-73
Examining points of view, 1972

Level 3: Aesthetics and the Creative Process
Point of view, 1972
Relating sound and movement, 1970-71
Creating with sounds and images, 1974
Constructing dramatic plot, 1971
Creating characterization, 1971
Arranging sounds with magnetic tape, 1971
Level 4: Aesthetics and the Artists
Actors/Directors, 1974-75
Visual Artists, 1974-75

Box 5:

Published Program Materials

Writers, 1974-75
Composers, 1970-71; 1974
Filmmakers, 1975
Architects, 1975-76
Level 5: Aesthetics and the Culture
Mexico: An approach to aesthetics, 1975
The Yorutsa: An approach to aesthetics, 1975-76
The USSR: An approach to aesthetics, 1976

Japan: An approach to aesthetics, 1973-74
 The First Americans: An approach..., 1977
 Level 6: Aesthetics and the Environment, 1976

Grant Reports

NOTE: A more extensive file of NIE grant reports can be found in 10/10/103, Boxes 22-27.

Office of Education, National Institute of Education

Projects, 1968-79

Contractor's request for continued funding (OEC-3-7-062875-3050),
 September 15, 1968

Program support and management, Ionsic program plan, May 1, 1969

Instructional systems program, supplement to Ionsic program plan, May
 1970

Basic program plan, May 1970

Contractors request for continued funding, September 15, 1970

Box 6:

Grant Reports

Annual Budget justification (OEC-3-7-002875-3056), September 15, 1977

Basic program plan, April 1, 1972

Resource allocation and management plan, 3 vol., March 1, 1973, May 1,
 1973, and May 15, 1973

Supplement to basic program plan, March 1, 1973

National impact, aesthetic education program 1969, September 1974, ca.
 1974

Dissemination status reports, 5 volumes, (NE-C-CO-3-0098, OEC-
 307062875-3056), March 1975

Proposal for continuation of work under contract NE-2-00-3-0098, 3
 volumes October 31, 1975, December 15, 1975

Modification for aesthetic education, Institute for Basic Studies in the Arts
 and Aesthetic Education, (NE-C-00-3-0098), ca. 1975

NIE, Arts and Humanities Group Project:

Five year plan, May 1977

Quarterly progress reports (5 volumes), 1980

Box 7:

Grant Reports

NIE, Arts and Humanities Group (continued)

Quarterly progress reports, 11 volumes, (NIE-400-80-102), 1980-81

Box 8:

Grant reports:

NIE, Arts and Humanities Group (continued)

Quarterly progress reports, 13 volumes, (NIE-400-80-0102), 1981-82

Building partnerships for school improvement: A proposal to NIE: National Institute of Education, Volumes 1-2 (Volumes 3-5 missing), July 2, 1979

Building partnerships for school improvement: A proposal to the NIE (3 year proposal), volumes 1-2, 5, May 25, 1982

Building partnerships for school improvement: A proposal to the NIE, volumes 1-3 (volume 4 missing), September 7, 1982

Box 9:

Grant Reports

National Endowment for the Arts:

The artist in the school: A report on the Artist-in-Reneduise project, (NEA #A69-0-174), 1970

A report on training evaluators: Artist-in-Reneduise Project (1970-71), (A70-0-301), ca. 1971

John F. Kennedy Center for the Performing Arts:

Summer Institute in the Arts and Aesthetic Education Reports, manuals, readings, 5 volumes, 1980-81

Edward John Noble Foundation:

An 8 day week: Final report on the Institute in Aesthetic Education for Educators, April 1974

John D. Rockefeller 3rd Fund: The Arts in General Education:

Progress reports (May 1968-July 1971), ca. 1972

Evaluation component:

Interim report, November 1970

Review of formative evaluation activities, (1969-71), vol. 1, 1971

Summaries of classroom observation of arts in general education learning materials, (1971), Volume 3, 1972

Reactions to the Hubbard-Rouse Art curriculum in the University City Elementary Schools, (1969-71), Volume 4, 1972

The Transitional Year, (1971-72), Volume 6, 1973

CEMREL Non-AEP Publications

CEMREL Newsletter, 1978-79

Comprehensive School Mathematics Program

CSMP in Action

Extended Pilot Trials, Evaluation Reports

1-B-1, June 7, 1974

1-B-2, Aug. 1974
 1-B-3, Aug. 4, 1974
 1-B-4, Aug. 4, 1974
 1-B-5, Sept. 15, 1974
 1-B-6, Sept. 15, 1974
 1-C-1, Oct. 19, 1973
 1-C-2, Aug. 1974
 1-C-4, Aug. 1974
 1-C-6, Oct. 1974
 2-A-1, Nov. 1, 1975
 2-B-1, Oct. 1975
 2-B-2, Oct. 1975
 2-B-3, ca. 1975

Box 10:

CEMREL Non-AEP Publications

Comprehensive School Mathematics Program (continued)

5-B-1, Nov. 1978
 5-B-2, Nov. 1978
 5-C-1, Oct. 1978

Evaluation Report Series, No. 3, Criteria Acquisition for Product Advancement, 1973

Midwest Regional Exchange

Educational Knowledge Production and Dissemination in the CEMREL Region,
June 1980

Financial Status of the Public Schools in the CEMREL Region, July 1980

Holdings of External Data Documents, January 1980

Results from the Lab Survey on the Use and Need for External Data, Jan. 1980

What Research Says about Educational Information Needs, June 6, 1980

ML-Group for Policy Studies in Education

Achievement Measures as Title I Eligibility Criteria; versions from March, 1976,
Apr. 1977, May 16, 1977, Sept. 1977, and Nov. 1977

An Application of Item Characteristic Curve Equating to Item Sampling Packages
or Multi-Form Tests, ca. 1977

Classroom Control, Feb. 1978

Conceptual Issues in Models of School Learning, May, 1977

Criterion-Referenced Tests, May 20, 1977

Curricular Control and Learning Time, Nov. 1979

Determinants of Pupil Opportunity, May 1978

Different but Equal, Nov. 1979

Evaluation by Aggregation, ca. 1978

Explosion of a Myth: Quantity of Schooling..., Feb. 1974

- High School Tracking and Vocational Stereotyping, Apr. 1980
 Measurement Error and the Analysis of Panel Data, Aug. 1973
 Minority Education 1960-78, Sept. 1978
 The National Assessment of Educational Progress Model, Oct. 1977
 Policy-Responsive Evaluation, Jan. 1978, Rev. April 1978
 Policy Study: Teaching Strategy as a Resource Allocation Process, June 1979
 Schooling: Year-Round and All-around, ca. 1978
 Some Concepts for Using the Rasch Model in Curriculum Evaluation, 1979
 Teacher Resource Allocation, March 1978
 Teaching-Learning Processes in Elementary School, Feb. 1975
 Time Allocation as an Accounting Scheme..., Oct. 1975
 Tools for Improving Learning, Dec. 1978
- National Program on Early Childhood Education
 Examination of Select Extent Early Childhood Programs, April 1971
 The Kansas Reflection - Impulsivity Scale (KRISP), May 1971
- Research and Development Interpretation Service, National Institute of Education
 Research Within Reach: A Research-Guided Response to Concerns of Reading
 Educators, ca. 1977
 What We May Have Learned About Educational R and D, ca. 1980
- Urban Education Program
 Papers for National Conference on Urban Education, July 1978
 Effective Teaching and Learning in Urban Schools
 Effective Teacher Support Systems...
 Instructional Ingredients for the Development of Beginning Reading
 Competence
 Mathematics and the "Urban Child"
- The Political Economy of Education in Metropolitan Area, April 1979
 Papers for Midwest Policy Seminar, Oct. 15-17, 1980
 Desegregation (Reflections on the Milwaukee Desegregation Experience)
 Desegregation
 Desegregation in Big City School Systems
 Desegregation Policy
 Implementation School Desegregation in a Federal System
 Minimum Competency Testing: Mixing Political and Educational Agendas
 Minimum Competency Testing: New Directions for American Public
 Education
 Teacher Personnel Policies
 Teacher Personnel Policies: A Case of Inappropriate Means to Appropriate
 Ends
 The Wisconsin Approach to Individualized Competency Development and
 Evaluation