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. 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.

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


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.  

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

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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.\(^5\)

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

\(^5\)Madeja 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.)
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
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 Program: A Bibliography, February 1976
Aesthetic Education Program: A Brief, 1970
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 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
Report of the Aesthetic Education Center, AETA Convention, 1972
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
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
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 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:


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


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
  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 Study: Teaching Strategy as a Resource Allocation Process, June 1979
Schooling: Year-Round and All-around, ca. 1978
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