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INSTITUTION GEORGIA UNIV., ATHENS. RESEARCH AND DEVELOPMENT CENTER IN EDUCATIONAL STIMULATION.

SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.

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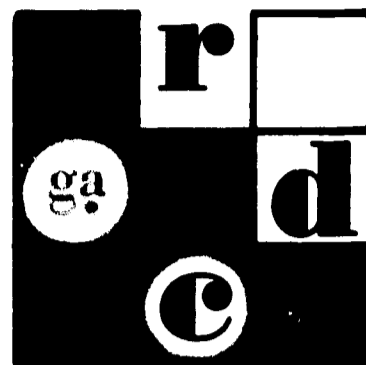
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DESCRIPTORS ART EDUCATION, COGNITIVE DEVELOPMENT, *DEVELOPMENTAL PSYCHOLOGY, *EARLY CHILDHOOD EDUCATION, EDUCATIONAL DISADVANTAGE, *EDUCATIONAL PROGRAMS, EXPERIMENTAL SCHOOLS, LANGUAGE ARTS, MATHEMATICS, MUSIC EDUCATION, PHYSICAL EDUCATION, *PROGRAM EVALUATION, RESEARCH AND DEVELOPMENT CENTERS, *RESEARCH PROJECTS, SCIENCES, SOCIAL SCIENCES

ABSTRACT

DURING THE QUARTER COVERED BY THE REPORT (APRIL-JUNE 1969) THE CENTER'S MAJOR OBJECTIVE WAS THE PRODUCTION OF "MODELS FOR EARLY EDUCATIONAL STIMULATION DESIGNED TO CAPITALIZE TO AN OPTIMUM DEGREE ON THE CHILD'S EARLY LEARNING POTENTIAL." THE CENTER'S SUBORDINATE AIMS AND RELATIONSHIPS WITH OTHER INSTITUTIONS ARE EXPLAINED AND FIVE MAJOR PROGRAMS ARE LISTED: (1) ADMINISTRATIVE (2) SUBSTANTIVE--INCORPORATING OVER 30 PROJECTS UNDER SEVEN HEADINGS (ART, LANGUAGE ARTS, MATHEMATICS, MUSIC, PHYSICAL EDUCATION, SCIENCE, AND SOCIAL SCIENCE); (3) DEVELOPMENTAL PSYCHOLOGY; (4) EVALUATION; AND (5) TECHNICAL SUPPORT (STATISTICAL SERVICES, PUBLICATIONS, DISSEMINATION, AND FIELD CENTERS).. PRINCIPAL STAFF MEMBERS FOR EACH PROGRAM AND PROJECT ARE NAMED, AND EACH OF THE FIVE MAJOR PROGRAMS IS DESCRIBED. TAXONOMY CODE SHEETS LIST 17 BASIC ELEMENTS FOR EACH OF THE SEVEN SUBSTANTIVE PROGRAM HEADINGS. A LIST OF 33 PUBLICATIONS PREPARED BY CENTER PERSONNEL IS APPENDED. (JK)

ED035993



Research and Development Center in Educational Stimulation

QUARTERLY REPORT
TO
THE UNITED STATES
OFFICE OF EDUCATION

JULY 31, 1969

EA 002 781

UNIVERSITY OF GEORGIA

ATHENS, GEORGIA

ED035993

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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QUARTERLY PROGRESS REPORT:

**RESEARCH AND DEVELOPMENT CENTER
IN EDUCATIONAL STIMULATION
The University of Georgia
Athens, Georgia**

to

THE UNITED STATES OFFICE OF EDUCATION

**Report Number 16
May 1, 1969 to July 31, 1969**

**Center Number 5-0250
Contract Number OE 6-10-061**

**Executive Committee of the
Local Advisory Board
Joseph A. Williams
Warren G. Findley
Stanley H. Ainsworth**

**Director
Eugene M. Boyce**

ADMINISTRATIVE REVIEW

Work on Center Focus

Since the beginning of fiscal year 1969, a major administrative goal has been to sharpen the operational focus of the Center and to strengthen materially the evaluation and developmental psychology dimensions of the program. Substantial progress has been made in all these areas during the quarter ending July 31. Intensive evaluative and planning activities by the Coordinating Committee were continued throughout this quarter. (The committee consists of the Director and the three Associate Directors for Substantive Programs, Evaluation, and Developmental Psychology.)

The strategy throughout the planning was to concretize the general goal of the Center into specific operational objectives, each of which could be expressed in a single program backed by a rationale understandable to both the professional and the lay public. Near the end of the quarter (July 22-23) Dr. James O. Miller, Director of the National Laboratory on Early Childhood Education, serving as consultant to the Center directorate, was of great help in bringing program planning to a focus. This focus was expressed as follows: "The Georgia Center produces models for early educational stimulation designed to capitalize to an optimum degree on the child's early learning potential."

National Advisory Panel

The National Advisory Panel met at the University of Georgia on July 1, 2, and 3. The panel's report is attached (see Appendix I).

Field Centers

Under the direction of Dr. Everett T. Keach, Associate Director for Substantive Programs, work has been concentrated on curriculum materials in seven subject areas for the Clayton County project. It was decided in January, 1969 that the Center should assume responsibility for the total curriculum in this project.

Relations with Other Federal Projects

On April 15 the Follow Through/Washington Office contacted the Georgia R&D Center concerning the possibility of having the Center act as sponsor for several Follow Through projects. Dr. Charles D. Smock, Associate Director for Developmental Psychology, was given responsibility for this program. On May 13 and 14 the following contracts were agreed upon for the 1969-70 school year.

FOLLOW THROUGH CONTRACT INFORMATION

<u>School Board</u>	<u>Contracted Amount</u>
Lee County School Board Jonesville, Virginia (Mrs. Charles Cox)	\$ 17,710
Guilford County Board of Education Greensboro, North Carolina (Mrs. Eleanor Boyd)	12,320

<u>School Board</u>	<u>Contracted Amount</u>
Martins Ferry Board of Education Martins Ferry, Ohio (Mr. James Henthorn)	\$ 6,160
Gulfport Municipal Separate School District Gulfport, Mississippi (Dr. Mercer Miller)	18,480
McCormick County School District McCormick, South Carolina (Miss Helen R. Brown)	11,550
Pickens County Board of Education Jasper, Georgia (Mrs. Emogene Darnell)	17,325
	<hr/>
Sub Total	\$ 83,545
Federal Contract OEG-0-8-522479-6417 (100)	<u>82,915</u>
Total	\$166,460

Planning for Site Visit

Dr. C. Ray Carpenter, member of the National Advisory Panel, consulted with the Director of the Center on June 17 and 18 concerning preparations for the Site Visit scheduled to take place November 3, 4, and 5. The National Advisory Panel had recommended at its July meeting that some special attention be given to preparation of the reports to be presented to the site visit team.

University Relations

During this quarter Dr. Charles Smock, Associate Director for Developmental Psychology, held several meetings of experienced developmental

psychologists on the Georgia Campus. This was done with a view to promoting maximum input for the Center through contributions from specialists in their field.

Relations with State Agencies

On May 23 the Center Director and Miss Sarah Duncan, Coordinator for Dissemination, spent the day with Dr. Edmund C. Martin, Executive Director of the Georgia Educational Improvement Council. Discussion centered around common interest in early childhood education. Groundwork was laid for future cooperation of the Georgia Center and the state agency. The Georgia Educational Improvement Council was established by law in 1964:

Senate Bill 198 defined the purposes and functions of the Council in Section 2, as follows:

"It shall be the purpose and function of the Council to study the constantly changing long-range educational needs in Georgia at all levels of education in Georgia and to advise, assist and cooperate closely with the Governor, the General Assembly, the State Board of Education, the State Board of Regents, and other appropriate agencies, both public and private, in developing plans and programs for meeting these educational needs, and the public educational institutions and agencies in Georgia and such public educational bodies shall cooperate and work with the Council and provide the Council, upon request, such information and assistance as may be practicable and helpful to the Council in performing its purpose and function."

Changes in Center Personnel

Dr. D. Keith Osborn has had responsibility since the fall of 1968 for coordination between the departments concerned with early childhood education in the School of Home Economics and in the College of Education. He accepted during this quarter to also act as coordinator between the Center

and these two schools. The position of Associate Director for Evaluation was declared vacant on July 7, 1969. This position had been held by Dr. Thomas Goolsby.

PROGRAM-PROJECT REGISTER*

Revised June 30, 1969

Research and Development Center in Educational Stimulation

BR No. 5-0250

Code Number	Title	Coordinator
01	ADMINISTRATIVE PROGRAM	Eugene M. Boyce
02	SUBSTANTIVE PROGRAM	Everett T. Keach
02-01	Art Project	Robert B. Kent
02-02	Language Arts Project	George E. Mason
02-03	Mathematics Project	William D. McKillip
02-04	Music Project	Gene M. Simons
02-05	Physical Education Project	Billy E. Gober
02-06	Science Project	Kenneth S. Ricker
02-07	Social Science Project	Everett T. Keach
03	DEVELOPMENTAL PSYCHOLOGY PROGRAM	Charles D. Smock
04	EVALUATION PROGRAM	Position Vacant
05	TECHNICAL SUPPORT PROGRAM	Eugene M. Boyce
05-01	Statistical Services	Billy G. Smith
05-02	Publications	Margaret B. Sullivan
05-03	Dissemination	Sarah A. Duncan
05-04	Field Centers	Irvin H. Cole

* Explanation of changes from the previous register to the current register is in the Revisions to the Program-Project Register.

REVISIONS TO
PROGRAM-PROJECT REGISTER

Code Number	Title	Investigator
01	<p>LANGUAGE ARTS Language Arts has lost its previous identity as a program and has become a project within the Substantive Program.</p>	George E. Mason (Coordinator)
01-01	<p>Developing a Language Arts Curriculum This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	Robert L. Aaron George E. Mason
01-02	<p>A Study of Written Composition This project was transferred as of June 30, 1969, and is being restructured as an activity within the framework of the Evaluation Program.</p>	L. Ramon Veal Murray Tillman
01-04	<p>Defining the Structure of a More Efficient Early Word-Recognition Program This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	George E. Mason Robert L. Aaron
01-06	<p>A Study of the Visual and Auditory Pre-Reading Behaviors of Young Children This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	George E. Mason Robert L. Aaron

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
01-07	<p>Replicating the Gezell Reading Gradient This project was transferred as of June 30, 1969, and is being restructured as an activity within the framework of the Evaluation Program.</p>	Robert L. Aaron
01-27	<p>Continuous Stimulation in Primary Grade Language Arts This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	<p>Hazel D. Simpson Eleanor M. Ladd George E. Mason</p>
01-28	<p>Development of an Oral Language Stimulation Program This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	Bettye L. Jennings
01-29	<p>Acquisition of a Supplementary Dialect This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	Richard Rystrom
01-30	<p>Copying Behavior in Young Children This has been transferred to the Developmental Psychology Program and will be fitted into the programmatic structure of the Program.</p>	<p>Murray Tillman Charles D. Smock</p>
01-31	<p>A Field Test of the English Curriculum Study Center (Georgia) Composition Program This project was completed effective June 30, 1969.</p>	<p>Mary J. Tingle L. Ramon Veal Sue W. Cromartie</p>
01-32	<p>Syntax and Quality of Oral and Written Composition This project was completed effective June 30, 1969.</p>	L. Ramon Veal

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
01-33	<p>Supplementary Dialect Training and Reading Achievement This project was completed effective June 30, 1969.</p>	Richard Rystrom
01-34	<p>Excellence in Writing as a Stimulus for Composition This project was completed effective June 30, 1969.</p>	Rachel S. Sutton Editha Mills
01-35	<p>Relationship between Oral Language and Reading Using Cloze and Multiple-Choice Tasks This project was completed effective June 30, 1969.</p>	Albert J. Kingston Wendell W. Weaver
01-37	<p>Letter-Sound Association and Learning to Recognize Printed words This project was terminated effective June 30, 1969.</p>	Ira E. Aaron
01-38	<p>Behavioral Analysis and Programming of Reading Comprehension Skills This project has lost its identity as a project and has become an activity in the Language Arts Project.</p>	Richard Rystrom
01-39	<p>Abstractness of Oral Language as a Predictor of Reading Success This project was completed effective June 30, 1969.</p>	Richard Rystrom
02	<p>MATHEMATICS Mathematics has lost its previous identity as a program and has become a project in the Substantive Program.</p>	William D. McKillip (Coordinator)

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
02-01	Classification Schemes for Three-Year-Olds This project was terminated effective June 30, 1969.	Joseph R. Hooten
02-02	An Exploratory Study of the Development of Selected Concepts in Number by Pre-School Children This project was completed effective June 30, 1969.	Leslie P. Steffe
02-03	An Exploratory Study of the Development of the Length Relations "Longer Than," "Shorter Than," "The Same Length As" at the Ages of Four and Five Years (Formerly Titled: An Exploratory Study of the Development of Selected Concepts in Linear Measurement by Pre-School Children) This project was completed effective June 30, 1969.	Leslie P. Steffe
02-04	Geometry for Four- and Five-Year-Olds This project has lost its identity as a project and has become an activity in the Mathematics Project.	G. Edith Robinson
02-05	Mathematics Curriculum Improvement Study-- Five-Year-Olds This project has lost its identity as a project and has become an activity in the Mathematics Project.	M. L. Mahaffey
02-06	Adaptive Mathematics for First Grade This project has lost its identity as a project and has become an activity in the Mathematics Project.	M. L. Mahaffey
02-07	A Study of the Relationship of IQ, Conservation of Numerousness and Arithmetical problems with Four Different Structural Types This project was completed effective June 30, 1969.	Leslie P. Steffe

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
02-08	<p>Studies in the Development of Geometric Intuition II. Effects of Instruction This project has lost its identity as a project and has become an activity in the Mathematics Project.</p>	G. Edith Robinson
02-10	<p>A Pilot Curriculum Endeavor in First Grade Mathematics for Disadvantaged Students (Mitchell County, Georgia) This project was terminated effective June 30, 1969.</p>	Leonard Pikaart
02-13	<p>Curriculum Design and Evaluation in Mathematics for Children Ages Three Through Eight This project has lost its identity as a project and has become an activity in the Mathematics Project.</p>	<p>William D. McKillip Joseph R. Hooten M. L. Mahaffey Leslie P. Steffe G. Edith Robinson</p>
03	<p>SCIENCE Science has lost its previous identity as a program and has become a project in the Substantive Program.</p>	Kenneth S. Ricker (Coordinator)
03-01	<p>Development of Pre-Primary Science Curriculum This project has lost its identity as a project and has become an activity in the Science Project.</p>	William R. Zeitler
03-02	<p>Development of Primary Science Curriculum This project has lost its identity as a project and has become an activity in the Science Project.</p>	Kenneth S. Ricker
04	<p>SOCIAL SCIENCE Social Science has lost its previous identity as a program and has become a project in the Substantive Program.</p>	Everett T. Keach (Coordinator)

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
04-01	<p>Social Science Educational Stimulation This project has lost its identity as a project and has become an activity in the Social Science Project.</p>	<p>Michael L. Hawkins Everett T. Keach Paul E. Kelly Robert N. Saveland</p>
04-02	<p>The Development of a Sequential Curriculum in Geography for Grades K-6 This project was terminated effective June 30, 1969.</p>	<p>John Ball Everett T. Keach Marion J. Rice Robert N. Saveland</p>
05	<p>ART Art has lost its previous identity as a program and has become a project in the Substantive Program.</p>	<p>Robert B. Kent (Coordinator)</p>
05-01	<p>An Art Program for Stimulating Aesthetic and Creative Visual Abilities in Kindergarten This project was completed effective June 30, 1969.</p>	<p>Marvin Grossman</p>
05-03	<p>An Art Program for Young Children This project has lost its identity as a project and has become an activity in the Art Project.</p>	<p>Robert B. Kent</p>
06	<p>MUSIC Music has lost its identity as a program and has become a project in the Substantive Program</p>	<p>Gene M. Simons (Coordinator)</p>
06-02	<p>Developing a Music Curriculum for Early Childhood This project has lost its identity as a project and has become an activity in the Music Project.</p>	<p>Gene M. Simons Lois Ann Conoley Betty Williford</p>

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
07	<p>PHYSICAL EDUCATION Physical Education has lost its identity as a program and has become a project in the Substantive Program.</p>	<p>Billy E. Gober (Coordinator)</p>
07-01	<p>Developing a Physical Education Curriculum This project has lost its identity as a project and has become an activity in the Physical Education Project.</p>	<p>Clifford G. Lewis Marilyn Vincent Mary D. Leslie Billy E. Gober</p>
07-02	<p>Teacher Effectiveness in Physical Education Curriculum This project has lost its identity as a project and has become an activity in the Physical Education Project.</p>	<p>Robert T. Bowen Marilyn Vincent Thomas Bigelow Billy E. Gober</p>
08	<p>EVALUATION The Evaluation Program has retained its status as a program; its code number has been changed to 04.</p>	<p>Position Vacant</p>
08-07	<p>Educational Stimulation and Continuity of Creative Growth This has been transferred to the Developmental Psychology Program and will be fitted into the programmatic structure of the program.</p>	<p>E. Paul Torrance</p>
08-10	<p>Behavioral Response Set in Elementary School Children as Manifested by Their Characteristic Mode of Contacting the Environment This project was completed effective June 30, 1969.</p>	<p>Paul L. Wood</p>

REVISIONS TO
PROGRAM-PROJECT REGISTER (CONT.)

Code Number	Title	Investigator
09	<p>DEVELOPMENTAL PSYCHOLOGY The Developmental Psychology Program has retained its status as a program; its code number has been changed to 03.</p> <p>SUPPORT SERVICES Support Services has become the Technical Support Program, 05.</p>	<p>Charles D. Smock (Coordinator)</p> <p>Eugene M. Boyce</p>

PROGRAM RESUMES

Administrative Program

Director: Dr. Eugene M. Boyce

Principal Staff: Dr. Everett T. Keach
Dr. Charles D. Smock
Mr. B. G. Smith

The Administrative Program is based on the concept that the development of an R and D system is in itself a developmental process. Organization for decision making and review exists in the Center's Coordinating Committee, consisting of the director and the three associate directors. Administrative support in the Center is designed to implement the policies and decisions of this Committee.

Substantive Program

Associate Director for
Substantive Program: Dr. Everett T. Keach

Principal Staff: Mr. Billy E. Gober
Dr. Robert B. Kent
Dr. George E. Mason
Dr. William D. McKillip
Dr. Kenneth S. Ricker
Dr. Gene M. Simons

The aim of this program is to develop curriculum procedures and materials toward the Center's goal of "optimizing cognitive learning

and development in children 3-12 through early, continuous and sequentially structured stimulation." Initially, efforts will be concentrated on children 3-8 years of age.

Intellectual development is conceived as a process of adaptation to the environment. Range of skills and understandings necessary for optimal development are encompassed by the seven subject-matter areas in which instructional procedures are being devised. These areas, as traditionally classified, are Art, Language Arts, Mathematics, Music, Physical Education, Science, and Social Science. The work is aimed at unifying the emerging conceptual frameworks of the several substantive areas by making them all consistent with a set of underlying principles about child growth and development and a common understanding of the way children learn.

There will be efforts in each area to make the conceptual framework and sequence of that particular "subject" explicit and to work toward making reinforcing or interfering links with other subject-matter areas explicit. The experimental school serving as the site for the development and further refinement of the unified curriculum is the Arnold Elementary School in Clayton County, Georgia.

Developmental Psychology

Associate Director for
Developmental Psychology: Dr. Charles D. Smock

Principal Staff: Dr. M. H. Tillman
Others to be added

The aim of the Developmental Psychology Program is to provide the theoretical and knowledge base for the Center's attempts to "optimize cognitive learning and development in children 3-12 through early, continuous and sequentially structured stimulation." The activities are concerned with providing a unified psychological scheme relevant to both the development of specific curriculum (e.g., mathematics) as well as the more generalized cognitive outcomes (e.g., problem solving).

Major activities include:

- (1) Working with individual curriculum developers to match the content or subject matter and the instructional process with developmental characteristics of children.
- (2) Conducting studies to answer the following questions:
 - a) To what extent do the acquisitions resulting from a particular curricular program (e.g., science) generalize or transfer to other programs (e.g., mathematics)?
 - b) What are the affective and motivational consequences of the curricular programs?
 - c) To what extent is acquisition of intellectual skills independent of the cultural background or particular learning characteristics of the children?

- d) To what extent does the child's learning within the school setting generalize to the home and/or other environmental settings?
- (3) Elucidating further the underlying developmental processes in children.
- a) Determining the effect of sequence of learning on generalization and transfer at the different developmental levels (sensory-motor through formal-symbolic).
 - b) Determining those environmental factors that facilitate the transition from one mode of representation to a higher level one--including the role of social experiences.

Evaluation

Associate Director for

Evaluation: Position vacant since July 7

The major objective of the Evaluation Program is to determine the effect of providing early and continuous educational stimulation to children in comparison to what might be expected under prevailing instructional practices. More specifically, it is to examine children provided such stimulation from age three to age twelve.

In addition to planning and implementing the overall, summative type of evaluation for the program, the evaluation team consults with

the curriculum developers in each subject matter area for the purpose of formative evaluation.

In collaboration with the project coordinators for the curriculum projects, objectives of their instruction are being spelled out in behavioral terms suitable for establishing the appropriateness of particular tests and test-item types for appraising achievement of these objectives by children in the longitudinal study who have received early and continuous educational stimulation designed to foster achievement of these objectives.

Technical Support

Principal Staff: Mr. Irvin H. Cole
Miss Sarah A. Duncan
Mr. B. G. Smith
Miss Margaret Brett Sullivan

The Technical Support Program is staffed with specialists in data processing, editing and publishing, communications, and school organization and administration. The primary function of this program is to provide the R and D researchers and staff the ability to analyze and communicate their accomplishments. The four components of the Technical Support Program are: Statistical Services, Publications, Dissemination, and Field Centers.

STATUS OF REVISED PROJECT RESUMES

The resumes for the projects in the Substantive Program are the same as the program resumes for these areas submitted in the 1969 Program Plan. Revised project resumes will be submitted in the 1970 Program Plan.

Projects will be established in the Evaluation and Developmental Psychology Programs and will be reported at the time they are added.

Components of the Technical Support Program were given project numbers for accounting purposes. However, as these are service functions no project status will be given to them and consequently no project resume or taxonomy will be prepared.

Date July 31, 1969

TAXONOMY CODE SHEET
(Form II)

Project Title	Art
Investigator	Robert B. Kent*
1 <u>5</u> 2 <u>0</u> 3 <u>2</u> 4 <u>5</u> 5 <u>0</u> 6 _	A. Center Bureau No. <u>Research and Development Center in Educational Stimulation</u>
7 <u>0</u> 8 <u>2</u>	B. Program No. <u>Substantive Program</u>
9 <u>0</u> 10 <u>1</u>	C. Project No. <u>Art Project</u>
11 _ 12 _	D. Percent of Total Budget _____
13 <u>0</u> 14 <u>2</u>	E. Institution <u>Research and Development Center</u>
15 <u>0</u>	F. Legislative Authority <u>Cooperative Research</u>
16 <u>0</u> 17 <u>3</u>	G. Class of Activity <u>Development</u>
18 <u>3</u> 19 <u>0</u>	H. Approach <u>Combination Approach</u>
20 <u>7</u> 21 <u>1</u>	I. Educ. level Ultim. Target group <u>Preschool or K with Elementary</u>
22 <u>0</u> 23 <u>1</u>	J. Ethnic Charact. Ult. Tgt. group <u>General Population</u>
24 <u>0</u> 25 <u>0</u>	K. Demographic Area Ult. Tgt. group <u>Not Applicable (or includes all areas)</u>
26 <u>0</u> 27 <u>1</u>	L. Spec. Char. Ultim. Target group <u>General Population</u>
28 <u>0</u> 29 <u>8</u>	M. Char. Instrumental Target group <u>Combined Groups of Educators</u>
30 <u>3</u> 31 <u>0</u>	N. Topical Area Code <u>Instructional Systems and Practices</u>
32 <u>1</u> 33 <u>2</u> 34 <u>1</u>	O. Subject Matter Field <u>The Arts</u>
35 <u>1</u> 36 <u>5</u>	P. Acad. Area of Investigator <u>Curriculum and Instruction</u>
37 _ 38 _ 39 _ 40 _	Q. FY Allocation (thousands) _____

* D.Ed. in General Curriculum

Date July 31, 1969

TAXONOMY CODE SHEET
(Form II)

Project Title Language Arts

Investigator George E. Mason*

1 5 2 0 3 2 4 5 5 0 6 A. Center Bureau No. Research and Development Center
in Educational Stimulation

7 0 8 2 B. Program No. Substantive Program

9 0 10 2 C. Project No. Language Arts Project

11 12 D. Percent of Total Budget _____

13 0 14 2 E. Institution Research and Development Center

15 0 F. Legislative Authority Cooperative Research

16 0 17 3 G. Class of Activity Development

18 3 19 0 H. Approach Combination Approach

20 7 21 1 I. Educ. level Ultim. Target group Preschool or K with Elementary

22 0 23 1 J. Ethnic Charact. Ult. Tgt. group General Population

24 0 25 0 K. Demographic Area Ult. Tgt. group Not Applicable
(or includes all areas)

26 0 27 1 L. Spec. Char. Ultim. Target group General Population

28 0 29 8 M. Char. Instrumental Target group Combined Groups of Educators

30 3 31 0 N. Topical Area Code Instructional Systems
and Practices

32 1 33 1 34 3 O. Subject Matter Field Reading, Composition, Speaking, etc.

35 1 36 0 P. Acad. Area of Investigator Education, otherwise unspecified*

37 38 39 40 Q. FY Allocation (thousands) _____

* Ph.D. in Reading



Date July 31, 1969

TAXONOMY CODE SHEET
(Form II)

Project Title	<u>Physical Education</u>
Investigator	<u>Billy E. Gober*</u>
1 <u>5</u> 2 <u>0</u> 3 <u>2</u> 4 <u>5</u> 5 <u>0</u> 6 _	A. Center Bureau No. <u>Research and Development Center in Educational Stimulation</u>
7 <u>0</u> 8 <u>2</u>	B. Program No. <u>Substantive Program</u>
9 <u>0</u> 10 <u>5</u>	C. Project No. <u>Physical Education Project</u>
11 _ 12 _	D. Percent of Total Budget _____
13 <u>0</u> 14 <u>2</u>	E. Institution <u>Research and Development Center</u>
15 <u>0</u>	F. Legislative Authority <u>Cooperative Research</u>
16 <u>0</u> 17 <u>3</u>	G. Class of Activity <u>Development</u>
18 <u>3</u> 19 <u>0</u>	H. Approach <u>Combination Approach</u>
20 <u>7</u> 21 <u>1</u>	I. Educ. level Ultim. Target group <u>Preschool or K with Elementary</u>
22 <u>0</u> 23 <u>1</u>	J. Ethnic Charact. Ult. Tgt. Group <u>General Population</u>
24 <u>0</u> 25 <u>0</u>	K. Demographic Area Ult. Tgt. group <u>Not Applicable (or includes all areas)</u>
26 <u>0</u> 27 <u>1</u>	L. Spec. Char. Ultim. Target group <u>General Population</u>
28 <u>0</u> 29 <u>8</u>	M. Char. Instrumental Target group <u>Combined Groups of Educators</u>
30 <u>3</u> 31 <u>0</u>	N. Topical Area Code <u>Instructional Systems and Practices</u>
32 <u>1</u> 33 <u>3</u> 34 <u>1</u>	O. Subject Matter Field <u>Health and Safety Education</u>
35 <u>1</u> 36 <u>0</u>	P. Acad. Area of Investigator <u>Education, otherwise unspecified*</u>
37 _ 38 _ 39 _ 40 _	Q. FY Allocation (thousands) _____

* M.Ed. in Physical Education



Date July 31, 1969

TAXONOMY CODE SHEET
(Form II)

Project Title	<u>Science</u>
Investigator	<u>Kenneth S. Ricker*</u>
1 <u>5</u> 2 <u>0</u> 3 <u>2</u> 4 <u>5</u> 5 <u>0</u> 6 <u> </u>	A. Center Bureau No. <u>Research and Development Center in Educational Stimulation</u>
7 <u>0</u> 8 <u>2</u>	B. Program No. <u>Substantive Program</u>
9 <u>0</u> 10 <u>6</u>	C. Project No. <u>Science Project</u>
11 <u> </u> 12 <u> </u>	D. Percent of Total Budget _____
13 <u>0</u> 14 <u>2</u>	E. Institution <u>Research and Development Center</u>
15 <u>0</u>	F. Legislative Authority <u>Cooperative Research</u>
16 <u>0</u> 17 <u>3</u>	G. Class of Activity <u>Development</u>
18 <u>3</u> 19 <u>0</u>	H. Approach <u>Combination Approach</u>
20 <u>7</u> 21 <u>1</u>	I. Educ. level Ultim. Target group <u>Preschool or K with Elementary</u>
22 <u>0</u> 23 <u>1</u>	J. Ethnic Charact. Ult. Tgt. group <u>General Population</u>
24 <u>0</u> 25 <u>0</u>	K. Demographic Area Ult. Tgt. group <u>Not Applicable (or includes all areas)</u>
26 <u>0</u> 27 <u>1</u>	L. Spec. Char. Ultim. Target group <u>General Population</u>
28 <u>0</u> 29 <u>8</u>	M. Char. Instrumental Target group <u>Combined Groups of Educators</u>
30 <u>3</u> 31 <u>0</u>	N. Topical Area Code <u>Instructional Systems and Practices</u>
32 <u>1</u> 33 <u>2</u> 34 <u>3</u>	O. Subject Matter Field <u>Science</u>
35 <u>1</u> 36 <u>0</u>	P. Acad. Area of Investigator <u>Education, otherwise unspecified*</u>
37 <u> </u> 38 <u> </u> 39 <u> </u> 40 <u> </u>	Q. FY Allocation (thousands) _____

* Ed.D. in Science Education

ANNUAL MEETING OF THE NATIONAL ADVISORY PANEL
JULY 1, 2, AND 3, 1969

PANEL REPORT

1. We want to repeat and reemphasize our belief in the fundamental concept basic in an R and D Center for early and continuous educational stimulation of children 3 to 12, with particular emphasis on the learning problems of disadvantaged children.
2. We wish to restate our approval of the present location of this R and D Center: its strategic geographic location in the Southeast, its connection with a strong university and its likelihood of state and regional support.
3. We wish to reaffirm our belief in the value of university training opportunities made possible here at the University of Georgia.

Specific Commendations

1. We specifically commend the Center and its sponsors for its continued effort toward improved coordination, the bringing of a complex program into sharper focus, and improved utilization of staff through a major reorganizational effort.
2. We note and commend the many useful contributions to the research and development literature by members of the Center's staff during the

past four years. It is clear that these provide a basis for the improvement of the instructional program being developed for the early childhood years. The report included in the Summer, 1968, issue of the Journal of Research and Development in Education summarizes the findings and achievements of the first three years. An updated review including the findings of the fourth year should be prepared as soon as the relevant data have been processed. It is also important that these findings from the preceding years be systematically studied as a basis for revising the program for the academic year 1969-70.

3. Other specific commendations include:

- A. Provision for improved communication with the classroom teaching staff including face-to-face interaction between teachers and researchers and feedback from teachers to researchers by appointment of Mr. Cole and his staff of "counterparts"
- B. Continuation of the developmental effort in the public school setting in the face of obvious practical difficulties.
- C. Development of a working relationship with "Follow Through," which may be expected to develop even under field testing opportunities and to broaden the impact of the Center's eventual output
- D. Maintenance of a high level of mutual regard between the Center staff and educators of the area.
- E. Further development of a truly notable level of support from the College of Education and entire University community.

- F. Recognition and initial steps in development of most modern techniques in information management as demonstrated in the inauguration of the Data Bank
- G. Creation of new opportunities and methods for professional communication at all levels (a newly observed inclination of these people to talk together)
- H. Further steps toward integration of various activities of the program within a single conceptual framework
- I. Impressive new evidence of quality, spirit, and professional enthusiasm of the Center's growing staff.

Recommendations

1. Goals and Objectives:

The Panel believes that missions and objectives of such an R and D Center must be redefined, understood, and shared frequently with staff members at all levels (not omitting the teachers and field staff).

2. History of the Center:

Although frequent realignment of forces has been characteristic of the Center, there has been a substantial history of accomplishment by this Center during its first four years that warrants realistic assessment and reporting.

3. Focus on Disadvantaged:

Without suggesting that the Center staff has any inclination to the contrary, the Panel reaffirms the Center's original emphasis on educational programs to meet the needs of the disadvantaged.

4. Coordinating Committee:

- A. The Panel urges the earliest possible development of a clearly understood role for the Coordinating Committee. Work toward formulation of general principles of program development, based on common denominators, with program coordinators as general, rather than subject-matter specialists. One of the principal roles seen for the Coordinating Committee is that of design and execution of periodic self-evaluation.
- B. "Critical Mass"--We challenge the Coordinating Committee to seek ways to build a critical sub-mass of people with common and shareable competencies.
- C. "Forward Planning"--It seems important to the Panel that the Coordinating Committee should give early attention to the planning for the immediate future, mid-future, and distant future. Among the topics for such planning should be anticipation of the products of the Center, dissemination of those products, and replication of the Center's effective programs.

5. Function of Evaluation:

The Panel has given special consideration to the problems and promise of the evaluation function of this Center. It is their consensus that

this function should be perceived more broadly than it may now be by either its director or the Coordinating Committee. In the Panel's perception of this function, the following four sub-functions are included:

- A. Original research
- B. Performance of evaluation services of all kinds for program branches
- C. Planning research ventures
- D. Exploration and development of special evaluative techniques

6. Information System:

The Panel recognizes and approves the appearance of staff and facilities for the development of an information system. They agree with initiation of the information system with establishment of a Data Bank but recommend strongly that the system be extended to include all elements of information management on the basis of accepted information theory. This would imply that both the collection of incoming information from the literature, other research efforts including other R and D Centers and National Laboratory, and outgoing dissemination of Center-developed information should be included in this system.

7. Focus on the Individual:

With the emerging capabilities of the Center in evaluation and information management it becomes possible for staff members in many roles to accumulate information of great variety about individual children.

The Panel strongly recommends the development of new emphasis on varied observational techniques and development of case histories. We recognize and commend the individualization techniques in some program areas and hope these techniques will be emulated in all program areas.

8. Enlarged Definition of Cognitive Learning:

Recognizing the range of interpretations possible in definition of "cognitive learning," the Panel encourages the staff to adopt an enlarged definition that includes affective characteristics of children.

9. Enlargement of Experimental Population:

Members of the Panel are concerned about attrition in the experimental population and recommend with emphasis that the coordinating committee seek ways to offset that attrition by a systematic addition of experimental populations.

10. Dissemination:

It is the consensus of the Panel that dissemination of the Center's products" by means of publications, is both sensible and promising, but that other means for "transplanting" those products should be explored at once. Specifically, it is suggested that a procedure for rotating teachers from other school systems into service at the experimental schools, with financial support, be initiated.

11. Preparations for Site Visit:

We urge serious consideration for advance preparation for the November site visit including:

Appendix I (Cont.)

- A. Clarified restatement of the goals and objectives for the Center
- B. Concise and realistic history of four years of work at the Center
- C. Statement of "Forward Planning" including immediate future, mid-future, and distant future
- D. Estimates of optimal and minimal cost requirements. These estimates should include funds for: facilities, staff, and program development for a five-year program in detail.
- E. A summary of:
 - a) Projects completed
 - b) Projects in progress
 - c) Contributions to the literature (list of publications)

The Panel members offer to serve as informal critics of a preliminary report if the Center desires this service.

Byron W. Hansford, Chairman
C. Ray Carpenter
John Dobbin
John C. Flanagan
Paul F. Lazarsfeld
Blanche Mahoney
W. Edgar Vinacke

July 3, 1969

R&D PUBLICATIONS
SENT TO OFFICE OF EDUCATION, WASHINGTON, D. C.
OCTOBER 8, 1969

Publication
Number

Occasional Paper

- 5 Trends in Elementary Social Studies
by Everett Keach

Practical Papers

- 6 A Microunit to Develop the Geographic Concept: Region
by William Imperatore
- 7 A Comparative Study of the Efficacy of the Flash-Math Drill
Program with Second and Fourth Graders
by Sue Nutting and Len Pikaart
- 9 Suggested Mathematics Activities for 5-Year-Olds
by Alex F. Perrodin and Mary Juhan Larsen
- 10 Matching
by William McKillip
- 11 Fifth Grade Children's Compositions
by E. B. Mills
- 16 Procedures for Teaching the Alphabet
by Molly Rice
- 17 A Bibliography of Instrumentation Methodology and Procedures
for Measurement in Early Childhood Learning
by Thomas Goolsby and Barbara Darby
- 18 Shadow Geometry
by Edith G. Robinson

Publication
Number

Practical Papers (Continued)

- 19 Supplementary Program for Use with Beginning Reading Program
and Beginning Music Program
by Lois Ann Conoley
- 20 Rural Settlement: A Fourth Grade Unit in Geography
by John Steinbrink
- 21 Instructional Program in Standard English--Unit I; Teaching
Standard English Features
by Richard C. Rystrom, Marjorie Farris and Judy Smith
- 23 Instructional Program in Standard English--Unit II: Teaching
the Singular Copula/Plural Marker
by Richard C. Rystrom, Marjorie Farris and Judy Smith
- 36 Instructional Program in Standard English--Unit III: Teaching
Reduced Consonantal Clusters
by Richard C. Rystrom, Marjorie Farris and Judy Smith

Reprints and Preprints

- 2 Two Years of Teaching Preschoolers to Read
by George Mason
- 6 A Developmental Art Program for Young Children
by Marvin Grossman and Robert Kent
- 7 Primary School Physical Education Can Become a Reality
by Billy Gober
- 8 Preprimary School Science
by W. R. Zeitler
- 9 Interesting Questions in Beginning Reading
by George Mason
- 10 Aspects of the Preprimary Mathematics Program
by William McKillip

Publication
Number

Reprints and Preprints (Continued)

- 11 Music Education is Expanding Rapidly at University of Georgia
by Gene M. Simons
- 12 Early Childhood Music Curriculum
by Gene M. Simons
- 13 International Education in the Elementary Schools--Some
Problems and Prospects
by Everett T. Keach, Jr.
- 14 Preliminary Report on a Preprimary Science Program
by W. R. Zeitler
- 16 Alternation Behavior by Children from Lower Socioeconomic
Status Groups
by G. S. Strain
- 17 Perceptual Style, Creativity, and Various Drawing Abilities
by Marvin Grossman
- 18 Children's Conception of Reality: Some Implications for
Education
by Charles D. Smock

Research Papers

- 8 Longitudinal Case Study Analysis of the Development of
Conservation of Numbers and Certain Subskills
by Therry Deal
- 9 Relationship between Oral Language and Reading Using Cloze
and Multiple-Choice Tasks
by Albert J. Kingston, Wendell W. Weaver and A. C. Bickley
- 11 Evaluation of Cognitive Development: An Observational
Technique--Pre-Mathematic Skills
by Thomas M. Goolsby, Jr.

Publication
Number

Technical Papers

- 1 The Sociology of Early Childhood Education: A Review of Literature
 by Carolyn Turknett

- 4 Syntax of Preschool Fluent and Dysfluent Speech: A Transformational Analysis
 by John R. Muma

- 5 Psychological Effects of Acceleration of Complex Motor Skills
 by B. W. Gabrielsen, John L. Wood and Charles D. Smock