

Curriculum News

Column Editor: Paul R. Klohr
Contributor: Alexander Frazier

THE current issue of the *Newsletter* of the Laboratory School Administrators Association (January 1960) reports on a variety of studies being conducted by member schools. An increase in experimentation seems to be a trend in these schools, editor Robert Ohm of the University of Chicago Laboratory School notes, although he calls attention to the absence of projects specifically in the field of teacher education. "A large area of unexplored territory exists between the right idea or significant conclusion and its eventual incorporation into improved practice," Ohm points out, suggesting that how to bring practice and present knowledge together is "the proper domain" of the laboratory school.

Actually the range of study projects reported by the schools is very broad, going much beyond a reliance on the older demonstration function. For example, the P. K. Yonge Laboratory School, University of Florida, Gainesville, reports that Arthur Combs and Dan Soper have been granted \$40,000 by the Office of Education for the beginning phase of what presumably could become a long-term longitudinal study of children's self concepts. As reported in the *Newsletter*, this project will explore the following questions: "(a) What is the relationship of a child's perceptions of self and of his world to his current behavior and achievement in school? (b) Are changing perceptions of self and the world accompanied by

changes in behavior and achievement? (c) Can behavior and achievement be predicted from a knowledge of the child's perceptions of self and his world?" Here the significance of the problem is such that, given continued support and the maintenance of the present leadership, the outcome might well be as widely valuable as Olson's work at the University of Michigan laboratory school.

Similarly, another major area of exploration has been brilliantly defined at the University Elementary School, University of Minnesota, under the guidance of Paul Torrance of the Bureau of Educational Research. While much of the information about this project is being circulated through an exchange of fugitive mimeographed materials, what can be learned of its progress thus far would indicate that here is another example of a highly productive alliance between a laboratory school and an imaginative research specialist.

At the University of Illinois, two projects may be of particular interest. J. J. Gallagher and M. J. Aschner are the principal investigators in a study of the creative and analytic thinking of gifted children, which will attempt "to develop a classification system for the purpose of analyzing classroom verbal performance and to compare the performance of gifted children in the classroom with tests attempting to measure elements of creative thought." The arithmetic proj-

ect under the direction of David A. Page is already widely reported. Here the effort is to develop a new curriculum in elementary school mathematics together with ways to transmit the curriculum to other schools. Teachers from public schools as well as consultants from the University are involved in the project.

The new Center for School Experimentation at The Ohio State University is also attempting to involve public school systems in cooperative research undertakings. At present, it is developing such relationships for an exploration of problems of individualized reading in the primary grades, for a re-thinking of the nature of primary social studies, for a review of the adequacy of the junior high school program. At University School, which forms the base of the new Center, other studies include investigations of individual-group values, differences in boy-girl adjustment to school, and the development of an integrated four-year high school science program.

Because of their access to campus resources, laboratory schools seem likely to become increasingly active in basic research as well as in experimental program development.

THE initial appearance of another *Newsletter* also brings information about research developments that should be of wide interest to ASCDers. Put out by the Cooperative Research Program of the Office of Education, the bulletin will be published several times a year. The first issue reviews the history of the program, which has granted \$10,571,610 to 234 projects since it began in 1956, not including 18 projects acted on in November 1959.

As compared with its earlier rather precise definition of areas of research

interest, the present basis of support is announced as follows: "The Cooperative Research Program is authorized to support research on a wide variety of problems related to education. Research proposals are invited from subject-matter specialists, psychologists, sociologists, and all others working in the field of education and the behavioral sciences." It may be worth noting also that the first of four criteria listed for use in evaluating research proposals is "significance of the problem for education."

Plans are under way to issue a series of monographs based primarily on research sponsored by the program. Available at this time is a document prepared at the request of the Office of Education by Daniel E. Griffiths of Teachers College entitled *Research in Educational Administration: An Appraisal and a Plan*. Copies may be obtained from the Cooperative Research Branch without charge.

NEW studies inaugurated by the Horace Mann-Lincoln Institute for School Experimentation, according to its 1959-1960 bulletin, include an exploration of considerations basic to the design of the curriculum, to be conducted by A. W. Foshay; a study designed to determine how best to cultivate empathic qualities, by Mark Flapan; and a study to be directed by Florence Stratemeyer on preparing teachers for modern schools.

OF possible interest to persons collecting *curiosa* from this period of free-for-all curriculum research is a workbook by Newton Hawley and Patrick Suppes, of Stanford University, entitled *Geometry for Primary Grades: Book I*.

—ALEXANDER FRAZIER, *director, Center for School Experimentation, The Ohio State University, Columbus.*

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