



# LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

## Center for Education Research, WI (1964-2001). 1964/2001

[Madison, Wisconsin]: [s.n.], 1964/2001

<https://digital.library.wisc.edu/1711.dl/3X5ALS2OVM3XX8W>

This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

University Communications

# News Releases



[UComm Home](#) - [Releases](#) - [Experts list](#) - [Staff contact info](#) - [News library](#) - [Photo library](#)

FOR IMMEDIATE RELEASE

10/24/01

CONTACT: Lynn McDonald, (608) 263-9476, mrmcdona@facstaff.wisc.edu

## SCHOOL-FAMILY PROJECT PREPARES FOR NATIONAL ROLLOUT

MADISON -- The U.S. Bureau of Justice Assistance has awarded \$1.8 million to UW-Madison senior scientist Lynn McDonald for her research project, The Families and Schools Together Project: Building Relationships.

McDonald developed the FAST program in 1991 to support the development of relationships among parents, schools, and the community to enhance children's academic and social performance.

The federal grant will help FAST launch as a major national initiative. FAST already has been introduced to more than 600 schools in 38 states and four Indian nations.

The U.S. Department of Justice in a recent report recognizes the FAST Program as addressing "the urgent social problems of youth violence and chronic juvenile delinquency by building and enhancing youth's relationships with their families, peers, teachers, school staff, and other members of the community."

Such relationships form a "social safety net" for young, at-risk children that helps them to succeed at home, in school, and in the community, the government agency says.

FAST meetings are structured around social activities for parents and families. In the eight-week program, families gather together for a family meal and a variety of social activities, which include music, drawing, family games, children's sports, a parent group, and a chance for parents to interact with each other.

It is hoped that students, after participating in the FAST program, will experience fewer social or behavioral difficulties, which may also promote children's academic performance, and that the FAST parents will have become friends and will offer social support for one another over time.

"Communities across the country should insist upon and work toward excellence in helping children to succeed at school and at home, reduce drug and alcohol abuse, and reduce stress and social isolation," Health and Human Services Secretary Tommy G. Thompson says. "Families and Schools Together (FAST) and other programs supported by the Federal government have shown that prevention is possible and models of excellence are available."

With Wisconsin Sen. Herb Kohl's support, McDonald says, FAST has had national recognition and federal research and development support since 1991. In addition to duties at UW-Madison's Wisconsin Center for Education Research, McDonald is a part-time faculty member at Madison's Edgewood College and board president of FAST International.

###

[Version for printing](#)

**Retrieve release by month:**

[Receive news releases by email](#)

[UComm Home](#) - [Releases](#) - [Experts list](#) - [Staff contact info](#) - [News library](#) - [Photo library](#)

Maintained by [University Communications](#)

Send questions or comments to [comments@news.wisc.edu](mailto:comments@news.wisc.edu)

Copyright © 2001 The Board of Regents of the University of Wisconsin System.

Education Research  
Wisc. Center for

University Communications

## News Releases



||                    ||                    ||                    ||

[UComm Home](#) - [Releases](#) - [Experts list](#) - [Staff contact info](#) - [News library](#) - [Photo library](#)

FOR IMMEDIATE RELEASE

10/4/01

CONTACT: Walter Secada, (608) 262-7435; Thomas Carpenter, (608) 263-4266; Mary Ramberg, (608) 663-5217

## NEW CENTER TO ADDRESS DIVERSITY IN MATH EDUCATION

MADISON -- A new five-year, \$11.5 million consortium based at the University of Wisconsin-Madison's Wisconsin Center for Education Research is beginning work on rebuilding the nation's mathematics education infrastructure.

The United States must rebuild infrastructure for providing mathematics instruction to the nation's K-12 student population for several reasons:

-- Over the next decade, the nation's schools will have to replace more than two-thirds of current teachers.

-- More than half of university faculty in mathematics education will be eligible for retirement in the next two years and almost 80 percent will be eligible for retirement within the next 10 years.

-- Over the same period, America's K-12 student population and the next generation of leaders and teachers in mathematics education will become more ethnically and linguistically diverse.

Determining the best way to accomplish these things and preparing a new cohort of leaders prepared to squarely address America's student diversity are the goals of the new project, known as "Diversity in Mathematics Education: Building Infrastructure for Learning and Teaching Mathematics with Understanding."

Funded through the National Science Foundation's Centers on Learning and Teaching program, the Diversity in Mathematics Education center is one of a network of centers intended to meet the pressing national need for human development, knowledge creation, and resource development in math and science

Principal investigators include two UW-Madison education professors: Walter Secada, who directs the DiME center, and Thomas Carpenter, associate director.

In the area of human development, the DiME center will prepare a new generation of education researchers, instructional leaders, and teachers who will address the mathematics education of diverse student populations in their professional work lives.

In the area of knowledge creation, the DiME center will create integrated, cross-disciplinary analyses of research and theory. These analyses will serve as a model for the field to pursue these issues in a new and integrated manner.

In the area of resource development, DiME researchers will create a database of annotated case studies on the learning and teaching of mathematics among diverse student populations, and software tools for engaging in cross-disciplinary, cross institutional analyses of these and other cases.

The Diversity in Mathematics Education center consists of three interrelated components: a doctoral/postdoctoral component, a professional development component for teachers and instructional leaders, and a teacher education component for preservice teachers.

The Wisconsin Center for Education Research, a department of the UW-Madison School of Education, is the lead institution for this consortium that includes the Madison Metropolitan School District, the University of California at Berkeley, the Berkeley Unified School District, the University of California at Los Angeles, and the California Subject Matter Project.

The work of the project "has already added enormous value to the work of the Madison Metropolitan School District mathematics leaders and teachers," says Mary Ramberg, teaching and learning director for the district. "We believe the project will enhance our capacity to provide all K-12 students, without regard to demographic characteristics, mathematics instruction that leads to understanding."

Educational Research Center for

###

-- Paul Baker, (608) 263-8814, pbaker@facstaff.wisc.edu

[Version for printing](#)

**Retrieve release by month:**

[Receive news releases by email](#)

[UComm Home](#) - [Releases](#) - [Experts list](#) - [Staff contact info](#) - [News library](#) - [Photo library](#)

||

||

||

||

Maintained by [University Communications](#)

Send questions or comments to [comments@news.wisc.edu](mailto:comments@news.wisc.edu)

Copyright © 2001 The Board of Regents of the University of Wisconsin System.

*Edu Research Center for*

University Communications

News Releases



|| || || ||

[UComm Home](#) - [Releases](#) - [Experts list](#) - [Staff contact info](#) - [News library](#) - [Photo library](#)

**FOR IMMEDIATE RELEASE**

**September 24, 1999**

**CONTACT:** To arrange an interview with researcher Fred Newmann, call Jeff Iseminger , Office of News and Public Affairs, (608) 262-8287.

**IN CHICAGO, WHEN TEACHING GETS TOUGH, STUDENTS GET GOING**

MADISON - When teachers get tougher in their assignments, the students get going, a researcher at the University of Wisconsin-Madison has found.

A study of 12 elementary and middle schools in Chicago has revealed two important findings: In writing and mathematics, few teachers give challenging assignments. But those who do get higher-quality student work.

In other words, there is a strong relationship between the quality of teachers' assignments and the quality of students' work.

"The average difference in student performance between the classes with the greatest challenge and the least challenge in assignments - an average of 46 percentile points - is amazing," says Fred Newmann of the Wisconsin Center for Education Research at the University of Wisconsin-Madison.

Newmann did the analysis with two colleagues from the Consortium on Chicago School Research (CCSR), Anthony Bryk and Gudelia Lopez. The study's purpose: To document the baseline quality of teacher assignments and student performance for later comparison in 2001.

The schools are participating in the Chicago Annenberg Challenge, a five-year program designed to help schools offer students more intellectually meaningful work. It was created as part of a 1993 challenge grant of \$500 million to support school reform in the nation's largest cities.

In the study Newmann assisted, a separate group of teachers was trained to score others' assignments and the resulting student work. They used specific measures of the assignments' intellectual demands and the quality of work produced. The classes were in writing and math at the third, sixth and eighth grade level.

Newmann defined intellectual challenge by what he calls "authentic intellectual work," which does the following:

- Involves original application of knowledge and skills, not just routine use of facts and procedures.
- Entails disciplined inquiry into the details of a particular problem, not just superficial exposure to many topics.
- Results in a product or presentation that has meaning or value beyond success in school.

"Such work is authentic," says Newmann, "because it reflects what adults do when they work with knowledge successfully. In contrast, much of the work

in schools seems contrived and meaningless."

Here are some of his findings in Chicago schools, based on how challenging assignments were (using categories of "no challenge" and "minimal," "moderate" and "extensive" challenge):

-- Forty-three percent of assignments fell in the "no challenge" category in both third grade writing and third grade math.

-- In eighth grade, 22 percent of writing assignments were "no challenge," compared to 56 percent of math assignments. (Overall, writing assignments demanded more than math did.)

Lump together "no challenge" and "minimal challenge," and the problem becomes even more apparent. In eighth grade, for example, 56 percent of writing assignments and 71 percent of math assignments fail to offer even moderate challenge.

Consider what these typical assignments ask of students, says Newmann. A writing worksheet in sixth grade asks students to insert words into a given format, in this case a sentence diagram. But it does not ask them to compose their own writing and has no clear connection to students' daily lives.

Math assignments in grades three, six and eight all call for computation based on memorized mathematical facts, but not higher-order, analytical thinking such as explaining how they got their answers. "They simply are worksheet exercises without a real-life context," says Newmann.

The researchers also compared student performance in Chicago classrooms, based on how much authentic work teachers assign. Students in classrooms with the most-demanding assignments produced more authentic work than students in classrooms with the least-demanding assignments.

In third grade math, for instance, the performance difference between the most- and least-demanding classrooms was 56 percentile points (on a 100-point scale) and 52 points in third-grade writing. The average advantage to students receiving the most challenging assignments, across all grades and subjects, was 46 percentile points.

"Of course, assigning challenging work does not by itself cause high levels of student performance," says Newmann. "But at a minimum, we have shown that high-quality assignments provide the opportunity for students to demonstrate such performance, which low-quality assignments do not.

"The ultimate goal is to learn how teachers can help students succeed in doing challenging assignments."

Newmann hopes this study generates widespread discussion about standards for teachers' assignments and student work in Chicago schools. The consortium plans on returning to the Annenberg schools in 2001 for a follow-up study on whether the incidence of authentic work and the level of student performance has gone up.

A summary of study findings has been published in a CCSR report titled "The Quality of Intellectual Work in Chicago Schools." Copies are available (\$10 a copy, plus \$4 shipping and handling) from the Consortium on Chicago School Research, 1313 E. 60th St., Chicago, IL 60637, phone (773) 702-3364. Copies can also be obtained at <http://www.consortium-chicago.org>.

forum, Executive perspectives on Restructuring Policies in Energy and Telecommunications," will explore the fast-changing environment for public utilities, including perspectives from executives on competition in the electric, gas and telecommunications industries.

For more details, visit the Wisconsin Public Utility Institute's web site: <http://www.wisc.edu/bschool/wpui/1998.htm> or call 263-4180.



### Wisconsin Week

Vol. XIII, No. 7, April 15, 1998

Wisconsin Week, the official newspaper of record for the University of Wisconsin-Madison, carries legally required notices for faculty and staff.

Wisconsin Week (ISSN 890-9652; USPS 810-020) is published by University Periodicals, Office of News and Public Affairs, biweekly when classes are in session (18 issues a year). Send information to 19 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706; phone: (608) 262-3846. E-mail: [wisweek@macc.wisc.edu](mailto:wisweek@macc.wisc.edu).

Second-class postage is paid at Madison, WI 53706;

Postmaster: Send address changes to Wisconsin Week, 19 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706.

Subscriptions for U.S. mail delivery are \$18 a year or \$9 for six months. Send checks, payable to Wisconsin Week, to the above address.

#### Address changes

The Wisconsin Week labels are printed from the files of the UW-Madison Employee Compensation and Benefits Office. Send a Person File Information Form to revise employee addresses. Other addresses may be changed by correcting the label and mailing it to Wisconsin Week.

Editor: Michael Penn

Designer: Jeffrey Jerred

Publications assistant: Jennifer Haldeman

Director of Periodicals: Cindy Foss

Editorial advisers: Amy Toburen, Susan Trebach

Contributing writers: Office of News and Public Affairs

Photographers: W. Kyle Gradinger, Jeff Miller, Ryan O'Hara Theisen

Distribution: UW-Madison Truck Service

Publication dates: April 29; May 13

To receive Wisconsin Week news via e-mail, visit <http://news1.news.wisc.edu/cgi-bin/wireadds> on the World Wide Web and subscribe to the Wisconsin Week Wire. Wisconsin Week is also available on UW-Madison's gopher server in the folder called News Releases, Newsletters and Newspapers.

## Research

### Education group joins Milwaukee schools study

A new project at UW-Madison's Wisconsin Center for Education Research will collaborate with the Milwaukee Public Schools to study systemic school reform aimed at improving student achievement in the district.

The project will be housed in the Center for the Study of Systemic Reform in Milwaukee Public Schools. It has three principal purposes:

- generate useful knowledge and recommendations for educational policy in the district;
- allow impartial observers, funding agencies and system managers to understand the system and its performance at a deeper level; and
- impart analytical capacity to the district so that the research center can be phased out or assume a reduced role.

WCER researchers William Clune and Norman Webb co-direct the project and will work with district staff. "Studies come out that show that the district is or is not improving, scores are or are not going up," Clune says. "Our aim is to help set up a system that can answer these questions in a reliable, valid way and provide information that is acceptable to everyone and that people can use to diagnose the problem."

## Community

### UW-Madison students take the plunge and volunteer

Across Dane County on April 25, students, faculty and staff will be engaging in good works.

Called Community Plunge, the event, scheduled for 9 a.m.-4 p.m., will conclude Dane County Promise Volunteer Week, April 17-25. The week is sponsored by the Morgridge Center for Public Service, United Way's Volunteer Center, and the Retired and Senior Volunteer Program.

The more than 120 members of the UW-Madison community expected to take the Plunge will assist with projects from environmental cleanup to working with the elderly to caring for children.

"It's a wonderful way for students to go beyond the university and the classroom, and get out into the greater Madison community," says event organizer Jesse Fisher, a junior majoring in sociology. "Besides, it's great fun!" For more

information, contact Fisher at 263-2432.

Volunteer Week will begin April 17 with a book signing by Ada Deer at the University Book Store-Hilldale. Deer, senior lecturer in the School of Social Work, is one of 100 personalities included in the anthology *Stone Soup for the World*, a celebration of public service. Deer served as assistant secretary in the U.S. Department of the Interior for Indian Affairs. The signing will begin at 7 p.m.

Other activities during Volunteer Week will include:

- Youth Service Day, April 18, 9 a.m. More than 500 middle and high school students from Dane County will participate.
- Volunteer Fair and Help-a-Thon, April 24, 4-9 p.m., Westgate Mall. Representatives

The project is funded by a two-year, \$870,000 grant from Joyce Foundation. Based in Chicago, the foundation funds school reform efforts in Milwaukee, Chicago, Cleveland and Detroit.

Approximately 100,000 students are enrolled in more than 150 Milwaukee Public Schools. The student population consists of 50 percent African-American, 24 percent Caucasian, 11 percent Hispanic, 11 percent Asian and 1 percent Native American students.

The new study center will conduct a series of research studies on the quality and direction of systemic policy in Milwaukee schools for two years. "Our guiding vision is that systemic policy is the most promising method of sustaining major gains in student achievement on a continuous basis over the long run," says Webb.

The project will focus on the four major content areas Milwaukee students will be held accountable for by the year 2004: mathematics, science, communications and community membership. WCER will conduct research in the areas of management procedures and accountability structures; instructional system effectiveness; information systems; connections with other constituents; teacher training; and standards-based instruction. ■



File photo by W. Kyle Gradinger

Students and staff will arm themselves with paint brushes next week for projects surrounding National Volunteer Week.

from a variety of service organizations will recruit potential volunteers. Phone banks will stay open until 11 p.m. For more information contact Susan Vande Hei, 263-4009. ■

Ed.  
Res,  
Wisc.  
Center  
for

# Learning to eat, eating to learn

## Professor shares food for thought on our dining habits

**Appointed**  
**Corbin Hunt** is the new director of ticket operations for the athletic department. Since 1991 Hunt was an assistant ticket manager at the University of Virginia.  
**Peyton Smith**, sesquicentennial coordinator in the chancellor's office, was re-appointed to a two-year term on the board of directors of the Greater Madison Convention & Visitors Bureau. The new volleyball head coach is **Pete Waite**, formerly the head volleyball coach at Northern Illinois University. In his 11 years there, he compiled a 266-102 game record.

**Honored**  
 The Teaching Academy inducted nine new members Wednesday, April 28: **Stephen Barclay**, associate professor of bacteriology; **Paul Bredeson**, professor of educational administration; **Christopher Carlson-Dakes**, post-doctoral fellow, Wisconsin Center for Education Research; **Wei Dong**, associate professor of human ecology; **Irwin Goldman**, associate professor of horticulture; **Janet Greger**, professor of nutritional sciences and environmental toxicology; **Betty Kramer**, assistant professor of social work; **George Mejicano**, assistant professor, Medical School; and **Denise Haunani Solomon**, associate professor of communication arts.

Three UW-Madison scholars will receive grants from the National Endowment for the Humanities. **Joan H. Hall**, senior scientist in English, was awarded \$350,000 and an additional \$350,000 in matching funds for the compilation of volume IV of the Dictionary of American Regional English. Professor **John J. Nitti**, and associate professor **Ray Harris-Northall**, both in Spanish and Portuguese, will receive \$281,079 to prepare a CD-ROM of 19th- and 20th-century varieties of New World Spanish. **David Woodward**, professor of geography, was awarded \$191,469 and an additional \$135,710 in matching funds to complete the third volume in a projected six-volume series of the history of cartography.

**Published**  
 University Press of Kansas this summer will publish "On Feminist Ethics and Politics," consisting of 16 new essays on feminist philosophy edited by **Claudia Card**, professor of philosophy. **Marsha Weisiger**, a doctoral candidate in history, received the Angie Debo Prize for her 1995 book, "Land of Plenty: Oklahomans in the Cotton Fields of Arizona, 1933-1942." The prize, which is given every two years, carries a \$5,000 award for the best book about the American Southwest published by the University of Oklahoma Press.

**Steven Nadler**, professor of philosophy and a member of the faculty of the Center for Jewish Studies, authored "Spinoza: A Life" (Cambridge University Press, 1999), a biography of the 17th-century Dutch-Jewish philosopher. The second volume of "Theatre of the Holocaust" will be published by University of Wisconsin Press this month. **Robert Skloot**, professor of theatre and drama and director of the Center for Jewish Studies, wrote an introduction and edited both volumes; the first volume also will be reprinted.

### To report faculty and staff news

Faculty and staff members are encouraged to report honors, awards and other professional achievements for publication. We must receive your announcement **AT LEAST 10 DAYS BEFORE PUBLICATION.**

Campus mail: 19 Bascom Hall  
 E-mail: wisweek@macc.wisc.edu



Michael Penn

In the midst of midterms, while most professors fed students exams, Jack Kloppenburg simply fed them.

On a February evening, a dozen students hovered around a dining-room table brimming with mouth-watering bounty. They filled plates with peanut noodles, goat cheese, Kalamata olives, homemade pesto and hummus, fresh breads, rice, and an Indonesian stew made with coconut milk and pineapple, and for one night at least replaced cramming with nibbling and tasting.

But during this evening celebrating food, there was still a healthy side order of learning to be found. That's because food is the pièce de résistance of education à la Kloppenburg.

"Food has something to teach us," says Kloppenburg, an associate professor of rural sociology. "By getting into it and tasting it, you see that there is a lot to learn from food."

To that end, a centerpiece of all Kloppenburg's courses is a potluck dinner he and his wife host at their home near campus. It's an evening devoted to sampling new tastes, but also to sampling the social and cultural power of food: how food brings us together and how

it defines our cultures.

The dinner epitomizes Kloppenburg's belief that there's more to appreciate in food than just taste. As a Peace Corps volunteer in Botswana, Kloppenburg's diet included sorghum porridge and sour milk, stewed goat, fresh heart of wildebeest, and even roadkill porcupine. Although they don't often make the menu at L'Etoile, the foods had a specific relationship to the culture he lived in, and Kloppenburg grew to tolerate — and even enjoy — the local delicacies.

"Any item of food taken individually has a complex and interesting story to tell," he says. Recognizing that history, he says, is "like the difference between seeing a deer in the zoo and seeing a deer in the forest. You can get more pleasure from eating if you know where the food came from."

When Kloppenburg came to UW-Madison, he noticed that few classes in the university's agricultural curriculum taught the holistic value of food. "There weren't any courses that placed food in the context that we're most familiar with — that we all eat it," he says. Five years ago, he launched what is now his most popular class: an

epicurean journey called Food, Culture and Society.

The class draws students from majors as diverse as entomology and French. They read selections from *Chew* magazine, *The Art of Eating* and *The Primal Cheeseburger* and debate topics such as the ethical care of animals, the centrality of meat in the American diet and cultural differences in cuisine.

One of the most unique aspects of the course is its final project, an analysis of the commodity chain a given food follows. Students start with two similar food products — say Heinz ketchup and a generic brand — and follow each through its production and processing to when each (presumably) was a tomato. As they trace the chains, they consider differences, such as whether the raw tomatoes are farmed on corporate or family farms, whether they are shipped over great distances, or whether they have chemicals or preservatives added along the way.

Ultimately, students must decide which product they would prefer to consume. "I want them to recognize that their choices might have ethical, environmental and social implications that might lead them to choose one over the other," says Kloppenburg.

Junior Monique Hoch, one of three students investigating the differences in brands of pasta, says the project has given her new appreciation for the pride and care that goes into the organically grown noodles she chose to study. As a result, she's made a few shopping trips to local cooperatives and pays more attention to labels. "This class brings a whole new outlook," Hoch says. "I never really thought about food at all before."

The class has also brought Hoch and fellow classmates face-to-face with such foreign creatures as kumquats and blood oranges, foods most might never try except for Kloppenburg's frequent eat-and-tell presentations. "It's hard for me to try new foods. When I go to restaurants, I usually end up ordering the same things I always get," says Hoch. "But now I am trying new things, and I've ended up liking them."

Kloppenburg's own tastes run wide and rare, the result of his travels and a mother willing to experiment in the kitchen. But he can certainly relate to having a favorite meal. At lunch, he rarely wavers from peanut butter-and-apricot-jelly sandwiches with olives and parmesan cheese.

Proof that, at least in some cases, enjoying food still boils down to a matter of individual taste. ■

**"Any item of food taken individually has a complex and interesting story to tell."**



MILESTONES

**Appointed**  
The UW System Board of Regents approved this month the following appointments as named professors effective July 1:

**Daniel M. Albert**, professor of ophthalmology and visual sciences, as the Lorenz E. Zimmerman Professor; **John F. Fallon**, professor of anatomy, as the Harland Winfield Mossman Professor of Anatomy; **Janet S. Hyde**, professor of psychology and women's studies, as the Helen Thompson Woolley Professor of Psychology; **James E. Lawler**, professor of physics, as the Arthur and Aurelia Schawlow Professor of Physics; **Velcheru N. Rao**, professor of languages and cultures of Asia, as the Krishnadevaraya Professor of Languages and Cultures of Asia; **Blair D. Savage**, professor of astronomy, as the Karl G. Jansky Professor of Astronomy; **Ronald W. Wallace**, professor of English, as the Felix Pollak Professor of Poetry; and **Ann Smart Martin**, assistant professor of art history, as the Chipstone Professor of American Decorative Arts, retroactive to August 1998.

**Joe Baker** has joined the football team as assistant coach for special teams and outside linebackers. Baker was assistant special teams coach for the Jacksonville Jaguars. The Wisconsin chapter of the Percussive Arts Society gave **James H. Latimer**, professor of music, a distinguished service award for 30 years of contributions to the world of percussion. UW-Madison percussion alumni also honored Latimer with a distinguished service award during the January conference of state percussionists.

**Ted Beck**, former executive with Citibank/Citicorp, New York, has been named head of executive education at the School of Business.

**Lynn McDonald**, senior scientist in the Wisconsin Center for Education Research, was named to a 16-member presidential board, Parents Advisory Council on Youth Drug Abuse. McDonald started the Families and Schools Together (FAST) program for drug-abuse prevention.

**Ken Zeichner**, Hoefs-Bascom Professor of Curriculum and Instruction, was elected to the executive committee of the board of directors of the American Association of Colleges for Teacher Education.

**Honored**  
**Cryss Brunner**, assistant professor of educational administration, has received the 1998 Jack A. Culbertson Award for outstanding contributions to the field from the University Council for Educational Administration. The American Distance Education Consortium honored **Terry Gibson**, professor of Human Ecology, with the ADEC Irving Award. Gibson also is the academic program director for UW-Extension.

**Victoria E. Pagan**, assistant professor of classics, received a National Research Council fellowship aimed at increasing faculty members from underrepresented minority groups.

**Brenda Gayle Plummer**, professor of history and Afro-American studies, received one of 35 National Humanities Center fellowships.

To report faculty and staff news

Faculty and staff members are encouraged to report honors, awards and other professional achievements for publication. We must receive your announcement AT LEAST 10 DAYS BEFORE PUBLICATION.

Campus mail: 19 Bascom Hall  
E-mail: wisweek@mac.wisc.edu



English professor masters art of interdisciplinary study

Barbara Wolff  
An indirect but critical connection exists between Madison's Spaightwood Gallery and the last cigarettes Andrew and Sonja Weiner ever smoked.

"We had been three-pack-a-day smokers, and even then, six packs came to quite a piece of change. When we decided to quit, we thought we'd put the money we would have spent on cigarettes toward something we really wanted," says Andrew Weiner, a professor of English.

Those somethings turned out to be art. The first pieces they bought were old masters, Rembrandt, Lucas van Leyden, Han Sebald Beham, Hendrik Goltzius and Weiner's favorite, Albert Dürer.

Weiner knows the period well — literature from the 16th and 17th centuries is his academic specialty. Dealing as he does with the world of the ideas, he has been one of

the pioneers in interdisciplinary scholarship at UW-Madison. His work with the gallery has heightened his awareness of how both images and ideas evolve, reinforce and affect each other, between disciplines and across time.

For example, "when Sonja and I were researching Renaissance art, we also saw some 20th century work that appealed to us, and we were struck by the similarities in the two periods that spanned hundreds of years," he says.

For instance? "Renaissance artists and writers began to one-up each other in a quest for individual style," he says. "Each

wants to be recognized immediately by his own artistic style or voice."

Sound familiar? Weiner traces the striving for unique voice to our own time, starting with the modernists. "Twentieth century modernists like T.S. Eliot, Yeats and Ezra Pound tried to make everything new again, and in their own image," he says, as did visual artists working at the same time: Picasso, Matisse, Kandinsky, all with pieces at Spaightwood. In fact, the Weiners' treasury numbers more than 7,000 pieces ("We always buy a few more than we sell," he admits). In addition to the aforementioned artists, Miro; Chagall; Picasso; Motherwell; German expressionists such as Käthe Kollwitz, Lovis Corinth, Max Pechstein and Erich Heckel; and many more are represented in the Spaightwood collection.

At the moment, the Weiners are exploring the way art has been used as an instrument of political expression. At press time, Spaightwood is poised to open mid-month a show dedicated to COBRA — Copenhagen, Brussels and Amsterdam. Weiner says that the end of Nazi occupation in those places was a signal for artists to burst free of previous artistic protocols, a very modernist notion.

Weiner has "developed a record of fostering connections on campus as well as in his gallery. For example, when he and UW-Madison Law School colleague Leonard Kaplan founded the Law and Humanities Project in 1996, they resolved to welcome contributions by as many academic disciplines as possible. The project's journal, "Graven Images," is a forum for scholars of literature, law, history, art history, history of science, religious studies and other fields.

Weiner says he cannot help but bring his preferred interdisciplinary approach to his classes, this semester two undergraduate courses on Shakespeare and Milton, and a graduate seminar on Renaissance literature.

He says making connections is at the very heart of his concept of education.

**"It's precisely by making connections that you learn, and it's something you have to do for yourself, on your own, by trying things out and seeing what works and what doesn't."**

"It's precisely by making connections that you learn, and it's something you have to do for yourself, on your own, by trying things out and seeing what works and what doesn't," he says, echoing the sentiments of modernist E.M. Forster.

Spaightwood Gallery, 1150 Spaight St., is open weekends noon-6 p.m.

For more information on the COBRA exhibition, call 257-4559. ■

Ed,  
Res,

March 2, 1999

TO: Editors, news directors  
FROM: Jeff Iseminger, (608) 262-8287  
RE: Report on science and math instruction

The National Science Board will release a report tomorrow (Wednesday, March 3) in Washington called "Failing Our Children: Implications of the Third International Mathematics and Science Study (TIMSS)." Several University of Wisconsin-Madison experts are available to supplement your coverage of the report.

The report comes after the latest TIMSS shows that U.S. secondary students in science and math rank well below the international average. It contains four recommendations on improving math and science instruction. (The full report can be viewed on the net at <http://www.nsf.gov/nsb/documents>.)

That concern forms the heart of a research center at UW-Madison called the National Mathematics and Science Center (NMSC). The center's researchers work with schools and teachers to create and study instructional approaches that improve understanding of math and science in grades K-12. It is housed within the Wisconsin Center for Education Research at UW-Madison and funded in part by the U.S. Department of Education.

To learn more about the center and how the National Science Board report fits into the national context of reform efforts, contact these NMSC representatives:

\* Tom Carpenter, acting center director, (608) 263-4266, or [tpcarpen@facstaff.wisc.edu](mailto:tpcarpen@facstaff.wisc.edu)

\* Jim Stewart, researcher, (608) 263-3731/263-4638, or [jhstew@macc.wisc.edu](mailto:jhstew@macc.wisc.edu)

\* Susan Anderson, communication director, (608) 265-5630, or [anders90@facstaff.wisc.edu](mailto:anders90@facstaff.wisc.edu)

SCHOOL OF EDUCATION HONORS ALUMNI, FACULTY

MADISON - A Madison teacher is among those who have received alumni awards from the University of Wisconsin-Madison's School of Education.

Donald Hunt, a long-time teacher and chair of the art department at Madison West High School, received one of two Outstanding Recent Graduate Awards. Hunt received a master of arts degree in 1988 and a master of fine arts in 1989, both from UW-Madison's art department.

During his tenure at West, Hunt has been responsible for numerous innovations, including the school's studio for ceramics and sculpture and its art gallery. Among the honors he has received are the Madison Public Schools Distinguished Service Award and the award for Wisconsin's Secondary Art Educator of the Year.

The other recipient of the Outstanding Recent Graduate Award was Alison Price, a teacher at Lincoln Elementary School, an innovative choice school in Mundelein, Ill.

Alumni receiving achievement awards include: Donald Dessart, a professor of mathematics and mathematics education at the University of Tennessee, whose scholarly writings and reviews of research have received international attention; Barry Franklin, a professor of education at the University of Michigan-Flint, who is widely known for his historical research on special education and on the school curriculum; Randall Parker, a professor in the department of special education at the University of Texas and a prominent leader in rehabilitation counseling; and Larry Toothaker, a professor of psychology at the University of Oklahoma and a highly acclaimed researcher specializing in quantitative methods.

Susan Fish, a second-grade teacher at the Jewish Day School of Metropolitan Seattle, received the Lois Gadd Nemec Award, given to distinguished alumni of the elementary-education program.

Awards were presented during a May 9 ceremony.

On April 29 the School of Education presented its annual Distinguished Achievement Awards to six members of the UW-Madison faculty and staff. They were Lisa Armstrong, administrative assistant in the Consortium for Policy Research in Education in the Wisconsin Center for Education Research; Jack Damer, professor of art; George Kliminski, clinical professor of educational administration; Ginny Moore Kruse, director of the Cooperative Children's Book Center; Kenneth Thomas, professor of rehabilitation psychology and special education; and Sandra Treptow, budget and personnel coordinator in the Wisconsin Center for Education Research.

###

- Anne Coulling, School of Education, (608) 265-2831

# CAMPUS SCENE

## BETTER LATE THAN NEVER

You can't blame professor Howard Erlanger if he was a bit surprised when he was notified that his book *Lawyers and the Pursuit of Legal Rights* was one of two books to win the Reginald Heber Smith Book Award from the National Equal Justice Library. After all, the book — co-written with former UW-Madison law professor Joel Handler and research associate Ellen Jane Hollingsworth — is 20 years old.

The congratulatory message explained: "If you're wondering why a book you wrote in 1978 is receiving an award this year, it's because this is the first year of these awards, and any books on this subject written in the 20th century were considered."

## GO GET 'EM!

Just in time for gun season: A new study shows that while deer in parts of south-central Wisconsin are numerous enough to damage sensitive plant communities, the foraging whitetails did little damage to woodland plants — they filled up on farmers' crops instead.

Graduate student Rebecca Christoffel says whitetails are "key-stone herbivores" — the biggest eaters in the woods. Too many hungry deer can not only damage plant communities, but the cascading effects can harm other woodland denizens including songbirds and small mammals.

Christoffel notes: "If deer populations exceed DNR goals, the potential for plant damage increases." About 64 percent of 500 woodland owners surveyed by Christoffel chose one means as the most effective method in reducing impacts: Hunting.

## RED GYM MOVE IS DONE

Eight UW-Madison student services offices have completed their move to the renovated Red Gym. Visitor Services and the Morgridge Center for Public Service moved last week. Tenants began moving Oct. 19 in the last step of the \$12.75 million restoration of the venerable 19th century armory.

"Everything is operating as normal," says Steve Saffian, the assistant dean of students who has overseen details of the project.

And while you're there, check out a new gallery for student exhibits. The Class of 1973 Gallery on the 2nd floor gives priority given to undergraduate artists. The first exhibit, "Suture," is running until Nov. 20. Hellbound Pineapple, a student organization, manages the gallery.

Undergraduate artists can pick up applications in the Art Department Office in Humanities and in the Student Organization Office, 239 Red Gym. For information, contact Renee Alfano, 262-2421.

## BACKWARD GLANCE

From *Wisconsin Week*, Nov. 16, 1988: Following evidence of alcohol abuse and offensive behavior, a commission has been appointed to examine the future of about 50 campus fraternities and sororities. ... The Academic Staff Assembly will consider hiring its own legislative lobbyist. ... An eight-story addition to Memorial Library will continue despite complaints that it blocks the view of the Capitol.

# University officials offer stadium safety tips

Ed Res,  
Center

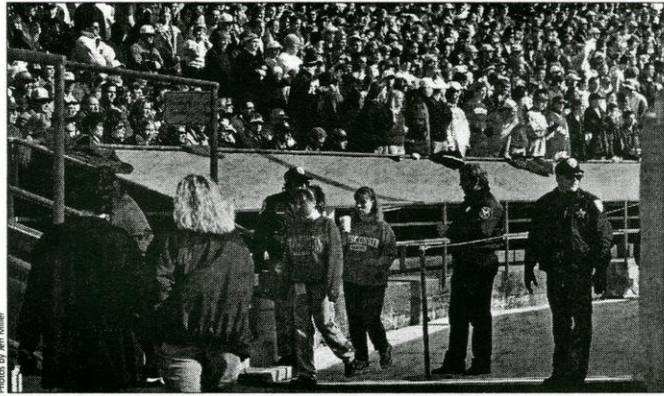
Tim Kelley

Campus officials are working to make sure the Nov. 21 Wisconsin football game is a safe and fun experience for fans who expect a win to secure a Rose Bowl berth for their beloved Badgers.

Stepped-up security and physical changes to the stadium since 1993 will help keep fans safe in their seats. But campus police and university officials are urging fans to remember that they hold the key to making Saturday's contest against Penn State an enjoyably memorable game.

If you're going to the game, here are some tips offered by stadium officials and campus police:

- Come early. Gates will open at 1 p.m. for the 2 p.m. start. A big crowd is expected, so early birds will more likely avoid the long lines — and get to see the kickoff.
- Enter the gate marked on the ticket. Capt. Dale Burke of the University Police Department says that using the gate number printed on each ticket will minimize congestion and allow for quicker access to seats once ticket holders are inside.
- Make sure you are in the correct seat. Tell ushers immediately if you find someone in your seat. Fans should retain their ticket stubs to show that where they are and where they're supposed to be are one and the same.
- Don't try to enter the field. Fans who try to gain access to the playing field at any time face a \$270.50 fine. After the game, the Wisconsin Band plans its famous "Fifth Quarter" celebration, but the event will be canceled if fans are trying to get onto the field at the end of the game. Other post-game entertainment also is scheduled, so organizers urge fans to stay in their seats and watch the show.



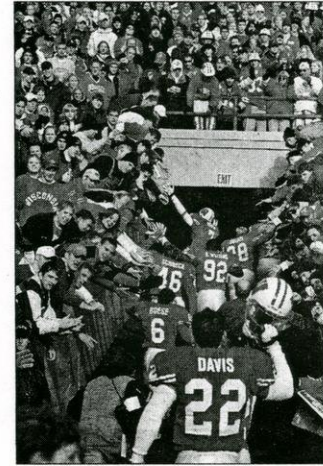
Above: Physical changes at Camp Randall since 1993 include more railings, concrete work and other measures that separate fans from the field. Also, added police, private security and paramedic personnel are on hand. Even with the improvements, University Police Capt. Dale Burke says: safety depends on responsible fan behavior. Below: Fans cheer their beloved Badgers as they leave the field.

- Enjoy the game. Even with the sell-out games this season, police say they've been encouraged with the way the crowds have cooperated with stadium rules.

Police report few problems with fans bringing alcohol into the stadium and few disorderly conduct charges for unruly fans.

Nevertheless, Burke says extra security personnel will be on hand Saturday to step up spot checks at every gate for prohibited carry-in items such as alcoholic beverages, bottles, cans, food items and coolers. Fans can be cited for alcohol violations.

A possible return to the Rose Bowl recalls memories of the Oct. 30, 1993 Camp Randall crowd surge that left 70 students injured. But since 1993, safety measures have been instituted to increase security and enjoyment for fans and players alike. Burke reminds: "Safety depends on fans staying in their seats and off the field." ■



## A guy thing

### WCER men prepare parade of palate pleasers

Jeff Iseminger

If you're hungry, do not read on. But of course you are, so let's talk about the taste of Paul Baker's spiced pole beans from his garden and Dean Winger's piquant home-pickled peppers and Eric Osthoff's fried rice with tender chunks of something you can't rustle up on a moment's notice — ruffed grouse — not to mention Allan Odden's mysteriously named white chili and buttery buttermilk pie, plus Chris Thorn's nirvana-baklava that sends sugar-shivers up and down your spine.

That pleasing parade of dishes and more was spread before the eyes and taste buds of 60 women employees of the Wisconsin Center for Education Research Nov. 9. They were attending the second annual "Taste of WCER" luncheon as the guests of 17 men employees/cooks. When the doors opened at 11:30 a.m., with German beer-hall music floating through the air, 30 women had already lined up in the hallway.

The price of admission for the men was a dish to pass, and not one of them took the dump-some-chips-into-a-bowl approach. That included Paul Baker, whose brainchild the luncheon is.

"I suggested the idea last year to Andy Porter, the WCER director," says Baker. "I like to cook, and I know several other men



Steve Kimball, right, serves up lunch for Anita Tychsen, left, and Lisa Armstrong during the Wisconsin Center for Education Research's annual "Taste of WCER" luncheon Nov. 9.

at WCER who do, too. Andy said he was behind it if we could pull it off."

They pulled it off with élan. Dishes like Jerry Grossman's duck and goose barbecue and Joe Neumaier's bourbon cake dazzled the crowd. "After last year's lunch, several women asked me if we were going to do it again this year," says Baker.

They did, and to great applause from lunchers like Lisa Armstrong, who pronounced it a "stellar event full of creative recipes." In fact, she says, women employees at WCER may return the favor this winter with a lunch of "comfort foods" for the men.

"People didn't come to this event

because it's a free lunch — it's part of the culture here," says Lois Opalewski, a 28-year WCER employee. "This is a good place to work and to be, and our social events are one reason that's true."

During a typical year, folks at WCER organize one or two "Packer potlucks" in the fall, a holiday buffet in December, outings to the Memorial Union Terrace, baby showers for mothers- and fathers-to-be, and a summer picnic with burger-flipper Porter at your service.

There's a reason why these interactions, like the "Taste of WCER," get repeat billing every year. "Because they're fun," says Porter with a smile. ■

FOR IMMEDIATE RELEASE 5/27/98

Policy Research  
in Ed  
WISNER

## SCHOOL OF EDUCATION HONORS ALUMNI, FACULTY

MADISON - A Madison teacher is among those who have received alumni awards from the University of Wisconsin-Madison's School of Education.

Donald Hunt, a long-time teacher and chair of the art department at Madison West High School, received one of two Outstanding Recent Graduate Awards. Hunt received a master of arts degree in 1988 and a master of fine arts in 1989, both from UW-Madison's art department.

During his tenure at West, Hunt has been responsible for numerous innovations, including the school's studio for ceramics and sculpture and its art gallery. Among the honors he has received are the Madison Public Schools Distinguished Service Award and the award for Wisconsin's Secondary Art Educator of the Year.

The other recipient of the Outstanding Recent Graduate Award was Alison Price, a teacher at Lincoln Elementary School, an innovative choice school in Mundelein, Ill.

Alumni receiving achievement awards include: Donald Dessart, a professor of mathematics and mathematics education at the University of Tennessee, whose scholarly writings and reviews of research have received international attention; Barry Franklin, a professor of education at the University of Michigan-Flint, who is widely known for his historical research on special education and on the school curriculum; Randall Parker, a professor in the department of special education at the University of Texas and a prominent leader in rehabilitation counseling; and Larry Toothaker, a professor of psychology at the University of Oklahoma and a highly acclaimed researcher specializing in quantitative methods.

Susan Fish, a second-grade teacher at the Jewish Day School of Metropolitan Seattle, received the Lois Gadd Nemec Award, given to distinguished alumni of the elementary-education program.

Awards were presented during a May 9 ceremony.

On April 29 the School of Education presented its annual Distinguished Achievement Awards to six members of the UW-Madison faculty and staff. They were Lisa Armstrong, administrative assistant in the Consortium for Policy Research in Education in the Wisconsin Center for Education Research; Jack Damer, professor of art; George Kliminski, clinical professor of educational administration; Ginny Moore Kruse, director of the Cooperative Children's Book Center; Kenneth Thomas, professor of rehabilitation psychology and special education; and Sandra Treptow, budget and personnel coordinator in the Wisconsin Center for Education Research.

###

- Anne Coulling, School of Education, (608) 265-2831

forum, Executive Perspectives on Restructuring Policies in Energy and Telecommunications," will explore the fast-changing environment for public utilities, including perspectives from executives on competition in the electric, gas and telecommunications industries.

For more details, visit the Wisconsin Public Utility Institute's web site: <http://www.wisc.edu/bschool/wpui/1998.htm> or call 263-4180.



### Wisconsin Week

Vol. XIII, No. 7, April 15, 1998

Wisconsin Week, the official newspaper of record for the University of Wisconsin-Madison, carries legally required notices for faculty and staff.

Wisconsin Week (ISSN 890-9652; USPS 810-020) is published by University Periodicals, Office of News and Public Affairs, biweekly when classes are in session (18 issues a year). Send information to 19 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706; phone: (608) 262-3846. E-mail: [wisweek@macc.wisc.edu](mailto:wisweek@macc.wisc.edu).

Second-class postage is paid at Madison, WI 53706; Postmaster: Send address changes to Wisconsin Week, 19 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706.

Subscriptions for U.S. mail delivery are \$18 a year or \$9 for six months. Send checks, payable to Wisconsin Week, to the above address.

#### Address changes

The Wisconsin Week labels are printed from the files of the UW-Madison Employee Compensation and Benefits Office. Send a Person File Information Form to revise employee addresses. Other addresses may be changed by correcting the label and mailing it to Wisconsin Week.

Editor: Michael Penn  
Designer: Jeffrey Jerred  
Publications assistant: Jennifer Haldeman  
Director of Periodicals: Cindy Foss  
Editorial advisers: Amy Toburen, Susan Trebach  
Contributing writers: Office of News and Public Affairs  
Photographers: W. Kyle Gradinger, Jeff Miller, Ryan O'Hara Theisen  
Distribution: UW-Madison Truck Service  
Publication dates: April 29; May 13

To receive Wisconsin Week news via e-mail, visit <http://news1.news.wisc.edu/cgi-bin/wireadds> on the World Wide Web and subscribe to the Wisconsin Week Wire. Wisconsin Week is also available on UW-Madison's gopher server in the folder called News Releases, Newsletters and Newspapers.

## Research

### Education group joins Milwaukee schools study

A new project at UW-Madison's Wisconsin Center for Education Research will collaborate with the Milwaukee Public Schools to study systemic school reform aimed at improving student achievement in the district.

The project will be housed in the Center for the Study of Systemic Reform in Milwaukee Public Schools. It has three principal purposes:

- generate useful knowledge and recommendations for educational policy in the district;
- allow impartial observers, funding agencies and system managers to understand the system and its performance at a deeper level; and
- impart analytical capacity to the district so that the research center can be phased out or assume a reduced role.

WCER researchers William Clune and Norman Webb co-direct the project and will work with district staff. "Studies come out that show that the district is or is not improving, scores are or are not going up," Clune says. "Our aim is to help set up a system that can answer these questions in a reliable, valid way and provide information that is acceptable to everyone and that people can use to diagnose the problem."

## Community

### UW-Madison students take the plunge and volunteer

Across Dane County on April 25, students, faculty and staff will be engaging in good works.

Called Community Plunge, the event, scheduled for 9 a.m.-4 p.m., will conclude Dane County Promise Volunteer Week, April 17-25. The week is sponsored by the Morgridge Center for Public Service, United Way's Volunteer Center, and the Retired and Senior Volunteer Program.

The more than 120 members of the UW-Madison community expected to take the Plunge will assist with projects from environmental cleanup to working with the elderly to caring for children.

"It's a wonderful way for students to go beyond the university and the classroom, and get out into the greater Madison community," says event organizer Jesse Fisher, a junior majoring in sociology. "Besides, it's great fun!" For more

The project is funded by a two-year, \$870,000 grant from Joyce Foundation. Based in Chicago, the foundation funds school reform efforts in Milwaukee, Chicago, Cleveland and Detroit.

Approximately 100,000 students are enrolled in more than 150 Milwaukee Public Schools. The student population consists of 50 percent African-American, 24 percent Caucasian, 11 percent Hispanic, 11 percent Asian and 1 percent Native American students.

The new study center will conduct a series of research studies on the quality and direction of systemic policy in Milwaukee schools for two years. "Our guiding vision is that systemic policy is the most promising method of sustaining major gains in student achievement on a continuous basis over the long run," says Webb.

The project will focus on the four major content areas Milwaukee students will be held accountable for by the year 2004: mathematics, science, communications and community membership. WCER will conduct research in the areas of management procedures and accountability structures; instructional system effectiveness; information systems; connections with other constituents; teacher training; and standards-based instruction. ■

information, contact Fisher at 263-2432.

Volunteer Week will begin April 17 with a book signing by Ada Deer at the University Book Store-Hilldale. Deer, senior lecturer in the School of Social Work, is one of 100 personalities included in the anthology *Stone Soup for the World*, a celebration of public service. Deer served as assistant secretary in the U.S. Department of the Interior for Indian Affairs. The signing will begin at 7 p.m.

Other activities during Volunteer Week will include:

- Youth Service Day, April 18, 9 a.m. More than 500 middle and high school students from Dane County will participate.
- Volunteer Fair and Help-a-Thon, April 24, 4-9 p.m., Westgate Mall. Representatives



File photo by W. Kyle Gradinger

Students and staff will arm themselves with paint brushes next week for projects surrounding National Volunteer Week.

from a variety of service organizations will recruit potential volunteers. Phone banks will stay open until 11 p.m.

For more information contact Susan Vande Hei, 263-4009. ■



1 • 8 • 4 • 8

# NEWS

UNIVERSITY OF WISCONSIN-MADISON

Office of News and Public Affairs  
28 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

*Educational Research,  
Center Con*

**FOR IMMEDIATE RELEASE**

**3/28/97**

**CONTACT: Greg Moses, (608) 263-1600; Sangtae Kim, (608) 262-5921**

## **UW EXPERTS CONNECT WITH NEW SUPERCOMPUTING PARTNERSHIP**

MADISON — University of Wisconsin-Madison faculty and staff will lend their expertise to a National Science Foundation (NSF) project to revolutionize high-performance computing in science and engineering.

On Friday, the NSF's National Science Board chose two universities to lead national partnerships for advanced computing at the University of Illinois-Urbana (U of I) and the University of California-San Diego (UCSD). Each campus represents a partnership of experts in computational science and education from dozens of research universities nationwide.

UW-Madison has eight separate projects with the two campuses. The partnerships are now formal, but the total dollar value of the NSF project and the partnerships must still be negotiated.

The project hopes to enhance the national infrastructure of advanced computing, which is used by scientists and engineers on complex tasks such as climate study and drug development. It will also support educational advances such as electronic environments and long-distance collaboration.

"This is the first time UW-Madison has been involved to this degree in the NSF's Division of Advanced Scientific Computing," said Greg Moses, associate dean for research in the College of Engineering. "These centers sought out partnerships with some of the top people in the country, which reflects well on our faculty here."

Partnerships include:

- Evaluating the teaching and learning potential of computational science and identifying the best programs, which could serve as national models. Moses, chemistry professor Arthur Ellis, and the Wisconsin Center for Education Research lead the proposal. This partnership is with UCSD; all others are with the U of I.

-more-

## Computing -- Add one

- Sangtae Kim, chair of chemical engineering, will develop a national shared database of information in the biological sciences with World Wide Web interface. A national database is especially needed in the exploding field of genetic sequencing and mapping. This program will look at the hardware needed to support such a database.

- Computer scientist Mary Vernon will help develop new scheduling algorithms allowing the hundreds of national users of these central computers to get on-line more quickly and get answers faster.

- Computer scientist Miron Livny will promote national use of a software system he developed at UW-Madison called Condor. The system multiplies the computing capacity available to researchers by capturing the power of idle desk-top machines scattered throughout the scientific community.

- John Anderson, a professor in atmospheric and oceanic sciences, will help develop better computer visualization tools that can make sense out of massive streams of data. Using both flat and virtual reality displays, Anderson will develop systems which can simulate diverse environments.

- Industrial engineer Gregg Vanderheiden, director of the Trace Research and Development Center, will look at universal and disability design in high-performance computers. The center has been successful in getting disabled-access featured in most major brands of personal computers.

- Computer scientists David DeWitt and Jeff Naughton are developing new database systems that can manage types of data that traditional computers handle poorly. The new systems could allow, for example, better storage and retrieval of large sets of satellite images.

- Biochemist John Markley is developing computational software for wider-scale use in magnetic resonance imaging (NMR) technology.

For more information on the national program, contact the NSF public affairs office at (703) 306-1070.

###

— Brian Mattmiller, (608) 262-9772



MILESTONES

from page 4
ing, chemistry professor Arthur Ellis, and the Wisconsin Center for Education Research lead the proposal. This partnership is with UCSD; all others are with Illinois.

• Sangtae Kim, chair of chemical engineering, will develop a shared database of information in the biological sciences with World Wide Web interface. A national database is especially needed in the exploding field of genetic sequencing and mapping. This program will look at the hardware needed to support such a database.

• Computer scientist Mary Vernon will help develop new scheduling algorithms, allowing the hundreds of users of these central computers to get on-line more quickly.

• Computer scientist Miron Livny will promote national use of a software system he developed at UW-Madison that multiplies the capacity available to researchers by capturing the power of idle desktop machines.

• John Anderson, a professor in atmospheric and oceanic sciences, will help develop better computer visualization tools that can make sense out of massive streams of data. Using both flat and virtual reality displays, Anderson will develop systems that can simulate diverse environments.

• Gregg Vanderheiden, director of the Trace Research and Development Center, will look at universal and disability design in high-performance computers. The center has been successful in getting disabled-access in most major brands of personal computers.

• Computer scientists David DeWitt and Jeff Naughton are developing new database systems that can manage types of data that traditional computers handle poorly.

• Biochemist John Markley is developing computational software for use in magnetic resonance imaging technology.

Planes, trains and typewriters

Dunlavy weaves through history of technology

Barbara Wolff

There may be the tiniest particle of truth in your ongoing assertion that your original spellings are the fault of the clumsy computer keyboard.

"You're quite correct in thinking the 'QWERTY' layout is unnatural and awkward," says Colleen Dunlavy, associate professor of history. "Designers of the early typewriter made it that way so typists couldn't go too fast and jam the keys."

An expert on the history and social impact of technology, Dunlavy is guiding 15 undergraduate students through a survey course on the subject this semester. They are covering technological breakthroughs in this country, from the colonial period up to the present.

The students are discovering that many characteristics of contemporary society grew out of technology developed in the last century. For example, we don't have high-speed trains in the United States because, Dunlavy says, "Many American railroads initially were built in a 'quick-and-dirty' fashion, without the sturdy foundation needed by high-speed trains."

Dunlavy has special dexterity with the subject: In her book, Politics and Industrialization: Early Railroads in the United States and Prussia, published in 1994, she examined the influence of political structures on the evolution of the iron horse in two countries.

Closer to home — literally — an important contributor to the much-hated "second shift" (housework) was the development of domestic labor-saving domestic devices, Dunlavy notes.

"Standards of cleanliness rose in the wake of the vacuum cleaner and dishwasher," she says, adding that in the years before the Dust Buster, most people seemed more willing to tolerate a little extra dirt and disarray.

Students enrolled in Dunlavy's course describe it as a revelation.

"I was so happy to hear her say, on the first day of class, that it wasn't going to be a survey of artifacts. Instead, we were going to look at the social implications of technology," says Jarrod Roll, a senior in history and anthropology from Hartford, Wis.

The social implication of mechanized farm machinery particularly stuck in his mind. "Mechanized equipment made agrribusiness possible," he says. "It also turned farming away from self-sustenance that you did with



Ryan O'Hara Theisen

Dunlavy says American railroads were built "quick and dirty," without solid foundations — and hence, we don't have high-speed trains.

neighbors into a for-profit enterprise you did in competition with them."

Not surprisingly, Dunlavy's research also links technological developments to the way academic disciplines function. The much-touted information superhighway, for example, may well have a profound impact on how we study the past.

"It's largely an issue of access," she says. "Before the Internet, you had to go to the archives to do research. But increasingly, all you need is a computer and software. It promises to make historical inquiry a much more democratic process."

Marijka Hambrecht is finding that out. A junior from Madison majoring in the history of science, Hambrecht is taking Dunlavy's History of Technology class. As a project, she and several other students are using only two World Wide Web sites to gather information on transportation during the Civil War.

"The sites' link format makes it possible for people using the sites to go off on tangents," Hambrecht observes. "Historians don't have as much control" as they do over more traditional means of information dissemination, such as books. "The web users create their own stories," she says.

And according to Dunlavy, that alone is cause for scholars to pay close attention to technology's implications, whether already apparent or lurking somewhere in a distant cyber-future.

Banes gives new take on 'Sleeping Beauty'

Barbara Wolff

Sure, someday her prince will come. Until then, "The Sleeping Beauty" snores away, not even a spectator of her own life, unconscious to it until bestirred by that magic kiss.

This interpretation of the fairy-tale-cumballet has led many folklorists and feminists to enshrine Sleeping Beauty as the epitome of female passivity. However, is anything ever that straightforward and simple? Sally Banes, Marian Hannah Winter Professor of Theatre History and Dance Studies, has found evidence from the dance stage that leads to alternative interpretations. In the 19th century ballet — music by Tchaikovsky, choreography by Petipa — the snoozing princess is always vitally alive and active.

"She dances even in the scene, where, sleeping, she dreams she meets her prince," Banes observes.

Banes will explore the way in which major works of ballet and modern dance represent women in a forthcoming book, Dancing Women: Female Bodies on Stage (Routledge: December 1997). She says her research indicates the relationship between dance and social, political and cultural influences is much more complicated than dance historians previously have suggested. "Through dance, men's attitudes about women and women's attitudes about themselves literally are given body on stage," she says.

Drawing on political, cultural and feminist histories, the new book examines ways in which choreography and performance create or challenge broadly accepted gender identities. This is an unorthodox approach to the study of dance, Banes says, and one she hopes will open dance scholarship, which has lagged behind other disciplines, to feminist analysis.

Banes also hopes her book will increase awareness of the infinite variety of women's portraits represented on the dance stage. "If one looks closely at the evidence of the works themselves, one actually finds a much more complex range of representations than previously has been suggested."

Hamerow probes Nazi dissent

What complex and mysterious motives cause minds to change? In the case of many high-ranking and initially loyal German Nazis, the answer may have had more to do with nationalism than ideology, according to Theodore S. Hamerow, author of the new book On the Road to Wolf's Lair: German Resistance to Hitler (Harvard University Press).

Hamerow, G.P. Gooch Professor Emeritus of History, says what motivated many of the high-ranking Nazi officers, civil servants and religious leaders was the fear that Hitler was destroying the country, as much as the belief that he was a villainous tyrant.

Hamerow, who spent seven years researching to book, retired from the history department in 1991.

HONORED

Perry A. Henderson, professor of obstetrics and gynecology, has been honored with the Madison Community Foundation's 1997 Asset Builders Leadership Award.

Wayne Kussov, professor of soil science, has received a distinguished service award from the Wisconsin Golf Course Superintendents' Association.

Leonard Levin, assistant professor of ophthalmology and visual sciences, neurology and neurological surgery, recently received the Young Investigator Award from the North American Neuro-Ophthalmology Society for research on how eye cells die after damage to the optic nerve.

Jeffrey Russell, professor of engineering, has been included as one of the top 25 newsmakers by the Engineering News-Record for achievements that served the industry in 1996.

Timothy Strauman, associate professor of psychiatry and co-director of the UW Depression Treatment Program, has been awarded a \$400,000 grant from the National Institute of Mental Health to develop psychotherapy for depression that specifically targets negative self-evaluation.

UW Sea Grant Institute won an Addy Award for its World Wide Web site "Madison Jason '96" (http://www.seagrants.wisc.edu/jason), by the Madison Advertising Federation.

APPOINTED

Doris P. Slesinger, professor of rural sociology, has been appointed to the Committee on Health and Safety Implications of Child Labor of the National Research Council's Commission on Behavioral Social Sciences and Education.

Thomas Spear, professor of history and director of the African studies program, has been appointed editor of The Journal of African History (Cambridge University Press).

PUBLISHED

Linda Essig, associate professor of theatre and drama, has recently published Lighting and the Design Idea (Harcourt Brace, 1997).

Richard A. Johnson, professor of statistics, has co-authored Business Statistics: Decision Making with Data (John Wiley & Sons, 1997) with Dean Wichern, a former UW school of business professor now at Texas A&M.

Daniel P. Kunene, professor of African languages and literature, has recently published Dithoko, Dithohokiso le Dithoholelo isa Sesotho (Oxford University Press).

Thomas Spear, professor of history, has recently published Mountain Farmers: Moral Economics of Land and Agricultural Development in Arusha and Meru (James Currey, the University of California Press, and Mkuu ni Nyota-Dar es Salaam).

SENATE

from page 1

dents. The committees already exist in some schools and colleges. The committees would support the university's commitment to creating a diverse and equitable environment on campus, according to the proposal from the Advisory Committee for the Equity and Diversity Resource Center.

The resolution on diversity from the University Committee calls for the Faculty Senate to reaffirm its 25-year commitment to helping cultivate a diverse campus community. The resolution also directs faculty, staff, students and administrators "to continue vigorously to create a campus environment that rejects discrimination and that embraces openness and diversity" as the university approaches the campus' sesquicentennial

celebration in 1998-99 and the 21st century.

"This resolution will send an important signal to all of the citizens of Wisconsin that this campus wishes to remain a world-class institution," says Evelyn Howell, chair of the University Committee.

In other business, the senate will hear first readings of reports and recommendations from the Ad Hoc Committee on the Use of Student Course Evaluations and the Ad Hoc Committee on Retired Faculty and Staff.

The course evaluations report affirms that student evaluations are important tools to help evaluate teaching and learning, and for students to make decisions about courses.

But the report points out that student course evaluations by themselves are best suited for students making course choices. It suggests that additional evaluation tools — such as peer reviews and post-graduation

evaluation of courses — be utilized to help instructors improve their teaching and by faculty and administrators when making merit and promotion decisions.

It also includes several recommendations, including not using a universal form for all departments and courses; using a common five-point scale for scoring; and encouraging faculty and other instructors to use their own "formative" mid-semester evaluations to improve their courses.

The senate meeting will begin with the presentation of the 1996-97 Hilldale Awards, presented to faculty from each of the four faculty divisions for distinguished contributions to teaching, research and outreach.

The agenda for the April 14 Faculty Senate meeting has not yet been finalized. That meeting will be held in 3650 Humanities starting at 3:30 p.m.

## FACULTY &amp; STAFF



MILESTONES

Profile: Stephen Dembski

## Mad cow researcher dead at 58

Richard F. Marsh, a veterinary virologist and a longtime investigator of infectious agents related to "mad cow disease," died March 23 at his home in Middleton, Wis., after a long bout with cancer. He was 58.

The son of a mink rancher, Marsh focused his research the past three decades on diseases of fur-bearing animals, and persistent viral diseases of the central nervous system, specifically on the transmissible spongiform encephalopathies. Marsh's work was recognized world-wide, and his research led to a better understanding of the agents that caused the disease known as prions, says veterinary science professor Judd Aiken.

His research interests came together in 1985, when he investigated an outbreak of transmissible mink encephalopathy on a mink farm near Stetsonville, Wis. Marsh showed that tissue from the diseased mink could produce encephalopathies in cattle, and that tissue from these diseased cattle could infect mink.

Based on that study, Marsh concluded that the United States was at risk of a bovine spongiform encephalopathy (BSE) outbreak similar to the "mad cow disease" epidemic in Great Britain. This prompted his call in 1986 for a ban on feeding rendered ruminant protein to cattle.

Marsh initially was called an alarmist by many in the industry, and was criticized when he repeated his call for a ban in 1990 and 1993. But he lived to see his work vindicated. In 1996 the U.S. Department of Agriculture proposed a voluntary ban on feeding rendered ruminant products to ruminants, and in January 1997 the U.S. Food and Drug Administration proposed a formal ban on using ruminant tissues in the manufacture of ruminant feeds.

In 1996, Marsh was interviewed by CNN, NBC, CBS and the BBC, and fielded hundreds of phone calls from around the world. Marsh earned a doctor of veterinary medicine from Washington State University in 1963 and a doctorate in veterinary science from UW-Madison in 1968. He joined the veterinary science faculty in 1979 and chaired the department from 1984 to 1989.

Marsh is survived by his wife, Helene; their five children, Kathryn, Jeanette, Timothy, Christine and Deanna; three grandchildren; and his sister, Kathleen.

## NSF project involves several

UW-Madison faculty and staff have eight partnerships with a National Science Foundation project to advance high-performance computing in science and engineering.

On Friday, the NSF's National Science Board chose two universities to lead partnerships for advanced computing at the University of Illinois-Urbana and the University of California-San Diego. UW-Madison is one of dozens of universities that will contribute research to the effort. Partnerships include:

- Evaluating the teaching and learning potential of computational science and identifying the best programs, which could serve as national models. Greg Moses, associate dean for research in the College of Engineer-

see MILESTONES, page 6

## To report faculty and staff news

Faculty and staff members are encouraged to report honors, awards and other professional achievements for publication. We must receive your item AT LEAST 10 DAYS BEFORE PUBLICATION.

Campus Mail: 19 BASCOM HALL

E-Mail: WISWEEK@MACC.WISC.EDU

# Music lessons

By teaching his daughter piano, professor rediscovers childhood. — Michael Penn

IN THE SUNLIT FRONT PARLOR of the old Victorian, three-year-old Melissa holds a concert. Sitting as tall as she can at the grand piano and following along in a 40-year-old songbook, she intertwines a few chords with a chorus of "Oh Susanna." As the song winds down, she pleads for an encore. "One more really short one," she says.

For her father, it's an evocative moment, tugging him through time to his own childhood in 1950s rural Massachusetts. "Some of my earliest memories are of sitting under the piano watching my father's feet push the pedals and listening to the music by putting my head against the side of the piano," says Stephen Dembski.

In his office in the Humanities Building, Dembski, a professor of composition in the Music School, keeps a photo of his father, a first-generation Polish-American who forfeited a promising piano career for a 9-to-5 job as a chemist. Four-year-old Stephen sits beside his father at the piano in a pose that's now eerily, but fondly, familiar. "It's a very moving thing," Dembski says of watching his daughter read from the same songbook he once used. "It makes me think of my father — what it would have been like for him sitting there with me. It's hard for me to bring back what I felt like then. I can regain that feeling a little more with her.

"It's an amazing thing," he says. "I don't really have good words for it."

Rhetorical failings for Dembski, hesitant but eloquent, aren't all that common — but they're forgivable. English, after all, is his second language. He was raised first on music, reading piano music before he could read words, and learning from his father the intricate tongues of jazz and classical. "Music seems much more basic to me, more palpable," he says. "Words come and go, but music is really there; it's tangible."

From an early age, Dembski embraced the full scale of musical styles and instruments. As a child, he studied piano and flute, eventually gaining some notoriety for the latter. In high school, the emerging worlds of rock and folk music caught Dembski's ear, and he played guitar, keyboards and harmonica for a series of "basic high-school garage bands," he says.

As an undergraduate at Antioch College, his hobby became his profession. "I was a good sensible boy, so I figured I'd major in music, but take enough pre-med courses along the way to go to medical school. It was a very '90s attitude, even though it was the '60s," he says. "But in fact I ended up taking the '60s course. I just sort of forgot about medicine."

Instead, Dembski was staying up all night as part of a band led by improvisational jazz musician Cecil Taylor. "There were 25 or 30 people in the band. We played pieces that sometimes could last three or four hours," he says. In the end, he learned that he didn't have the inclination for the jazz lifestyle. "I like being awake in the daytime," he laughs.

Composing music, on the other hand, posed a quieter



Jeff Miller

"Music seems much more basic to me, more palpable. Words come and go, but music is really there."

challenge. By his 20s, Dembski was spending his productive hours writing concert music, earning advanced composition degrees from SUNY-Stony Brook and Princeton along the way. Today he boasts a catalogue of some dozen recorded titles, including a 1989 CD of his music, and many other pieces written for live performances. Two more CDs, to be released this year, will include a return to writing and composing jazz.

His compositions reflect a wide array of musical influences, including pieces for soloists, chamber and full orchestras, and even a mechanical music box. He's made music with electronic sound generators, computer programs... just about everything that makes noise. And his experimentation shines through in music that is hard to pin down. *The New York Times* says his music embodies "the sensuous, ecstatic quality of late Romanticism," critic Martin Brody describes Dembski's work as "alternately dramatic and bemused, orthodox and desultory, laconic and driven."

The same, one might argue, can be said of Dembski, the one-time aspiring medical student who at various times also has been a professional flutist, a rock-and-roller and a banjo-slinging folkster. (As a teenager on a fellowship in England, Dembski paid his bills by singing American folk songs in pubs.) Ask him to reel off the various jobs he has held since high school and you get a resume befitting Holden Caulfield: record salesman, tour guide, hospital nurse, tree surgeon and something Dembski likes to call "guerrilla wine importer."

The last item is Dembski's most recent — and possibly most cherished — avocation. Off and on during the past five years, he and his wife have scoured the French and Italian countryside in search of characterful wineries too small to be noticed by large importers. Acting as wine matchmakers, they put wine makers in contact with restaurants or importers looking for a unique selection.

But lately teaching, composing and parenting have taken their toll on Dembski's time for wine trips. "I do very little of it anymore," he says. "I'd love to do it again some day. But right now I have too many responsibilities here."

Including one little responsibility that is just beginning her musical journey. Melissa can carry a tune now, and Dembski beams pride at every note. "I don't push it [music] on her," he says. "But whenever she asks to play something with me, I take her up on it."

## Political science bids farewell to two veteran faculty

Two members of the political science faculty will retire at the end of this academic year: Charles O. Jones and Leon N. Lindberg.

Jones, Hawkins Professor of Political Science, is a presidential and congressional scholar. His quotes frequently surface in the national press, including *The New York Times* and *Washington Post*.

He is the author or co-author of 16 books, including *The Trusteeship Presidency: Jimmy Carter and the United States Congress and The Presidency in a Separated System*. He now is

completing a book on the Clinton presidency.

Jones is a former president of the American Political Science Association. He joined the UW-Madison faculty in 1988 and previously taught at Wellesley, Arizona, Pittsburgh and Virginia. He earned his master's degree and doctorate at UW-Madison.

Lindberg joined the faculty in 1961 after doing undergraduate and graduate work at UC-Berkeley. He also has served as visiting professor at universities in Switzerland and Sweden. His teaching fields include politi-

cal economy, Western European politics and European economic integration. Among his books are *Europe's Would-Be Polity* and *The Governance of the American Economy*.

A former secretary of the American Political Science Association, Lindberg has chaired the UW International Relations Program. He has served on the steering committee of the Western European Area Studies Program and the executive committee of the Institute for Environmental Studies. He will continue to be active in that group.

# Parents, pay attention

A new study shows your kids' performance in school may depend on you

Jeff Iseminger

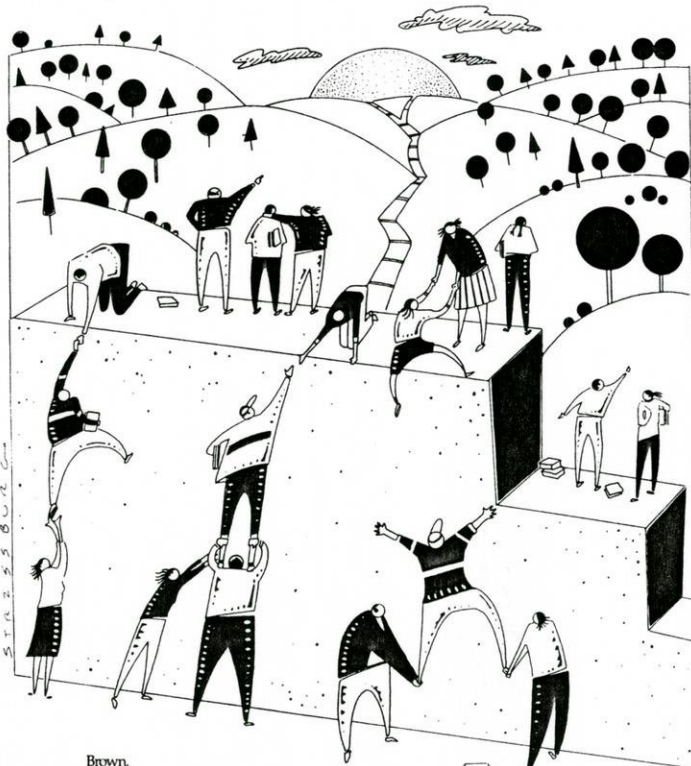
Critics who carp about children's classroom performance often point at schools as the culprits, but even the best-laid plans for reform can be gutted by two powerful forces: bored students and disengaged parents.

That message rises up from a three-year study of 20,000 high school students by Bradford Brown, professor of educational psychology, and two other researchers. It is the first major education study to focus attention outside schools, looking at the effects of parents and peers.

Brown and his collaborators, Laurence Steinberg of Temple (on the Child and Family Studies faculty at UW-Madison from 1981-1988) and Sanford Dornbusch of Stanford, have published a new book, *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do*. The book says that school reform works only when two conditions are met:

- Students come to school ready to learn.
- Parents get engaged in the learning process.

"The success or failure of schools depends as much on students' lives outside the classroom as in the classroom," says



Brown. "And parents are far more instrumental in school performance than we've recognized."

Most past research has focused on students' grade point average, but Brown and his colleagues looked at how engaged they were. They used such yardsticks as how attentive students were in class, how quickly they felt time passed in class and how much homework they did.

"Many students can do well in school without learning much," says Brown. "They've learned to work the system, such as taking easy classes. But in our study we defined engagement as being dedicated to

mastering information in a useful way."

Unfortunately, about 40 percent of the students surveyed were disengaged from school — physically present, but psychologically absent. And half of the students held a job that took up more than 15 hours weekly, with one-third of those students saying they took easier classes so their jobs didn't hurt their grades.

Parents proved to be just as disengaged. More than 40 percent of them never attended school programs, and nearly one-third of the students said their parents had no idea how they are doing in school.

The study connected parenting styles with students' performance in school, drug use and delinquency, anxiety or depression, and self-esteem and social competence.

The parenting styles were called permissive (few standards set for children), authoritarian (high standards coupled with harsh discipline and aloofness) and authoritative (high standards with warm, loving acceptance of child).

The clear winner: authoritative parents, who tend to produce children who are engaged in school, mostly stay out of trouble, and have high self-esteem and little anxiety. The children of permissive parents scored lower in school performance and had more drug use, while those with authoritarian parents did better in school, but experienced more anxiety and less self-esteem.

"Authoritative parents stay engaged with the kids even as teenagers," says Brown. "They don't buy into the myth that once they enter adolescence, there's nothing parents can do. Though they don't back away from their adolescent children, but they don't take over, either."

"Authoritative parents allow their kids to walk out on a developmental tightrope with the knowledge that they have a safety net beneath them," he adds.

Parental disengagement is one of two big drags on student achievement. The other one is adolescent peer culture. The study found that students who try to do well in school are often scorned by their peers, and one in six tries to hide their intelligence from classmates.

"There's often a high price to pay in social isolation for doing well in school," says Brown. "That means we must understand peer culture and how each sub-culture can be winners in the classroom."

For example, he says, the "strokes" we give a school's athletes could be extended to its top auto mechanics and rock groups as well as top students.

"School reform," says Brown, "must be a community-wide effort that holds parents and local leaders as accountable as educators for student performance."

# More evidence that real life teaches best

Jeff Iseminger

The more that schools teach children to discover knowledge instead of regurgitate it, and the more they tie schoolwork to real-life problems, the better students do on achievement tests.

That clear equation — and recipe for reform — comes from a five-year, 16-state study by a UW-Madison research team.

Led by Fred Newmann, the team was supported by a federal grant through the university's Wisconsin Center for Education Research (WCER). Within WCER, Newmann directed the Center on Organizing and Restructuring of Schools; the associate director was Gary Wehlage. The team's study is featured in a new book, *Authentic Achievement: Restructuring Schools for Intellectual Quality*.

The team studied 24 schools — divided among elementary, middle and high schools — that had restructured themselves in recent years. The schools wanted to strengthen two components of what Newmann calls "authentic pedagogy":

- Deemphasizing the traditional focus on rote learning and memorization, also called "reproducing" knowledge, in favor of having students "construct" knowledge on their own or in small groups.
- Giving students problems to solve that are linked to the outside world.

This example combines both compo-

nents: One of the schools in the study asked its third and fourth graders to predict what the school's neighborhood would look like in 100 years and to create a plan for maximizing the quality of life. Students integrated what they had learned in mathematics, social studies and science to produce a plan.

"Students should learn to apply knowledge, not just collect facts," says Newmann. "They also should display in-depth understanding — through an essay or research paper, for example — instead of merely checking boxes or filling in the blanks on a test."

"And lastly, they should solve problems that have meaning in the adult world, showing that their accomplishments represent more than good grades."

The research team found proof that this approach works. Students who received more "authentic pedagogy" performed better on achievement tests in mathematics and social studies.

For example, an average white male student who received a high exposure to this pedagogy scored 26 percent higher on the achievement test administered by the research team than one with low exposure. High exposure also raised scores on more conventional performance tests.

"What's more," says Newmann, "authentic pedagogy boosted achievement for students of all social backgrounds, regardless of race, gender or family income."

To promote learning of high intellectual quality, a school must build the capacity of its staff to work well as a unit. "The most successful schools we observed create opportunities for teachers to collaborate and help one another," says Newmann.

The study found that certain conditions help build that collaborative environment. Among them:

- Shared governance that increases teachers' influence over school policy and practice
- Staff development that enhances technical skills consistent with the school's mission
- Parent involvement in a broad range of school events
- Autonomy for schools to pursue a vision of high intellectual standards

Autonomy is a key question, says Newmann, because "schools are nested in a complex environment of expectations, regulations and stimuli from external sources such as districts and governmental agencies." That nest can either support schools in their quest to teach authentic pedagogy or undercut them, he says.

To learn more about the restructuring study, check out the Web site of WCER (<http://www.wcer.wisc.edu>) and click on "Recently Completed Projects," then click on Center on Organization and Restructuring of Schools.

## Cantor: TV ratings may increase show's appeal

Ratings that warn of violence and sexual content in television programs may only make those programs more enticing to children, according to a new study that included communication experts at UW-Madison.

The findings were released last week at the National Press Club in Washington, D.C., as part of the second annual National Television Violence Study. Joanne Cantor, professor of communication arts at UW-Madison, investigated the use of TV ratings and advisories and how they affect children's interest in programs for the study.

The research tested age-based ratings again and compared them to content-based ratings like the system used on the HBO and Showtime cable channels. Many public health and child-advocacy groups have gone on record in favor of content-based ratings.

The study was initiated in 1994 in response to concern about possible harmful effects of media violence. The project includes the most elaborate content analysis of television violence yet conducted.

# The new math

A program designed in part by UW-Madison researcher puts reality first

Jeff Iseminger

The difference between traditional mathematics education and a new math curriculum for middle schools developed at UW-Madison is the difference between frozen and fluid, between isolation and collaboration, between math as lock-step rules and math as a dynamic way of thinking.

The curriculum's name, "Mathematics in Context" (MIC), is apt. It pulls mathematics from its backwater mooring in rote, work-at-your-desk exercises and moves it into the mainstream context of modern life. Some examples:

- Students explore geometric concepts involving angle through calculating how far a hang glider will fly from various heights at various angles of descent.

- To learn algebraic concepts, they devise a formula to help a movie set designer calculate how many metal rods are needed for different-length beams.

- In statistics, students construct systems of classifying pottery unearthed by an archaeologist.

During these exercises, students often answer questions together, sharing their problem-solving strategies instead of hunching over their desks and working alone.

MIC, being published by Encyclopaedia Britannica, was produced by researchers at the university's Wisconsin Center for Education Research (WCER) and curriculum designers at the Freudenthal Institute in the Netherlands.

Coordinating the project was Thomas Romberg, director of WCER's School Mathematics and Science Achievement Center, who is considered the preeminent leader of a widespread reform movement aimed at changing the way mathematics is taught in the United States.

Why the Dutch connection? "The Dutch have been doing 'realistic' math education for years," says Romberg, "so we invited them to work with us."

Going Dutch made sense to Romberg. "In international comparisons of student mathematics achievement," he says, "the Dutch students generally rank first or second in the world and are significantly better than American students."

**Building Formulas**

**Beams**

Construction work has started on a large building that will be used for part of the movie set. Last week, you could see the framework. It consists of metal beams on concrete columns. Each beam is made of metal rods that are put together in the factory.

On the left you see a section of these close-up beams. They can have different lengths. The length of a beam is the number of rods along the underside.

1. Why does this beam have length 6?

Beam Length	Number of Rods
1	2
2	3
3	4
4	5

**A. Patterns**

To make the movie set building, these beams are put together as pictured here.

2. a. How long are the beams that were used? Use the drawing to help explain your answer.  
b. Is there more than one correct answer?

In the factory where these beams are being made, people want to be able to quickly calculate how many rods are needed for different-length beams.

Our way to figure the number of rods needed is to look at beams of different lengths.

Beam Length	Number of Rods
1	2
2	3
3	4
4	5

3. a. Complete this table on Student Activity Sheet 1.  
b. Explain how you found the numbers to fill in the table.  
c. Describe some regularities you see in the table.

4. Add more rows entries to the table. Make drawings to check your numbers. Each time you go from one length beam to the next, the same number of rods is added.

5. In the table, mark the rods that have been added each time as you go from one table.

In the Netherlands, comparisons have been made between students in "realistic" programs and those in traditional programs. The "realistic" students outperformed the others on 11 of 29 criteria and were comparable on 17 others.

Romberg's center worked with the Dutch designers to produce a curriculum suitable for American middle schools, then tested the concept in school districts around the nation.

The Dutch-American team made sure that cooperative investigation was a prominent feature of MIC. "If students have an opportunity to reinvent a mathematical idea together," says Romberg, "they're more

**"If students have an opportunity to reinvent a mathematical idea together, they're more likely to remember it."**

Above: a sample exercise from MIC.

likely to remember it because they discovered on their own why it was needed."

The designers also made the curriculum depart from the traditional by building on and pushing beyond the fundamental skills learned in early levels. "In the past, middle

school mathematics has been basically a review and extension of arithmetic," says Romberg.

"But MIC incorporates such material as using the ideas underlying statistics and probability, drawing inferences from graphs and spreadsheets, and exploring transformational geometry [turning an object to view it from different angles]," he says. To introduce algebraic concepts, MIC challenges students with problems involving variables.

Overall, says Romberg, the curriculum's strength is the way it recognizes the interconnectedness of mathematical ideas and weaves those ideas into real-life situations.

## SUMMER

from page 12

dysfunction to achieve sexual intercourse.

In the College of Agricultural and Life Sciences, a team of entomologists and plant specialists made progress on a three-year-old study to grow trees that genetically fight off bugs. The team has worked to genetically engineer poplar trees to produce a natural insecticidal protein to keep away destructive gypsy moths and caterpillars. They announced this summer that their three-year-old trees are continuing to produce the toxin after a year in the field.

CALS researchers hope to use the genetically altered trees as fast-growing crops that could be cut and burned as an alternate source of energy in Wisconsin. Because they would not require pesticides, the trees would be inexpensive to grow, researchers say.

### New faces

- The Board of Regents has three new members: Patrick Boyle, former UW Extension Chancellor and UW-Madison professor of continuing and vocational education (succeeding La Crosse businessman Daniel Gelatt); JoAnne Brandes, vice president of corporate communications for S.C. Johnson and Son in Racine (succeeding Lee S. Dreyfus); and Bradley DeBraska, a Milwaukee police detective and president of the Milwaukee Police Association (succeeding John Budzinski).

- Robert Skloot, an internationally known theatre and drama specialist, and Katherine Kalil, an award-winning re-



Skloot



Kalil

searcher who specializes in the study of neural development, were named associate vice chancellors for academic affairs effective Aug. 1. Both positions are half-time and are part of the provost's office.

Skloot, a professor of theatre and drama and Jewish studies, succeeds Gary Sandefur, professor of sociology, who has returned to teaching and research activities. Kalil, a professor of anatomy, fills an opening created when Virginia Hinshaw was appointed dean of the Graduate School.

- Cleveland James brings nearly a decade of experience in recruiting and retaining Wisconsin minority students to his new post as associate director of admissions. James, formerly the assistant director of admissions at UW-Whitewater, started in July as the university's new coordinator of undergraduate minority recruitment programs. He replaces Esold Nurse, who left UW-Madison last summer to take an administrative post at the University of Michigan.

- Kenneth B. Davis, who has taught

classes in business organizations, corporate finance and contracts, and securities regulation at the UW Law School since 1978, replaces Gerald Thain as the associate dean for academic affairs at the school. Thain, who will return to teaching full time after a one-year sabbatical, helped guide the Law School's major additional and remodeling project.

An advising professional from Cornell University, Greg Medina, has been named to lead the Cross-College Advising Service (CCAS), an academic support lifeline for students who have not declared majors. Medina, formerly the associate director for counseling and advising at Cornell in Ithaca, N.Y., for nine years, replaces the program's first permanent director, Carlotta Calmese, who last spring accepted a new advising and administrative position with the College of Letters and Science.

### Ready to govern

The new year brings change to the governing leadership of the academic staff, while a familiar face retains the leadership role in the Faculty Senate.

Evelyn Howell, professor of landscape architecture and environmental studies, has been designated as chair of the University Committee for the 1996-97 academic year. Howell served as the lead co-chair of the six-member University Committee — the top faculty governance body — during the second semester of the 1995-96 academic year. Richard Ralston, professor of Afro-American Studies, will serve as president of the Public Representation Organization of the Faculty

Senate, Inc.

The committee, the Senate's executive panel, includes Mary Anderson, professor of geology and geophysics and environmental studies, and Brent McCown, professor of horticulture and environmental studies. John Hearn, professor of physiology, and William Courtenay, professor of history, were elected to the committee earlier this year, succeeding Michael Bleicher, professor of mathematics, and former lead co-chair Ann DeVaney, professor of curriculum and instruction.

The Faculty Senate holds its first meeting Oct. 7 at 3:30 p.m. in 272 Bascom.

Bill Steffenhagen, researcher in the animal health and biomedical sciences, is chairing the Academic Staff Executive Committee, the administrative and executive arm of the Academic Staff Assembly, succeeding Cathy Middlecamp, director of the Chemistry Learning Center. The new ASEC vice chair is Kathy Zweifel, senior administrative program specialist in the genetics laboratory.

Other members of ASEC are: Wilt Sanders, senior scientist, Space Science and Engineering Center/Physics; Robert Dye, assistant dean, College of Engineering; Barry Robinson, business manager, University Theatre; Carole McGuire, administrative and finance officer for academic services, and finance and operations officer, Outreach Development; Mary Ruedinger, administrator, Physiology; Pat Fessenden, assistant dean, Division of Continuing Studies; and Esther Olson, assistant director, Synchrotron Radiation Center and Physical Sciences Laboratory.

The assembly holds its first meeting Sept. 9 at 3:30 p.m. in 272 Bascom.

August 5, 1996

Education, Research  
Wisconsin Center for

August tips -- Add 1

• **Making the grade: What influences kids' schoolwork?**

This is probably not what mom and dad want to hear. But a new study has concluded that high school peer groups are more influential than parents when it comes to school performance. The more a teen's peer group values good grades, the better that teen does in the classroom. And the more the group sneers at academic performance, the more likely the teen is to do poorly in school.

The research, by UW-Madison educational psychology professor **B. Bradford Brown** and two other academics, is included in a new book called "Beyond the Classroom." It is based on the study of 20,000 students from nine high schools in Wisconsin and California. Brown has been studying high school students and academic performance for about 12 years, and has drawn conclusions on a number of issues, from the effect of part-time student jobs to the most effective parental strategies for helping children succeed. Along the way, he has questioned students, interviewed families and been a keen observer of the dynamics of the classroom. He will be available to be interviewed after Aug. 19. You can reach him at (608) 262-0838.

— Steve Schumacher, (608) 262-0065

• **A Better Way to Teach Math**

As middle school students go back to school around the country this fall, some of them will be learning math in a brand-new way, using a curriculum developed at UW-Madison. The name of the curriculum, "Mathematics in Context," is apt. It pulls mathematics from its backwater mooring in rote, work-at-your-desk exercises and moves it into the mainstream context of modern life. Some examples: To learn algebraic concepts, students devise a formula to help a movie set designer calculate how many metal rods are needed for different-length beams. And in statistics, students construct systems of classifying pottery unearthed by an archaeologist.

The curriculum, published by Encyclopaedia Britannica, was developed by the School Mathematics and Science Achievement Center (SMSAC) at UW-Madison (part of the Wisconsin Center for Education Research) and the Freudenthal Institute in the Netherlands. The coordinator was **Thomas Romberg**, SMSAC director and the preeminent leader of a widespread reform movement aimed at changing the way math is taught in the U.S. Contact Romberg at (608) 263-3605, or by e-mail at <romberg@macc.wisc.edu>.

— Jeff Iseminger, (608) 262-8287



1 • 8 • 4 • 8

# NEWS

UNIVERSITY OF WISCONSIN-MADISON

Office of News and Public Affairs  
28 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

FOR IMMEDIATE RELEASE

6/12/96

**CONTACT: Tom Romberg, (608) 263-3605**

## PIONEERING MATHEMATICS CURRICULUM PUBLISHED

MADISON — The difference between traditional mathematics education and a new middle school curriculum developed at the University of Wisconsin-Madison is the difference between frozen and fluid, between isolation and collaboration, between math as lock-step rules and math as a dynamic way of thinking.

The name of the curriculum, "Mathematics in Context," is apt. It pulls mathematics from its backwater mooring in rote, work-at-your-desk exercises and moves it into the mainstream context of modern life. Some examples:

- Students explore geometric concepts involving angle through calculating how far a hang glider will fly from various heights at various angles of descent.
- To learn algebraic concepts, they devise a formula to help a movie set designer calculate how many metal rods are needed for different-length beams.
- In statistics, students construct systems of classifying pottery unearthed by an archaeologist.

And during these exercises, students often answer questions together, sharing their problem-solving strategies instead of hunching over their desks.

The fifth-grade unit of the curriculum is available this month from Encyclopaedia Britannica, with grades 6, 7 and 8 to follow next year.

-more-

New math curriculum -- Add 1

“Mathematics in Context” (MIC) is the product of an international collaboration between researchers at UW-Madison’s Wisconsin Center for Education Research (WCER) and curriculum designers at the Freudenthal Institute in the Netherlands.

Coordinating the project has been Thomas Romberg, director of WCER’s School Mathematics and Science Achievement Center. Romberg is considered the preeminent leader of a widespread reform movement aimed at changing the way mathematics is taught in the United States.

So why the Dutch connection? “The Dutch have been doing ‘realistic’ math education for years,” said Romberg, “so we invited them to work with us.”

Going Dutch made sense to Romberg. “In international comparisons of student mathematics achievement,” he said, “the Dutch students generally rank first or second in the world and are significantly better than American students.”

In the Netherlands, extensive comparisons have been made between students in “realistic” programs with those in traditional programs. The “realistic” students outperformed the others on 11 of 29 criteria and were comparable on 17 others.

Romberg’s center worked with the Dutch designers to produce a curriculum suitable for American middle schools. Then it was tested in several school districts around the nation. At one of the test sites, in Ames, Iowa, seventh grade students showed a significant gain on the Iowa Algebra Aptitude Test after completing several units in MIC.

The Dutch-American team made sure that cooperative investigation was a prominent feature of MIC. “If students have an opportunity to reinvent a mathematical idea together,” said Romberg, “they’re more likely to remember it because they discovered on their own why it was needed.”

The designers also made MIC depart from traditional curricula by pushing beyond

## New math curriculum -- Add 2

arithmetic.

"In the past, middle school mathematics has been basically a review and extension of arithmetic," said Romberg. "But MIC incorporates such material as using the ideas underlying statistics and probability, drawing inferences from graphs and spreadsheets, and exploring transformational geometry [turning an object to view it from different angles]."

These forms of mathematics are called "strands" in MIC because they're not taught as isolated concepts or skills, but woven into real-life situations throughout the curriculum. In the statistics strand, for instance, sixth graders use data about the comparative heights of sons and fathers as an aid to building an argument about growth. All the strands emphasize the interconnectedness of mathematical ideas.

Funding for the development of MIC came from the National Science Foundation as a way to meet new standards for teaching mathematics adopted by the National Council of Teachers of Mathematics. Romberg had coordinated the national effort to produce those standards after the 1983 release of "A Nation at Risk," a report by the National Commission on Excellence in Education that urged the rethinking of how mathematics is taught and learned.

The new standards asked teachers to depend less on book-drill arithmetic and rote memorization — "shopkeeper's math in an era of calculators," Romberg calls it — and more on modern real-life problems that demand a knowledge of statistics, algebraic thinking and measurement.

For more information on MIC, call Encyclopaedia Britannica at (800) 554-9862.

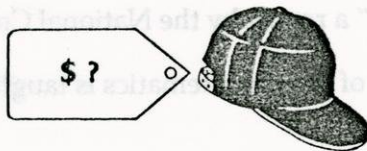
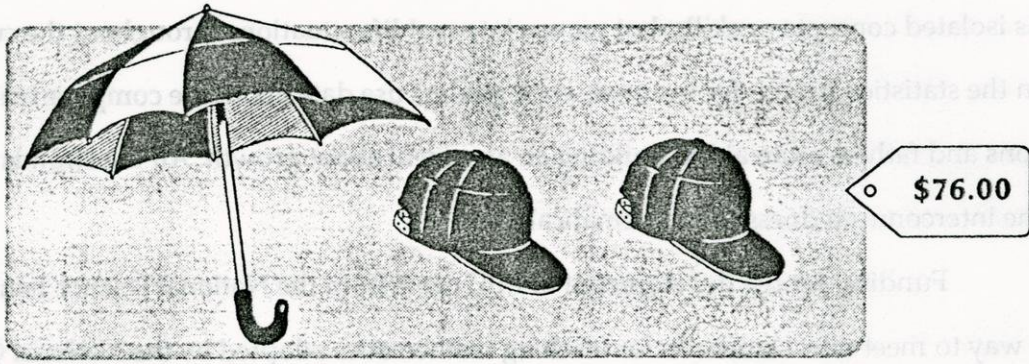
###

— Jeff Iseminger, (608) 262-8287



18

Comparing Quantities



4. Without calculating the prices for a cap or an umbrella, which is more expensive?
5. Use these two pictures to make a new combination of umbrellas and caps and write down the cost of the combination.
6. Make a combination of only caps or only umbrellas and find its price.
7. What are the prices of one umbrella and one cap?



# WISCONSIN WEEK

February 14, 1996  
For Faculty & Staff  
University of Wisconsin-Madison

## UW's new charge: Flexibility

Bill Arnold

From bricks and mortar to salaries, software and satellite links, draft recommendations in a special UW System Board of Regents study could mean increases in flexibility and efficiency.

A sneak preview into the System's future was offered last week when key Regent working groups forwarded initiatives to the board. On March 7, the groups will forward final recommendations to the board as part of its "Study of the UW System in the 21st Century." Public hearings on the recommendations will be held at four sites in late March and early April.

Several of the proposed recommendations represent dynamic changes in direction and policy, aimed at enhancing the way the

UW System serves students and the state. Recommendations include:

### Mission, Roles and Synergies

This group will recommend that the Regents authorize the System president to seek approvals to establish the UW's capital budget as a revenue bonding program, independent of the state's general obligation bonding program and debt. Starting in the 1997-99 biennium, this new approach to capital funding would reduce the costs of UW projects and enable UW System to better meet needs for facilities maintenance, improvement, and expansion. It also would remove UW revenue bond capital projects from competing with other state projects, such as new correctional facilities.

see REGENTS, page 14

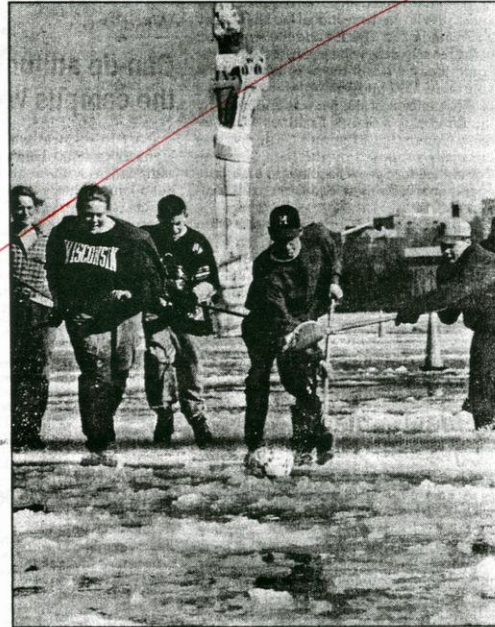
## Kellogg grant funds food study

The W.K. Kellogg Foundation has awarded a \$1.68 million grant to UW-Madison to establish the Wisconsin Food System Partnership, UW System President Katharine Lyall announced.

The grant will fund partnerships between the citizens of Wisconsin and UW personnel that will work to strengthen the food system — food production, processing and consumption; the environment; nutrition and health; science, education; agribusiness; access to food; community development; and

see KELLOGG, page 8

## Winter Carnival: Return of an old flame



Jeff Miller

Broomball players at the weekend's Winter Carnival employ an impressive goalie — a 40-foot-tall Statue of Liberty replica. The Hoofers unveiled the statue, last seen in Madison in 1980, as the centerpiece of the carnival. (see photos, page 5)

## Mainframe services rank favorably among peers

Bill Arnold

Mainframe computer services at UW-Madison are equal to or better than similar services offered at peer institutions, according to a report issued to the UW System Board of Regents this month.

The report detailed the findings of a study called for in the 1995-97 state budget bill. The report says that UW-Madison "compares favorably in information technology deployment, management and

overall impact on the university and its peers in the Big Ten." It concludes that UW-Madison "ranks very well among its peer institutions for mainframe work done versus cost to achieve that work, and on overall impact."

The report will be forwarded to the Legislature's committees on finance and information policy and the state auditor.

The study compared the costs and services of UW-Madison and eight other Big Ten Conference in-

stitutions. Information was obtained by means of a four-part survey. To protect confidentiality, other universities are not named.

The study identified 13 numerical measures of efficiency and effectiveness involving costs, "work done," and unit costs. The study also obtained a subjective "peer judgment of effectiveness" involving 12 functional/service areas.

The findings of the report can be summarized as follows:

see MAINFRAME, page 14

## Inside

**5**  
Not just classes anymore  
New honors director William Cronon seeks to broaden honors students' experience.

**6**  
Ultimate Frisbee  
Elusive climate data may be within reach thanks to a high-technology Frisbee.



Jeff Miller

**16**  
Having a Badgerball  
The women's basketball team is winning games — and admirers.

## Departments

- 2 News & Notes
- 3 Milestones
- 9 Campus Calendar
- 12 Events Bulletin
- 15 For the Record
- 15 Position Vacancies

## WCER receives \$31 million boost

Jeff Iseminger and Paul Baker

The Wisconsin Center for Education Research (WCER), already a national powerhouse in research on K-12 education, just upped its ante.

WCER, directed by Andrew Porter, recently won competitions for four new research centers, funded to the tune of nearly \$31 million by the U.S. Department of Education (DOE). Two of the centers will be directed by UW-Madison and two by collaborating agencies.

That brings WCER's total for new contracts and grants in the 12 months to \$44 million, including \$10 million over five years granted by the National Science Foundation to create the National Institute for Science Education.

These four new centers are each funded for five years, one by DOE's Office of Elementary and Secondary Education and the other three by its Office of Educational Research and Instruction.

The largest single grant in WCER's 33-year history will sup-

port the \$14.5 million Comprehensive Regional Assistance Center Consortium (Region VI), directed by Minerva Coyne. The center, funded by the Office of Elementary and Secondary Education, is part of a national network of 15 centers that serves students targeted for help under the Elementary and Secondary Education Act. They include children in high-poverty areas, migratory and immigrant families, and Native American families; students with disabilities; and neglected, delinquent and homeless children.

Professor Thomas Romberg, Department of Curriculum and Instruction, will direct the new \$12.5 million National Research and Development Center on Achievement in School Mathematics and Science. The center will formulate a set of classroom principles that enhances understanding in K-12 mathematics and science. It will emphasize innovations in teaching, curriculum, instructional technology and assessment.

The National Research and Development Center on Increasing

the Effectiveness of State and Local Education Reform Efforts will operate under the Consortium for Policy Research in Education. This center, headquartered at the University of Pennsylvania, includes 10 research projects focusing on school reform, policy and governance, and school finance. The school finance program will be housed in WCER, funded for \$3.1 million and directed by Professor Allan Odden, Department of Educational Administration.

The State University of New York at Albany is the lead institution for the National Research Center on Improving Student Learning and Achievement in English. The \$3.6 million WCER branch will be directed by Professor Martin Nystrand, Department of English. It will specify the features of curriculum and instruction that are essential to students' success in English, including skills in literature and oral and written language.

Porter says that the newly funded WCER proposals were designed to complement each other

see CENTERS, page 13

## Conferences

## Advisors offer 'wake-up call' for job seekers

Barbara Wolff

The instant you turn your back, the marketplace changes to a service-based, technology-driven, globalized concern.

You may hate it when that happens, but you — and the up-and-comers you teach, advise and perhaps parent — had best be prepared for this inevitability.

To supply some answers, four advisers in the College of Letters and Science have organized "A Wake Up Call: Responding to the Demands of a Changing Marketplace."

The conference, to be held Feb. 26, will bring together trend watchers and setters from the worlds of business, science, education and more to help broaden personal understanding of current and long-range employment trends.

The keynote speaker, Jo Ann Vega, founder/owner of JV Career & Human Resource Consulting Services in Piedmont, N.Y., specifically will address such issues as:

- How exactly employment trends seem to be changing.
- How changing trends will affect particular fields.
- How university curriculums can prepare students for marketplace success.
- How classroom skills might translate to the world of work.
- The impact that an increasingly diverse marketplace might make on the workplace.

Panels will address private industry, the public sector/community services, and diversity in the work force. Among the speakers will be: Krasna Svoboda, president, Network Resources; Michael Smith, president and CEO, Lands' End; Erroll Davis, CEO, Wisconsin Power & Light; Leslie Howard, director, Dane County United Way; and Vickie Poole, division administrator, Wisconsin Department of Industry, Labor and Human Relations.

According to conference organizer Linda Loofboro, School of Journalism undergraduate adviser, the event targets faculty, advisers, and career and placement personnel from across campus. "We felt there was a strong need for folks to be brought up to date about the rapidly changing marketplace, and to learn more about what we can do to help students succeed in it."

The conference was made possible through a grant from the UW-Madison Academic Staff Development Program, with additional support from the College of Letters and Science Student Academic Staff, the School of Journalism and Mass Communications, Career Advising and Placement Services, and the Departments of Psychology and Political Science.

The conference program, including breaks and a buffet luncheon, is \$15. Registration deadline is Feb. 22. Mail payment to The Wisconsin Institute, c/o Jeanne Ebert, 5115 Vilas Hall. For more information, contact Loofboro at 263-4858.

**UNLEARNING RACISM:** An outreach workshop on confronting institutional and interpersonal racism will be held Feb. 22-23, 8:30 a.m.-4:30 p.m., at Lowell Hall. "Unlearning Racism" will examine attitudes and actions that may unwittingly support institutional racism, the dynamics of power and privilege, and ways to create pluralistic organizations. The instructors are Kathy Germann, a consultant in cultural sensitivity and conflict resolution, and Brenda Rodriguez, a training specialist with Family Resource Coalition. The cost is \$145. Call 263-4451.

**MENOPAUSE CLASS:** A continuing education class on "Menopause: Scientific, Social, Economic and Political Issues" will be held from 9 a.m.-3 p.m. on March 2 in the Wisconsin Center. Emphasis will be on viewing menopause as a healthy transition, understanding physiological changes, exploring cultural and political influences on definitions of menopause and informed decision-making on many questions related to hormone "replacement" therapy. Instructors are Marianne Whately, Women's Studies Program, and Nancy Worcester, Women's Studies Program and Liberal Studies Department. The fee is \$30. To enroll, call 262-2452.

**DEALING WITH CONFLICT:** The Health and Human Issues Department will offer a two-day workshop on "The Art of Conflict Transformation" from 8:30 a.m.-4:30 p.m. on Feb. 29-March 1 at the Wisconsin Center. Participants will examine new ways to deal with conflict, create win-win solutions, listen actively and build consensus. Kathy Germann and Vida Groman, both consultants in conflict resolution, will lead the workshop. The cost is \$145. For more information, call 263-4431.

**THIRD SERIES OF BOOK TALKS BEGINS:** The third series of this spring's Monday Morning Book Talks at the Library begins March 4 at the Madison Public Library with the theme "Cry, the Beloved Country." Participants will read Joseph Conrad's *Heart of Darkness*, Alan Paton's *Cry the Beloved Country*, and Nadine Gordimer's *Something Out There*. Emily Auerbach, professor of English, will lead the discussions. Sessions are from 9:30-11 a.m., March 4, 11 and 18. The series costs \$22. Call 262-2452 to enroll.

**THURSDAY BOOK TALKS IN MIDDLETON:** The Department of Liberal Studies will conduct six Thursday Morning Book Talks at the Middleton Public Library, 7425 Hubbard Ave., beginning March 7. The first series focuses on the theme of "Capturing the Beat," with *Wear My Blues* by Langston Hughes on March 7; *Ragtime* by E. L. Doctorow on March 14; and *Jazz* by Toni Morrison on March 21. The second series has a theme of "Mothers" and includes *Pride and Prejudice* by Jane Austen on May 2; *Sophie's Choice* by William Styron on May 9 and *The Joy Luck Club* by Amy Tan on May 16. The first series is led by Emily Auerbach, professor of English, with musical guest Robert Auerbach, and the second by Auerbach and Laurel Yourke, of Liberal Studies. The sessions run from 9:30-11 a.m. Each series is \$22. Call 262-2452 to enroll.

**MYSTERY AND HISTORY:** Liberal Studies will offer a history class on mystery novels set in different historical periods on Wednesday evenings, Feb. 21-March 13, at the Wisconsin Center. "Period Pieces" will examine: *Apothecary Rose* by Candace Robb; *Cat to the Quick* by Kate Ross; *North Star Conspiracy* by Miriam Grace Montford; and *Death Among the Dunes* by Janet Nisell. Instructors for the class will be Diane Worzala, a lecturer in Liberal Studies, and Helene Androski, a senior academic

librarian at the Memorial Library. The class meets from 7:30-8:45 p.m. and is \$25. Call 262-2451.

**CAT TALKS:** Cats, as seen through the eyes of several well-known writers, will be the topic of a three-session class offered by Liberal Studies during March. On March 5 the class will look at what Poets Bishop, Dickinson, Eliot and Sandburg and others wrote; on March 12, short fiction by Ashmow, LeGuin, Poe and others will be examined; and on March 19 excerpts from works by Amory, Piercy and Twain will be considered. Laurel Yourke, an outreach specialist in Liberal Studies, will teach the class from 7-8 p.m. at the Wisconsin Center. The fee is \$16 for the series or \$6 per class. Call 262-2451 to enroll.

## Etc.

## ANNOUNCEMENTS - OPPORTUNITIES

**VOLUNTEERS WANTED FOR CANCER PREVENTION STUDY:** The UW Comprehensive Cancer Center is seeking men and women to help test two drugs called DFMO (difluoromethylornithine) and piroxicam, which may help prevent cancer. The purpose of this study is to determine whether these drugs will change certain enzymes produced by the body that may be linked to the development of cancer. The center is seeking volunteers who have had a previously treated early stage cancer of the breast, prostate, colon, or skin (not melanoma) or family members (e.g. brother/sister, mother, children, aunt) of patients that currently or previously were treated for breast or colon cancer. Volunteers must not have had surgery within the past four weeks, a history of cancer (other than the above mentioned cancers), a hearing loss, serious health problems or aspirin, ibuprofen, or other non-steroidal anti-inflammatory drugs within the past four weeks. The drugs will be taken for six months. During this period, monthly exams, blood tests and other related procedures will be performed. All tests performed for the study are done free of charge. All exams will be done at UW Hospital and Clinics. To see if you qualify or to find out more about this study contact The Cancer Information Service at 1-800-4-CANCER weekdays between 9 a.m.-4:30 p.m.

**FRIENDS OF THE UW-MADISON LIBRARIES DONATIONS:** Dispose of unneeded books, empty a home or office shelf, earn a tax deduction, and possibly add to the library collections — all in one easy step. Donate books to the Friends of the UW-Madison Libraries. Duplicates and items that are not appropriate for the UW-Madison collections help the campus libraries as part of the Friends' biannual book sale. The next sale is March 21-24 in 124 Memorial Library. Proceeds from the sales are used to support the work of the Friends, including special purchases for the collections and a visiting scholar support program. We will pick up the books from your office or home (local addresses only). To arrange for a donation, please reply by March 12 to bender@mac.wisc.edu. For information call Patricia Bender 265-2505.

**STUDENT WRITING CONTEST:** Currently enrolled UW-Madison students are encouraged to submit entries for the George B. Hill & Therese Muller Memorial Awards Creative Writing Contest sponsored by The Wisconsin Union Directorate Arts and Literature Committee and the Department of English. Student writers should submit up to three poems for the poetry category and only one short story for the short story category. Entry deadline is March 6; pick up more contest

details in 507 Memorial Union or 6195 Helen C. White Hall. Cash prizes for the contest total \$2,000. For more information, call Mindy Safer, 262-7592.

**FUNDING INFORMATION WEBSITE:** Locating grants and funding opportunities has become easier now that the Memorial Library's Grants Information Center has its own website. The center, located in the Reference Department, is one of approximately 200 Foundation Center Cooperating Collections in the United States. The program makes funding information available to the public. The center includes information on private and corporate foundations and on federal funding agencies. In addition, materials on scholarships, fellowships, loans, proposal writing and other grants for individuals are also in the collection. The center's website is: <http://www.library.wisc.edu/libraries/Memorial/grants.htm>. For more information contact Elizabeth Breed (262-3242, [breed@doit.wisc.edu](mailto:breed@doit.wisc.edu)).

## BADGERBALL

from page 16

high school, and he knows how much things have changed in a few decades "I got involved because of my daughter," Santiago said. "I really like to bring my daughter to these games. I think the women's game is really easy to get in tune with, and I'm glad she can see players performing at this level," Santiago said.

UW-Madison students are also among the thousands afflicted with Badgerball fever. Just minutes before the Tennessee game, juniors Lisa Natoli of Milwaukee and Jessica Tetaart of Appleton waited outside the team locker room to "high-five" the players as the team made its way to the floor.

Natoli, a psychology major, said that students are inspired by the team's work ethic, its unity, and its leaders. "They're amazing," Natoli said, almost with a tinge of awe. "Even when they're not necessarily playing well, they stick together. Many of the players are leaders — on and off the court."

Although the Badgers played with their usual mega-level of intensity and heart, Tennessee was just a bit too much, winning the close game, 72-61. Afterward, Pat Head Summitt, the Lady Volunteers' head coach and already a legendary figure in women's college basketball, paid tribute to Badgerball and its huge fan following.

"I think this is what the women's game needs," Summitt said. "This was an event tonight, and the fans were tremendous. I can't tell you how many people thanked us for coming to Madison, Wisconsin, and playing the game. I think they know we're here, in large part, because of Jane (Albright-Dieterle, who was once an assistant under Summitt)," Summitt said.

"I get excited when I see this environment for women's basketball," Summitt said. Sounds like she's caught Badgerball fever.

## CENTERS

from page 1

and the new National Institute for Science Education (NISE), which opened its doors at WCER in July 1995.

Porter, Odden and Romberg play key leadership roles in NISE. Porter co-directs NISE with Professor Denise Denton of Engineering and serves with Romberg on the NISE management team. Odden heads NISE's "Analysis of Systemic Reform at the National Level" project.

"The new awards will continue and build on the research WCER has done over the past three decades," Porter says. "The new Center on School Mathematics and Science, added to the NISE award, show that WCER is clearly the national leader in mathematics and science education research and development."

The new School Mathematics and Science Center grows out of the National Center for Research in Mathematical Sciences Education, directed by Romberg from 1988 until this year. The earlier center focused on getting the results of mathematics research implemented in U.S. classrooms and developing assessments of student achievement that match the new instruction.

Romberg is a leader in mathematics reform. "Our work seeks to create and test innovations that produce new levels of understanding in mathematics and science for all students, regardless of sex, race, language or socioeconomic status," he says. "We propose to work with practitioners and students to change what they are doing, to describe the quality of implementation, and to test the effects on students." Associate directors are Angelo Collins at Vanderbilt University and Walter Secada at UW-Madison.

The new National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts continues the work of the nationally known Consortium for Policy Research in Education (CPRE). The consortium includes the University of Pennsylvania, Harvard, Stanford, Michigan and UW-Madison.

"Effective reform must focus on teaching and learning and create a coherence of policy and practice around that focus," Odden says. "It must incorporate effective individual and organizational incentives and build sufficient capacity at the individual and organizational levels." Odden is considered a national expert on issues of school finance.

The National Research Center on Improving Student Achievement in English will address improvement in K-12 English instruction. Researchers will examine the intersections between English and other subject areas such as history, science and mathematics — cross-disciplinary approaches that have been the focus of many recent reform proposals. Nystrand will collaborate with Judith Langer and Arthur Applebee at SUNY-Albany on the project.

"Our mission is to understand comprehensively the various contexts in which English skills are learned," Nystrand says, "and to do so specifically enough for teachers, schools and communities to enact and coordinate useful improvements and reforms."

The new regional center of the Comprehensive Regional Assistance Center Consortium grows out of the work of WCER's Multifunctional Resource Center for Bilingual Education, which opened in 1986 and has been directed by Coyne, who also heads the new center. Coyne says that teachers in her six-state Midwest region work with 11.6 million students who range widely in race and ethnicity. To help meet the needs of those students, Coyne says she and her staff will serve as a link between teachers and evolving research, new policy initiatives and school reform. They will conduct workshops on such topics as school restructuring, mathematics and science innovations, and performance assessment.

Established in 1964, WCER was one of the nation's first federally funded education research and development centers. These recent awards extend WCER's record of housing one or more national education research centers every year since its founding. For more information visit WCER's home page at <http://www.wcer.wisc.edu>.



1 • 8 • 4 • 8

# NEWS

Education Research,  
Wisconsin Center for

UNIVERSITY OF WISCONSIN-MADISON

Office of News and Public Affairs  
28 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

Jan. 25, 1996

**TO: Editors, news directors**  
**FROM: Jeff Iseminger, (608) 262-8287**  
**RE: Upgrading math**

The recent movement in California and New York to upgrade lower-level math in high school — traditionally a dead-end sequence for low-achieving students — has not only met with success, but also has shown that wholesale replacement of weak general-track math is feasible.

That's the assessment by a team of researchers from the University of Wisconsin-Madison who studied seven schools in California (San Francisco, San Diego) and New York (Buffalo, Rochester). In recent years these schools have established "transition courses" to serve as a bridge between basic and college preparatory math. The schools studied all have a high percentage of minority and low-income students.

The goal of transition courses is to enable students to learn more difficult math and, for some of them, prepare better for college. That can break the vicious cycle of many general-track math courses, in which teachers set low expectations for students, and students expect little of themselves.

Many of the courses have these features:

- use of "manipulatives," such as dice, cubes and tiles, instead of just pencil and paper
- integration of math topics such as algebra, geometry and trigonometry to increase comprehension
- use of computational technology such as calculators and computers
- active participation of students in cooperative groups
- emphasis on the process of problem-solving, including strategies, reasoning and communicating, with problems based on real-life situations

A team from the Wisconsin Center for Education Research at UW-Madison evaluated the transition courses through achievement test results, student transcripts,

-more-

## Upgrading math – Add 1

classroom observations and interviews with teachers and students.

Their conclusion: Transition courses represent several improvements over the general-track math courses they replaced.

- Students have a better opinion of math.
- They take more difficult math and are more successful in obtaining college preparatory math credits.
- They learn more, as shown by achievement tests.
- Students gain more practical math experience.

The UW-Madison team included Paula White, Adam Gamoran, John Smithson and Andrew Porter, all from the Wisconsin Center for Education Research. For more information on the study, call Paula White at (608) 263-4353.

###



# NEWS

1 • 8 • 4 • 8

UNIVERSITY OF WISCONSIN-MADISON

Office of News and Public Affairs  
28 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

FOR IMMEDIATE RELEASE

1/31/95

**CONTACT: Fred Newmann, (608) 263-7575**

## STUDY: STUDENTS ACHIEVE MORE WHEN HIGH SCHOOLS BREAK WITH TRADITION

MADISON — Schools that have broken with traditional school structure show greater student achievement gains across a wider socioeconomic spectrum.

That finding comes from a study of 11,000 students in 820 high schools across the nation. The study was sponsored by the Center on Organization and Restructuring of Schools (CORS) at the University of Wisconsin-Madison and conducted by Valerie Lee of the University of Michigan and Julia Smith of the University of Rochester.

Though they aren't sure why, Lee and Smith found greater achievement among students in restructured schools that had adopted three or more of such practices as these:

- Teachers work collaboratively, often in interdisciplinary teams, rather than working individually most of the time.
- Teachers have more input into decisions affecting their work instead of being governed exclusively by top-down directives.
- Students with diverse talents and interests are grouped together instead of slotted into different education paths.
- Students often keep the same homeroom throughout high school.
- Parents volunteer in the school.
- The school tends to be small or is a school-within-a-school.

- more -

## High school restructuring -- Add 1

The schools restructured along these lines have moved toward a more communal, less bureaucratic style that relies less on formal rules and more on personal teacher-student contact.

"This study gives the most impressive evidence to date that high school restructuring promotes higher student achievement and does it more equitably," said Fred Newmann, CORS director. "However, there is still no simple recipe to ensure that school restructuring will work in a given school or in a large group of schools."

The CORS study compared student performance gains from 8th grade to 10th grade in standardized, multiple-choice achievement tests. The student sample included schools restructured along communal lines, those that had not restructured at all, and those that had restructured in more traditional ways, such as holding parent-teacher conferences or increasing graduation requirements. (The researchers controlled for socioeconomic and other differences among schools and students.)

The results found that students attending schools with communal restructuring showed greater gains than students in traditionally restructured schools, and those in schools with no restructuring showed the least improvement of all.

Students in communal schools, compared to schools with no restructuring, achieved 43 percent higher gains in math, 41 percent higher in history, 37 percent higher in reading and 23 percent higher in science.

In addition, the achievement gap between students of higher and lower socioeconomic status was narrower in communal schools.

Why? It's hard to say, except that some observers think it's not so much the restructuring practices themselves, but the organizational climate behind them.

The practices mentioned in this study, says Anthony Bryk of the Center for School Improvement at the University of Chicago, "should not be read literally as a list of ingredients or a recipe to follow." All that's known for sure is that where such restructuring occurs, achievement gains are found.

The next phase in the restructuring study is a similar analysis of 11th and 12th graders.

###

— Jeff Iseminger, (608) 262-8287



1 • 8 • 4 • 8

# NEWS

UNIVERSITY OF WISCONSIN-MADISON

Office of News and Public Affairs  
28 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

*Education Research, WI Center for  
Organization + Restructuring of Schools*

FOR IMMEDIATE RELEASE

1/23/95

**CONTACT: Fred Newmann, (608) 263-7575**

## **STUDY: STUDENTS ACHIEVE MORE WHEN HIGH SCHOOLS BREAK WITH TRADITION**

MADISON — Schools that have broken with traditional school structure show greater student achievement gains across a wider socioeconomic spectrum.

That finding comes from a study of 11,000 students in 820 high schools across the nation. The study was sponsored by the Center on Organization and Restructuring of Schools (CORS) at the University of Wisconsin-Madison and conducted by Valerie Lee of the University of Michigan and Julia Smith of the University of Rochester.

Though they aren't sure why, Lee and Smith found greater achievement among students in restructured schools that had adopted three or more of such practices as these:

- Teachers work collaboratively, often in interdisciplinary teams, rather than working individually most of the time.
- Teachers have more input into decisions affecting their work instead of being governed exclusively by top-down directives.
- Students with diverse talents and interests are grouped together instead of slotted into different education paths.
- Students often keep the same homeroom throughout high school.
- Parents volunteer in the school.
- The school tends to be small or is a school-within-a-school.

- more -



## High school restructuring -- Add 1

The schools restructured along these lines have moved toward a more communal, less bureaucratic style that relies less on formal rules and more on personal teacher-student contact.

"This study gives the most impressive evidence to date that high school restructuring promotes higher student achievement and does it more equitably," said Fred Newmann, CORS director. "However, there is still no simple recipe to ensure that school restructuring will work in a given school or in a large group of schools."

The CORS study compared student performance gains from 8th grade to 10th grade in standardized, multiple-choice achievement tests. The student sample included schools restructured along communal lines, those that had not restructured at all, and those that had restructured in more traditional ways, such as holding parent-teacher conferences or increasing graduation requirements. (The researchers controlled for socioeconomic and other differences among schools and students.)

The results found that students attending schools with communal restructuring showed greater gains than students in traditionally restructured schools, and those in schools with no restructuring showed the least improvement of all.

Students in communal schools, compared to schools with no restructuring, achieved 43 percent higher gains in math, 41 percent higher in history, 37 percent higher in reading and 23 percent higher in science.

In addition, the achievement gap between students of higher and lower socioeconomic status was narrower in communal schools.

Why? It's hard to say, except that some observers think it's not so much the restructuring practices themselves, but the organizational climate behind them.

The practices mentioned in this study, says Anthony Bryk of the Center for School Improvement at the University of Chicago, "should not be read literally as a list of ingredients or a recipe to follow." All that's known for sure is that where such restructuring occurs, achievement gains are found.

The next phase in the restructuring study is a similar analysis of 11th and 12th graders.

###

— Jeff Iseminger, (608) 262-8287



1 • 8 • 4 • 8

# NEWS TIPS

UNIVERSITY OF WISCONSIN-MADISON

News & Information Service  
19 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

*Education Research,  
WI Center for*

June 22, 1994

**TO: Editors, news directors**  
**FROM: Jeff Iseminger, (608) 262-8287**  
**RE: Opportunity to Learn standards**

The Goals 2000: Educate America Act recently signed by President Clinton is inextricably linked to one of the most contentious issues in American education, and as the act is implemented, says a national expert at the University of Wisconsin-Madison, that already-heated issue will turn white-hot.

That issue is called Opportunity to Learn Standards, which say what schools and teachers must do if they are to meet new national curriculum standards adopted in specific content areas. For some that might translate into smaller class size or more money spent per student, and for others, that might mean more focused standards for the subject matter taught.

"To proponents of OTL standards," says Andrew Porter, director of the Wisconsin Center for Education Research at UW-Madison, "they represent the solution to age-old problems of equity in education. To opponents, the standards evoke all their worst fears about federal intrusion into local control of education."

Goals 2000 makes compliance with national OTL standards voluntary, as it does the development of OTL standards by states. But for a state to participate in Goals 2000 funding, it must indicate in the funding application how OTL standards will be used. This provision was a compromise in Congress between Democrats, who wanted OTL standards required of all states, and Republicans, who wanted the standards dropped completely from the legislation.

Because OTL standards are voluntary, Porter believes they are not going to become a major new form of school-by-school accountability. But they can provide a vision of good education practices for schools wishing to improve in teaching content areas such as math and science.

-more-

## Opportunity to Learn -- Add 1

Specifically, Porter can give reporters extensive background on issues represented in questions like these:

- Do OTL standards have the potential for helping solve the problem of providing equality of educational opportunity to all students?
- Are OTL standards simply one more strategy by professional educators to get more money pumped into the K-12 system?
- Do they represent another step in what appears to be a slow, steady movement away from local control of education?

You can reach Porter by calling the Wisconsin Center for Education Research at (608) 263-4200 or e-mailing [bporter@macc.wisc.edu](mailto:bporter@macc.wisc.edu).

###



*Education Research, Wisconsin Center for*

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: **Immediately**

**12/7/90**

**CONTACT:** John Palmer (608) 262-6137, Andrew Porter 263-4200,  
Thomas Romberg 263-1955/263-4285, Fred Newmann 263-7575,  
William Clune 262-2243/263-4348, Kenneth Zeichner 263-4651/263-5547

#### UW-MADISON AWARDED \$14.8 MILLION FOR EDUCATION RESEARCH

MADISON--Four of 17 national research centers recently funded by the U.S. Department of Education have ties to the University of Wisconsin-Madison and will bring nearly \$15 million to the university over the next five years.

In an announcement Thursday (Dec. 6), the Department of Education awarded two centers worth \$13.1 million to UW-Madison, one of only two universities that won more than one center. (The University of Pennsylvania also received two.) In addition, UW-Madison researchers will collaborate with two of the other 15 centers in work totalling \$1.7 million.

"For more than 25 years, University of Wisconsin-Madison has been one of the chief contributors to the search for excellence in education," said School of Education Dean John Palmer. "These awards will help us continue that search."

The research will be carried out through the Wisconsin Center for Education Research, the primary research facility in the university's School of Education. WCER, founded in 1964, is one of the oldest and, with the recent awards, the largest such center in the country.

"The work undertaken by our new centers, as well as the 20 other projects at WCER, holds great promise for creating new insights into how the American educational system can be strengthened," said WCER Director Andrew Porter.

The two centers awarded to UW-Madison are the Center on Organization and

restructuring of Schools and the Center for Mathematics Teaching and Learning.

The \$7.2 million Center on Organization and Restructuring of Schools will answer a critical question: how radically do schools have to change to significantly improve the education their students receive?

Directed by Fred Newmann, the center will assess the effectiveness of schools that have recently restructured, looking at four areas: student experiences, professional life of teachers, governance and leadership of schools, and coordination of community resources for educationally disadvantaged students.

The \$5.9 million Center for Mathematics Teaching and Learning, directed by Thomas Romberg, will focus on two problems: getting the results of research on mathematics learning implemented in American classrooms and developing assessments of student achievement that can evaluate whether the changes in instruction are effective. UW-Madison will collaborate with Harvard and San Diego State on the project.

Romberg hopes the center will move schools away from routine paper-and-pencil drills to solving story problems. He also wants the center's work to encourage instruction in group discussions of mathematical reasoning and problem-solving strategies and that also connects with other school subjects.

UW-Madison researchers also will work with two other centers funded this week by the Department of Education.

One is the Center on Education Policies and Student Learning, awarded to UW-Madison, Rutgers, Stanford and Michigan State. About \$1.4 million of the center's five-year budget is earmarked for UW-Madison, with William Clune heading that part of the project. The center will examine the effects on education of such factors as curriculum regulations and public school choice.

The Center on Learning to Teach was awarded to Michigan State, with a subcontract of \$290,000 to UW-Madison. Kenneth Zeichner of UW-Madison will help the center investigate the purpose and quality of teacher education programs, with a focus on mathematics and writing.

###

Release:                   Immediately     9/29/89

CONTACT: Andrew Porter (608) 263-4200

## UW-MADISON LANDS NATIONAL EDUCATION RESEARCH CENTER

MADISON--A national center that is helping nearly 400 U.S. school districts provide better educational opportunities for students has found a new home at the University of Wisconsin-Madison.

The National Center for Effective Schools Research and Development (NCES), which was founded in 1986, became part of the UW-Madison School of Education's Center for Educational Research earlier this month.

NCES bases its work on its "Effective Schools Model," which attempts to isolate characteristics of school environment, administrative planning and teacher-student rapport that help raise students' academic achievement and close achievement gaps between students of different racial, ethnic or economic backgrounds.

Under a recently signed agreement with the North Carolina Board of Education, for example, NCES will provide workshops and other technical assistance to teachers and administrators, while the state board will handle implementing the NCES model.

"We've got to have an interplay between research and practice if our research is to strengthen education," said Andrew Porter, director of the UW-Madison Center for Educational Research. "NCES allows us to have a long-term project devoted to improving practice and drawing on knowledge from

our other research"

Seeing their work applied in a school setting helps UW-Madison researchers helps them better understand the potential of what they have accomplished and where their work needs to move, Porter added.

NCES, which had operated as a private center, brings a projected \$500,000 per year in grants to UW-Madison, a majority of it coming from the Clin Foundation of St. Louis, Mo. and the Lyndhurst Foundation of Chattanooga, Tenn.

Lawrence Lezotte, former NCES director and now its chief consultant, said NCES moved from its old headquarters in Okemos, Mich. because the center was at "a stage of development that demanded the kind of services and resources available at a major university if we were to meet the growing needs of school districts nationwide."

The demands on NCES have increased since 1988, in part because the federal government increased funding to school districts seeking to improve their educational systems, Lezotte said.

"The Wisconsin center, with its history of education scholarship, and services to schools and public education institutions for over 25 years, offered an appropriate place for the effective schools center to take root and flourish," Lezotte said.

The new link with UW-Madison also will allow NCES to integrate the university's curriculum research into its model, said Kent Peterson, a UW-Madison associate education professor and new NCES director. "Joining the Center provides more opportunity for our work to connect with the many years of studying curriculum questions here at the UW," Peterson said.

Some of the Center for Education Research's other projects include the National Center on Effective Secondary Schools, the National Center for Research on Mathematical Sciences Education, and Training of School Psychologists as Consultants.

###



# NEWS TIPS

1 • 8 • 4 • 8

UNIVERSITY OF WISCONSIN-MADISON

News & Information Service  
19 Bascom Hall • 500 Lincoln Drive  
Madison, Wisconsin 53706-1380

Phone: 608/262-3571  
Fax: 608/262-2331

March 16, 1994

**TO: Editors, news directors**  
**FROM: Jeff Iseminger, (608) 262-8287**  
**RE: School finance**

In the debate raging in state capitals across the country over financial support of public education, several myths are clouding the issue, says Allan Odden, a national expert on school finance and member of the University of Wisconsin-Madison faculty.

Odden directs the Finance Center of the Consortium for Policy Research in Education, which includes UW-Madison, Stanford, Harvard, University of Michigan and Rutgers. Before coming to UW-Madison last fall, where he works in the Wisconsin Center for Education Research, he was a faculty member at the University of Southern California for nine years.

Here are some myths of school finance that Odden says obscure instead of enlighten:

- *There's not enough money.* Odden says that in the past 30 years, public expenditures on education, measured by inflation-adjusted dollars spent per student, rose 69 percent from 1960 to 1970, 22 percent from 1970 to 1980 and 48 percent from 1980 to 1990. Despite the sluggishness of the economy in the '90s, moreover, school funding increases nationally continue to outpace inflation.

- *A lot of money has been wasted on administrative bloat.* On average nationally, only about 6-7 percent of the education budget is spent on administration, a figure below what most private companies spend.

- *Teachers are getting richer and richer.* Relative to other occupations and in terms of inflation-adjusted dollars, teacher salaries have stayed about the same in recent decades, although they dropped in the 1970s and rose in the 1980s.

These myths help distract attention from the real heart of the problem, says Odden: "The crisis in school finance is productivity. It's a question of how money is used."

-more-



## School finance -- Add 1

The national tendency, he notes, has been to use more money to hire more people — and they often are individuals who don't teach in the classroom. School districts have hired more teachers to reduce class size but also non-classroom specialists to provide services outside the classroom.

"In one Boston district," says Odden, "if you traded in all the professionally licensed non-teaching staff for teachers, the student-to-teacher ratio would drop from 35-1 to 13-1.

"Conservatives ask why taxpayers should support that hiring practice, and liberals say that schools have never been fully funded."

As a way out of that liberal-conservative squeeze, Odden believes educators should methodically ask these questions: What are the patterns of using money in our district? Is that the best way to improve student achievement? "Those questions are rarely asked," he says.

Odden proposes that budget and hiring decisions be made at the school level, not at the district level. In fact, he urges that state legislatures fund schools directly and hold them accountable for student performance through testing. That concept of giving authority to work teams actually providing the service and holding them accountable is being rapidly adopted by organizations outside education.

Odden has other detailed proposals for reforming school finance and, in fact, is now serving as a consultant to the Missouri Education Performance Commission and has published a paper on "Thoughts for Retooling Wisconsin School Finance." If you would like to talk to Odden, you may reach him at (608) 263-4260.

###

Release: **Immediately**

4/15/82 jmn

CONTACT: Janice H. Patterson (608) 263-4200

## UW-MADISON HELPS STATE SCHOOLS' LEARN COMPUTER USE

MADISON--Half of Wisconsin's schools own at least one microcomputer but few have clear conceptions of how to use them to teach their students, according to Janice Patterson, program coordinator for the University of Wisconsin-Madison center for Education Research.

"There has been a lot of community pressure for schools to obtain computers," said Patterson. "The technology initiative across the country is so strong that no one wants to be left behind."

But while they recognize the potential of computers in teaching, many schools are in the dark when it comes to knowing how to integrate them with classroom subjects Patterson said. "You've got a situation all over the state in which a school has bought a computer but wonders, 'Now what do we do?'"

To help answer the question, Patterson and other staff members of the Wisconsin Center for Education Research (formerly the Research and Development Center for Individualized Schooling) are orchestrating several ways of assisting schools, including:

--Workshops for students to learn about computer operation and simple programming techniques. The sessions also permit center staff members to study how kids interact with computers and learn what types of programs work best.

--The second annual Microcomputers in Education conference planned June 26 at the Wisconsin Center on the UW-Madison campus. Geared for 100 people, last

Add one--computers

year's conference had a show-up attendance of 350 with many others turned away.

"This year we'll think bigger," said Patterson. The conference will include speeches by computer experts, demonstrations by teachers and software (programming) exhibits.

--"On Wisconsin Computing," a quarterly newsletter which Patterson edits to help put teachers who have computer experience in touch with those who don't. After distribution of only two issues, the newsletter's subscription list has swollen to over a thousand schools and individuals across the country and abroad.

--"So you Have a Microcomputer: What Next?," a soon-to-be-released book edited by Patterson which identifies computer-related issues and suggestions for the "computer-naive" teacher. A companion guide will list publications, organizations and individuals of interest to teachers who use computers.

--The Microcomputer Resource Center, established recently to provide computer training and information for the staff of the Center for Education Research. The resource center hopes to offer Wisconsin teachers and administrators the opportunity to review software before purchasing it for their schools.

"In addition, we want to take existing software out to the schools to get feedback from the students themselves," said Patterson. "Typical educational software is written by computer programmers who usually know little about educational goals."

###



*Education  
School of  
Education Research,  
UW Center  
for*

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

3/9/84

REGENTS ACCEPT UW-MADISON GRANTS TOTALING \$9.36 MILLION

MADISON--The University of Wisconsin System Board of Regents accepted gifts, grants and contracts totaling \$13.96 million Friday (March 9), including \$9.36 million for UW-Madison.

The system total for outside grants during the first two months of 1984 is up nearly \$41.3 million over comparable 1983 figures, according to a report to regents, including a \$19.9 million increase in federal grants. A total of \$211.5 million has been received so far in 1984, of which \$117.6 million is for research.

New UW-Madison grants accepted Friday -- which were 67 percent of the system's monthly total -- included \$8.5 million for research.

The largest single UW-Madison grant was \$541,301 from the National Institute of Education to support the Wisconsin Center for Education Research. The largest private gift was \$110,000 from UW Foundation for production engineering research within the Engineering Experiment Station and mechanical engineering department.

Other major private donations included \$106,000 from UW Foundation for the Medical School Development Fund and \$100,000 from the Wisconsin Alumni Research Foundation for instrumentation development in biochemistry.

###

-- Joseph H. Sayrs (608) 262-8290



*Education Department  
Administration  
WI Center  
for*

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

2/16/84

WISCONSIN CENTER FOR EDUCATION RESEARCH GETS \$2.4 MILLION IN GRANTS

MADISON--The Wisconsin Center for Education Research, a division of the University of Wisconsin-Madison School of Education, was awarded grants recently totaling almost \$2.4 million.

A \$1.99 million National Institute of Education grant will support the Center's ongoing research for 1984. This includes studies of human learning, teaching and organization, and education policy.

An \$80,500 grant from the American Association of State Colleges and Universities will support a study by educational administration Professor Jacob Stampen examining student financial aid in public higher education.

A \$166,025 grant from the U.S. Department of Education will back a study by behavioral disabilities Professor Anne Donnellan on ways to help autistic children cope with living and working in community settings.

Two grants totaling \$153,164 were awarded by the Spencer Foundation. They support studies by educational psychology Professor Bradford Brown on the effects of peer pressure on adolescent development and by educational policy studies Professor Michael Olneck on how 20th century American society has dealt with the education of immigrant and minority groups.

###

-- Karen Walsh (608) 262-0065

*Education  
Schools  
R. D. Carter*

Release: Immediately

2/6/81 jmn

CONTACT: Janice Patterson (608) 263-1811

## 'TEAM LEARNING' APPROACH TO BE DISCUSSED

MADISON--The creators of a new way to teach children basic skills and interpersonal relations will speak to University of Wisconsin-Madison faculty and area teachers and administrators next Thursday and Friday (Feb. 12-13).

Professor Robert Slavin and his associate, Ruth Carter, of the Center for Social Organization of Schools at Johns Hopkins University will speak about their "Student Team Learning" program.

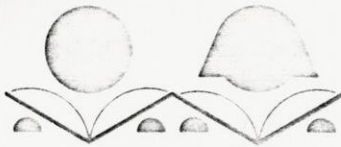
The educators have shown that using small groups of four or five students each improves learning of reading, math, science and other basic skills. The program also enhances race relations, student self-esteem and interactions with other students, according to Slavin.

UW-Madison faculty and students are invited to hear Slavin speak at noon Thursday (Feb. 12) in the UW Educational Science Building. From 4-6 p.m. on the same day, Slavin will address Madison area teachers and administrators at the Madison Exchange in the School Administration Building, 545 W. Dayton.

Ruth Carter will speak to the combined faculties of Lincoln and Franklin Elementary Schools on Friday (Feb. 13).

The visit is sponsored by the UW-Madison Wisconsin Research and Development Center.

For more information call Janice Patterson at 263-1811.



Wisconsin Research and Development Center  
for Cognitive Learning  
1025 West Johnson Street  
Madison, Wisconsin 53706

## NEWS from the Wisconsin R & D Center

October 7, 1977

Contact Laurence Weber: 263-4200

or

James Moser: 263-4285

*Education  
R&D*

### UW SCIENTIST TO OBSERVE MATH EDUCATION IN MAINLAND CHINA

James Moser, a University of Wisconsin mathematics researcher and educator, has been chosen to join a group of American math educators visiting the People's Republic of China.

The 20-member group will be in China from October 21 to November 6 and will observe mathematics teaching and research in five cities --Peking, Shanghai, Nanking, Canton, and Kweilin. After leaving mainland China the group will spend about ten days looking at math education in Tokyo, Japan. The tour is sponsored by the National Council of Teachers of Mathematics.

Moser is a senior scientist at the Wisconsin Research and Development Center, a federally-funded center at the UW for research in individualized education. He is also an adjunct professor in the School of Education. Moser twice has visited the Soviet Union to study math education there.



# UIR / RESEARCH NEWS

UNIVERSITY OF WISCONSIN-MADISON

UIR SCIENCE WRITING PROGRAM  
(Graduate Student Science Writing Division)

Further Information: Herbert Klausmeier (608) 262-0840

INDIVIDUALLY GUIDED EDUCATION

UNIVERSITY-INDUSTRY  
RESEARCH PROGRAM

WARF Office Building  
610 Walnut Street, Rm. 1215  
Madison, Wisconsin 53706  
Telephone: 608/263-2876

15 March 1977

*Education  
Research  
Development  
Center*

by Rex Buchanan  
UW Science Writer

Madison, Wis.--Parents may not recognize the phrase "individually guided education," but for a growing number of elementary school children IGE stands for a new approach to learning.

Now used in more than 2,000 schools throughout the nation, IGE was developed in the 1960's under the direction of University of Wisconsin-Madison educational psychologist Herbert Klausmeier and others at Wisconsin's Research and Development Center for Cognitive Learning.

The key to IGE, according to Klausmeier, is arranging an instructional program for each student--a program designed with the skills and needs of each student kept in mind. Students are not placed in instructional groups by age or grade, the system most often associated with school.

"Age-graded schooling has been used since the mid-1800's," notes Prof. Klausmeier. "It does not meet the needs of students in a modern, urbanized society. In our high schools today we find



students' achievements are going down, there are many discipline problems, and there is high absenteeism."

In IGE schools, students proceed at their own pace. The goal is continuous pupil progress, and each student must master certain minimum basic skills before completing elementary school.

Students are taught in small groups arranged to meet their instructional needs. For example, a student may work on subtraction with other children who have similar achievement in subtraction, and then study reading in another group. Pupils often work at learning stations, concentrating on specific skills. Independent study is encouraged.

But IGE is more than an individualized program for students. Team teaching is used. Teacher's aides and community volunteers are utilized. Volunteers improve communications between school and community, notes Klausmeier.

IGE also promotes shared decision-making between teachers and administration.

"In the past, principals made decisions that the teachers were supposed to carry out," says Klausmeier. "With IGE, teachers and principals make decisions together. That increases teacher responsibility, but also results in higher teacher morale."

Until now, lack of teacher-training materials has limited IGE's growth. So Klausmeier recently supervised development of nine sets of multimedia materials to be used in college courses and in staff development workshops.

The materials were developed with funding from the Sears-Robuck Foundation.

Training can be expensive, however, and it may increase the cost of IGE schools during the first year or two. But after that, educational costs are usually the same as in other schools in the same district or

add two--IGE

state, according to Klausmeier.

Some schools are practicing IGE with great success. In Janesville, Wis., primary-age children with three years of IGE schooling out-scored non-IGE children in mathematics, reading, and spelling. All of Janesville's elementary schools have since changed to IGE.

Results can be especially dramatic in cases of children from low-income families. Students in the 111th Street Elementary School in the Watts area of Los Angeles improved their reading and mathematics skills considerably after switching to IGE.

"In general there is high public support for IGE schools," says Klausmeier.

But occasionally there are problems. In some school districts and in some states, the number of IGE schools declined between 1973 and 1976.

"Improved performance is the first goal of IGE. When achievement fails to go up--and it sometimes does--the program experiences difficulty," says Klausmeier. "It may not work because the school's staff is not adequately trained, and cannot realize the potential of IGE."

Klausmeier believes IGE schools will continue to grow.

"All except two states we have studied show great increases in the use of IGE schools between 1973 and 1976," he says. "And in a period of economic recession, those increases are especially impressive."

###

*Education  
Research  
Development  
Center*

Release: **Immediately**

4/22/76 meb, jk

## NEWS BRIEFS FROM THE MADISON CAMPUS

Names of seven elected members of the newly-formed Academic Staff Advisory Committee at the University of Wisconsin-Madison were announced recently.

They are Joyce Becker, oncology; Patricia Meller, Primate Center; Alasdair MacCormick, ophthalmology; Kenneth Alvar, nuclear engineering; Robert Miller, School of Education; Pamela Berlin, Mills Music Library; and Phil Hellmuth, College of Letters and Science.

The committee will work with the chancellor's office on matters concerning the academic staff. Four additional members will be appointed by the chancellor's office.

- o -

A pre-reading program which is being used in 2,200 schools across the country only one year after publication will be displayed Saturday, May 1, in the Reading Fair at Westgate Shopping Center.

Consisting of small group games and songs, the program emphasizes skills such as awareness of letter order and blending sounds to form words.

Developed at the University of Wisconsin-Madison's Research and Development Center for Cognitive Learning, the program won the 1975 Chicago Certificate of Excellence.

The Reading Fair, sponsored by the Madison Area Reading Council, will run from 9:30 a.m. to 4 p.m.

###

# UW news

*Education  
School of  
P.D.  
Center*

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately

11/9/73 meb

MADISON--Since 1967, a fresh concept of education has grown from a series of creative ideas, generated by the Wisconsin Research and Development Center for Cognitive Learning, into an educational system in use in 1,500 elementary schools across the U.S.

The developers of the program named it Individually Guided Education (IGE) and their basic premise is that each child should have the chance to learn in an educational program that takes into account what he already knows, how he learns and how fast he progresses.

About 400 teachers and administrators from IGE schools and educators who are interested in the program, will meet at the University of Wisconsin-Madison Nov. 12-14 for the first conference of the new IGE National Network. Participants will discuss the organization and program for the group and hear professionals discuss implementation of IGE in local schools.

The IGE concept includes:

--Teaching teams of 3 or 4 teachers, an aide, student intern, and secretary who work with groups of 100 to 150 children. Close communication between teachers and administrators is built into the system.

--Curriculum developed and modified to meet each child's needs. Since children don't learn everything in the same way and at the same pace, the teachers assess each child's "readiness" and start at the pupil's own level.

The R & D Center has developed special IGE curriculum materials for reading and mathematics and is working on a science program.

###

*Education  
Research  
Development  
Center*

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

9/18/73 meb

## NEWS BRIEFS FROM THE MADISON CAMPUS

MADISON--The first comprehensive history of Wisconsin published in 33 years has been written by Prof. Robert C. Nesbitt of the University of Wisconsin-Madison.

A professor of history, Nesbitt based his research for "Wisconsin: A History" on previously unpublished materials from the State Historical Society of Wisconsin.

Nesbitt's book will also be used as a college text and was published by the University of Wisconsin Press.

- o -

MADISON--Prof. Pekka K. Hamalainen, professor of history at the University of Wisconsin-Madison, has been elected to a four-year term as a member of the advisory committee and executive council of the Society for the Advancement of Scandinavian Study.

- o -

MADISON--The Research and Development Center in the School of Education, University of Wisconsin-Madison, has received a \$7.1 million grant from the National Institute for Education.

The funding is for a 34-month period and will be used to support the Center's projects in researching and developing curriculum materials for elementary and secondary schools.

Release:

**Immediately**

7/13/73 mm

## INDIVIDUALLY GUIDED EDUCATION, AN ALTERNATIVE METHOD, IS GROWING IN ACCEPTANCE ACROSS COUNTRY

MADISON, Wis.--For the next few years, teachers, students and parents will find it hard to avoid hearing about a new educational product called Individually Guided Education (IGE).

Huge chunks of federal, state, and private resources are being spent developing and marketing this new way to teach. A significant number of schools throughout the country have bought it.

Six years ago only a half dozen elementary schools in Wisconsin were experimenting with the team teaching and "open classroom" notions that are part of IGE. Today there are approximately 250 schools in the state using it.

Throughout the United States there are more than 2,000 schools trying out IGE, rejecting the traditional, age-graded and self-contained classroom.

To an outsider, a classroom of kids receiving IGE is a bit confusing if not chaotic:

In one corner, a student sits quietly studying; in another corner, a group of laughing children watch a puppet show; off by themselves, two students examine a globe; by the blackboard, a cluster of kids sits on the floor listening to the teacher; other children browse at the bookcase.

As one IGE teacher explained, "It's very busy and noisy sometimes...but very educational."

Millions of dollars have been spent since the late 1960s developing IGE. Last fall the National Institute of Education granted close to \$7 million to the University of Wisconsin-Madison Research and Development Center for Cognitive Learning for more work on IGE.

Add one--ige

Recently the Sears and Roebuck Foundation gave the Wisconsin center, which originated IGE, more than \$1 million to be used in developing instructional programs and materials for teacher colleges and other institutions.

The Institute for Development of Educational Activities (IDEA) of the Charles F. Kettering Foundation, Dayton, Ohio, has spent more than a million dollars spreading the word about IGE.

This is how an IGE, multiunit school works:

Teachers are formed into teams, with one master teacher coordinating the work of several other teachers and aids who instruct a large number of students grouped not according to age but as to ability. Several teams of teachers work with all the students in the school.

Records are kept on each student's capabilities; and depending on the subject, the students are sometimes assigned to study in groups, in pairs, or alone.

According to research conducted by the Wisconsin center, students in multiunit schools using IGE have more positive self-concepts, like their fellow students better, and have more responsive learning attitudes compared with kids in traditional schools.

Interestingly enough, students in "open" and "closed" classrooms show no difference in their respect for teachers and principals or in their records of attendance and tardiness.

Elaine S. McGregor, an experienced IGE teacher and principal from Racine, who is currently on the Wisconsin center's national implementation staff, considers the teaming aspects of IGE good for the profession:

"It's a good way to police the teaching profession of its deadwood. In a team-teaching situation, people know they are going to be critiqued by peers-- they will have to measure up to their team's expectations. The IGE approach to education is not an easy out for teachers...it's a lot of work."

Add two--ige

One reason IGE is spreading so fast is because the schools using it are joining ranks. This fall they will set up a national organization.

Spearheaded by the leaders of the Wisconsin center and IDEA, the new group is banding together to share mutual concerns and help each other ward off skeptics and critics.

Union leaders have noticed that part of the IGE pitch to school principals is that they can save money with IGE by hiring fewer certified teachers and using more instructional aides.

Increased workloads for teachers is another reason the unions are keeping a close watch. They favor increased pay for IGE teachers, particularly the master teacher who heads up the team; but, so far, the teachers assigned to this position have been averaging only seven per cent more than other staff members.

Federal budget cuts are another reason the IGE educators are forming a national organization. According to Dr. Richard A. Rossmiller, director of the Wisconsin center, "There was a lot of anxiety after President Nixon's cuts."

Prof. Rossmiller is quick to say "IGE is not a panacea for the ills in American education--it's only an alternative."

More students today than ever before are having a chance to experience IGE--and some of their parents are jealous:

At a school board meeting in Janesville, where the IGE, multiunit notions were first tested, a parent whose child was not in an IGE school complained, "I'm afraid we are the have-nots, and we'd rather be the haves."

###



From the University of Wisconsin-Madison, University News and Publications Service,  
Bascom Hall, Madison 53706, Telephone 262-3571

*Education  
School  
Research  
Development  
Center  
3/29/73 jh  
for*

Immediately

UW MADISON HOSTS WISCONSIN SCHOOL ADVISORY COUNCIL MEETING

MADISON--What's new in elementary education? What is being done to give more individual instruction to youngsters? What is in the future?

These questions and others will be answered at the April 3 meeting of the Wisconsin School Advisory Council at the University of Wisconsin-Madison Center. More than 500 educators are expected to attend.

The all-day session , starting with registration at 8 a.m., is sponsored by the Wisconsin Research and Development Center for Cognitive Learning on the Madison campus.

Concurrent meetings will stress such pertinent educational factors as motivation, improving reading skills, home-school relations, the library, environmental and social education, and teacher competencies.

One of the center's accomplishments has been the initiation in recent years of the multi-unit school plan, which provides small non-graded groups for individual instruction of children, replacing the traditional eight-grade pattern. More than 215 such units are now existing in Wisconsin, and more than 1,100 in the U.S

###

(Editors: You are invited to send reporters and photographers to the sessions).

# UW news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately

1/25/73 mm

MADISON--An authority in school financing suggests local control of schools may improve as more state and federal funds are used to support public education.

Dr. Richard A. Rossmiller, newly appointed head of the group of Wisconsin educators responsible for introducing the multiunit school concept throughout the nation, explained:

"There are strings attached to federal and state funds; but local school boards, freed from having to be involved constantly in raising funds, should be able to respond better to local educational needs."

Rossmiller directs more than 150 educators and specialists involved with the University of Wisconsin-Madison research and development center for cognitive learning.

Predicting a growing trend of federal and state monies being channeled to local school districts, he said:

"This will require major public policy groups, such as state legislatures, to make more decisions regarding educational policies. Primary and secondary school systems will compete with higher education for these funds. The legislature will have to make very conscious and deliberate decisions regarding educational priorities."

A nationally recognized expert in educational economics, Rossmiller recommends that public schools take advantage of the current trend, but warns "private schools will be destroyed if they accept monies with so many strings attached. "

Add one--Rossmiller

"Public money is not free. Some of the strings you can expect from federal and state agencies are requirements for teacher qualifications and curriculum. Such requirements are at cross-purposes with private schools, which are supposed to offer an alternative to public schools."

He said within the past few years "the public force or urgency toward sending children to alternatives to public schools is not as great as it used to be."

Possibly one reason for the declining interest in private schools is the use of the Wisconsin center's teaching notions by approximately 2,000 schools throughout the nation.

As Rossmiller explained, these new teaching techniques--no classes by grade level or age, but instruction according to individual needs--allow public schools the opportunity to make themselves an alternative to the traditionally operated school.

Six years ago only seven schools in Wisconsin were experimenting with the multiunit, individually-guided-education concepts. Today, approximately 1,000 schools are working with the center as they implement the new arrangements; and, the Institute for Development of Educational Activities, a division of the Kettering Foundation, is working with another 1,000 schools.

Current chairman of the department of educational administration here, Rossmiller assumes the directorship at a time when his expertise in educational finance is crucial.

The U.S. National Institute of Education, a new agency similar to the National Institute of Health, recently granted \$2 million to the center, particularly for the research and development of the multiunit notions for middle and high schools. The center is negotiating for additional funds.

Add two--Rossmiller

Prof. Rossmiller, 44, joined the faculty in 1961. Prior to that he was a teacher and administrator for schools in Wisconsin and Illinois. He holds a B.S. in agriculture and education, an M.S. and Ph.D. in educational administration, all from the University of Wisconsin.

Dr. Herbert J. Klausmeier, who directed the center's activities since its beginning in 1964, resigned last fall. He will remain chairman of the center's executive committee and continue as principle investigator for several center projects. He also will teach educational psychology on the Madison campus.

School of Education Dean Donald J. McCarty announced Prof. Rossmiller's appointment, effective this month.

###

# UW news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

4/26/72 jfn

*Director of  
Schools*  
*Research  
& Development  
Center*

MADISON--Research benefits to the individual pupil may be a victim of the current tax squeeze on local boards of education, University of Wisconsin Dean for Public Services L. E. Luberg warned Wednesday night.

"Boards of education, hard pressed for funds, may consider research expendable, unless they understand the vitality and the economies it can bring to a school system," Dean Luberg told the Associated Organizations for Teacher Education (AOTE) at the Park Motor Inn.

Luberg cited work of the Research and Development Center for Cognitive Learning at UW-Madison School of Education.

"The fact that 147 schools in Wisconsin have joined as a part of this research team is impressive, but more significant are the tangible gains in individual development," he told representatives of 17 national organizations.

"The fact that one group of children in a reading program had grade equivalent gains of approximately one year or more in reading speed, word recognition and comprehension is worth the attention of the entire state."

Luberg said the Wisconsin Improvement Program and the State Department of Public Instruction also have been leaders in the Wisconsin Idea of taking research benefits to children of the state.

# NEWS OF THE UNIVERSITY OF WISCONSIN

*Education -  
School of  
Research  
&  
Development  
Center*

From the University's Statewide Communications Service, 1752 Van Hise Hall, Madison 53706

Release **Immediately**

8/6/71 mcg

## APPOINTMENTS

MADISON--Two new professors and six associate professors for the Madison campus were among appointments confirmed Friday by University of Wisconsin regents.

Calvin B. DeWitt, professor of biology at the University of Michigan, was appointed professor in the Institute for Environmental Studies and assistant director of the Biotron. B. Bruce Marsh, from the Meat Industrial Research Institute of New Zealand, was named professor of meat and animal science in the College of Agricultural and Life Sciences.

Associate professors named to the Madison faculty included:

Dr. Hugh Davis, Madison Medical Center, to be associate professor, department of clinical oncology, and Dr. Stanley Goldfarb, Mt. Sinai Medical School, New York, associate professor, pathology department, both in the Medical School;

Vernon Youngs, U.S. Department of Agriculture, associate professor of agronomy; George E. Stelmach, University of California-Santa Barbara, associate professor of physical education for men;

Guenter B. Risse, University of Minnesota, associate professor, department of history of medicine, Medical School; and Edward E. Daub, Kansas University, associate professor, department of engineering graphics and Engineering Experiment Station, College of Engineering, and Graduate School.

Other appointments included: Walter D. Hubbard, Pennsylvania Advancement School, Philadelphia, to be assistant scientist; Matthew Valitchka, Neenah school

Add one--appointments

principal, to be project specialist; and Annamarie Hayes, Michigan State University, to be research associate, all in the Research and Development Center for Cognitive Learning.

David J. Hanson, assistant Wisconsin attorney general since June, 1968, was named part-time assistant to the Madison chancellor as well as research associate in the Law School.

A UW graduate who holds the J.D. degree, Hanson has had a variety of experience including a University legal writing instructorship and a post with a firm of urban and regional planners. He will be special assistant to Chancellor Edwin Young on disciplinary matters, replacing Prof. Arlen C. Christenson who returns to his duties in the Law School.

Regents also confirmed Robert G. Bell, director of athletics at Bowling Green State University, as assistant to the athletic director and business manager, Division of Intercollegiate Athletics, Madison.

Two appointments were approved for UW-Milwaukee: Victor R. Greene, Kansas State University, will be associate professor of history; and Frederick J. Wegmann, West Virginia University, will be associate professor of systems-design, College of Applied Science and Engineering.

Regents confirmed UW-Green Bay's selection of Dr. Lon W. Weber to serve as executive director of commiversity programs and two year campuses and lecturer in the School of Professional Studies. He will assume many of the duties of Ray Vlasin who recently resigned.

Also appointed:

Otto F. Bauer, assistant vice president for student affairs at Bowling Green State University, to vice chancellor, UW-Parkside; and

Victor I. Howery, professor of sociology at Wisconsin State University-Eau Claire, as professor in the health sciences unit, UW Extension division of professional and human development.

# NEWS OF THE UNIVERSITY OF WISCONSIN

*Educational  
School  
R&D Center*

From the University's Statewide Communications Service, 1752 Van Hise Hall, Madison 53706

Release **Immediately**

6/18/71 ca

## SPACE LEASING

MADISON--University of Wisconsin regents approved leasing of space in Madison and Wausau Friday.

They will renew leases for space at 1308 West Dayton st. for physical therapy, occupational therapy, and nursing training at \$1,900 per month; at 1404 Regent st. for the Wisconsin Research and Development Center for Cognitive Learning for \$8,440 per month to be paid from contracts and grants; and space at 905 University ave., for the department of communicative disorders and the Educational Psychology Clinic for \$5,630 a month--all in Madison.

They will rent space at 709 South Mills st. for the Family Practice Clinic at \$1,650 per month, chargeable to a federal grant.

For an additional three-year term, the regents will rent the parcel on Fish Hatchery rd., just outside Madison, on which the WHA radio transmitter and towers are located. The agreement is for an annual rental of \$3,600 plus an 80 per cent pro-ration of the taxes owed by Mrs. Pauline Sinaiko, the lessor, at the transmitter site.

At Wausau, the regents will renew their lease for space at 802½ First st. for the Northern Wisconsin Development Center, at \$541 a month, chargeable to federal funds.

###



# NEWS OF THE UNIVERSITY OF WISCONSIN

From the University's Statewide Communications Service, 1752 Van Hise Hall, Madison 53706

Release      Immediately

5/21/71 mcg

## APPOINTMENTS

MADISON--Dr. Thomas D. Brock of Indiana University will join the Madison faculty of the University of Wisconsin July 1 as the first E.B. Fred Professor of Natural Sciences, following Board of Regents approval Friday.

Dr. Brock will be attached to the department of bacteriology where Emeritus Pres. Fred served with great distinction. Holder of the bachelor's, master of science, and Ph.D. degrees of Ohio State University, Dr. Brock is expected to teach graduate and undergraduate classes and expand research in microbial ecology. The Fred professorship was established by UW Regents last August with funds from the Wisconsin Alumni Research Foundation.

### Other Madison appointments:

Dr. Hugh L. Moffet, graduate of Harvard College and Yale University School of Medicine, associate professor of pediatrics at Northwestern University since 1967, head of the division of infectious disease, Children's Memorial Hospital, Chicago, to serve as UW director of pediatric education, beginning June 1, his salary to be reimbursed by Madison General Hospital, where he will be based;

Dr. Roger W. Turkington, graduate of Wesleyan University and M.D. of Harvard, associate professor of medicine and biochemistry at Duke University and chief of endocrinology and clinical investigator at the Veterans Administration

Add one--appointments

*Educational  
R & D Center*

Hospital in Durham, N.C., to direct and improve teaching and research activities in endocrinology as associate professor of medicine beginning June 1, his salary to be paid with funds from the National Institutes of Health;

William R. Bush, manager of educational planning and curriculum for the RCA Computer Systems Division, graduate of Brown University and Ph.D. of the University of Rochester, to be associate director of the Research and Development Center in the School of Education beginning June 1, his salary paid by funds from the U.S. Office of Education;

Robert D. Chester of the University of Georgia, graduate of Wake Forest University and Ph.D. of Georgia, to be assistant scientist at the R & D Center and work primarily with the reading project, his salary to come from the U.S. Office of Education beginning June 1.

Milwaukee appointments include the following:

William C. Roselle, University of Iowa assistant director of libraries, former librarian at Pennsylvania State University, to replace Mark Gormley as director of the UWM library beginning July 1;

Richard G. Griskey, director of research at the Newark College of Engineering, former chairman of chemical engineering at the University of Denver, graduate and Ph.D. of Carnegie Institute of Technology, to be dean of the College of Applied Science and Engineering beginning July 1;

Lionel C. Barrow jr., vice president and associate research director at Foote, Cone and Belding, New York, graduate of Morehouse College, M.A. and Ph.D. of Wisconsin, former member of the department of communications, Michigan State University, named professor in the Center for Afro-American Studies and the L & S department of mass communication and first chairman of the department of Afro-American studies, beginning July 1;

Add two--appointments

Avis Kristenson, assistant dean for academic affairs, Marywood College School of Social Work, graduate of the University of Omaha, doctor of social welfare of Columbia University, former teacher at Columbia, Smith College, Rutgers, and the universities of Nebraska and Chicago, named professor and associate dean, School of Social Welfare, beginning July 1 as replacement for Max Kurz.

Approved for University Extension was the appointment of Alan L. Gaudynski, director of community resources at St. Luke's Hospital in Milwaukee, graduate of Marquette University, former English, Latin, and speech instructor in secondary schools, to be specialist in television in the division of educational communications beginning May 24 as replacement for John Price who resigned.

###

Wisconsin R&D Center Gets Deputy Director  
Week 5/14/71

The University of Wisconsin Board of Regents Friday approved the appointment of Dr. William R. Bush, manager of educational planning and curriculum for the computer systems division of RCA, as deputy director of the Wisconsin Research and Development Center for Cognitive Learning. The appointment is effective June 1.

According to Dr. Herbert J. Klausmeier, director of the Center, Dr. Bush will have primary responsibility for organizing and making operational the Center's annual plan of work in research, development and dissemination. He will also handle special assignments for the Center director, act as director in his absence, and report annual progress to the U. S. Office of Education.

"As the Center continues to grow and our instructional programs move into schools across the country, we increasingly need the planning capability represented by the position and the ability and experience Dr. Bush brings to it," Dr. Klausmeier said.

In his 14 years with RCA, Dr. Bush, 45, has served as chief administrator of several projects and divisions related to education and is an expert in program planning, monitoring and related evaluation. His published research deals with applying technology and systems approaches to education.

He holds A.B. and M.A. degrees in the behavioral sciences and a doctorate in psychology from the University of Rochester, where he taught. His new appointment will bring Dr. Bush, his wife and two children to Madison from Los Altos, California.

# # #

# NEWS OF THE UNIVERSITY OF WISCONSIN

*Educational  
R. & D.  
Center for*

From the University's Statewide Communications Service, 1842 Van Hise Hall, Madison 53706

Release **Immediately**

3/12/71 aw

**WISCONSIN EDITORS:** See Attached List of Wisconsin School Systems With One or More Multiunit Elementary Schools

## R & D CENTER GRANT

MADISON--University of Wisconsin regents accepted a \$1,502,500 grant from the United States Office of Education Friday to support the Wisconsin Research and Development Center for Cognitive Learning for the next 10 months. The amount represents a 50 per cent increase in OE funding of the center over fiscal year 1970.

The center, funded by OE since 1964 to study children's learning and develop better instruction at the elementary school level, is a department of the School of Education on the UW-Madison campus.

Nearly half a million children and 19,000 teachers in Wisconsin and 31 other states are using or evaluating materials and approaches developed at the center. A major innovation is the multiunit elementary school organization now adopted by 99 schools in 49 districts throughout Wisconsin, with more to come next September.

Dean Donald J. McCarty of the School of Education called the increased funding a significant breakthrough for the eight university-based research and development centers around the country. "This is the first time since 1967-68 that a university-based research and development center has received a higher level of funding," he said.

"This increase in program funding, along with a 1969 OE grant of \$4.2 million for a research building on the Madison campus, demonstrates the commitment of the federal government to improving education through research and development."

Add one--R & D grant

Chancellor Edwin Young commented that the UW-Madison has been a major supporter of educational research and development since the Cooperative Research Program of OE started in 1957 and that the contributions of the University take many forms.

"For example, the various instructional departments of the University provide the R & D Center its staff of principal investigators and also its graduate and undergraduate student assistants," Chancellor Young noted. The R & D Center employs many Madison residents, in addition to University professors and students. Of its staff of 129, 68 are women.

Herbert J. Klausmeier, V. A. C. Henmon professor of educational psychology and director of the R & D Center, said the increase in program funding reflects the desire of OE to develop high quality curriculum materials and procedures and to get them into the schools quickly.

"The additional funds make it possible for us to move ahead more rapidly in developing and testing instructional programs in reading, prereading, mathematics, environmental education, and motivation," Dr. Klausmeier said.

The center's development and research activities are organized around its new system of elementary education, called Individually Guided Education. As part of the system, self-contained, age-graded classes are replaced with a continuous progress, multi-age, team teaching approach called the Multiunit Elementary School. This system has five main features:

1. Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations;
2. Teachers and other educational personnel are helped to employ systematic problem-solving processes to the identification and satisfaction of the educational needs of individuals -- both in the student body and on the staff;

Add two--R & D grant

3. The basic organizational units are small enough to allow every person to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions;

4. Provisions for staff training and continuing development are an essential part of the approach;

5. There is a good reconciliation of the values of autonomy and accountability, small group responsibility, and inter-group coordination.

The Wisconsin Department of Public Instruction chose the multiunit elementary school for statewide demonstration and installation starting in 1968. According to Supt. William C. Kahl, DPI evaluators chose the multiunit school because it shows the greatest promise of the many programs studied for improving learning opportunities of children and morale of teachers.

###

FROM RESEARCH AND DEVELOPMENT TO PRACTICE:  
A BRIEF HISTORICAL ACCOUNT OF INDIVIDUALLY GUIDED EDUCATION  
AND THE MULTIUNIT ELEMENTARY SCHOOL

HERBERT J. KLAUSMEIER

*Education  
R & D  
Center*

● ESTABLISHMENT OF THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING, 1964.

The Wisconsin R & D Center was started in September, 1964. It was one of eight university-based educational research and development centers funded under the Cooperative Research Act (as amended by Title IV of the Elementary and Secondary Education Act of 1965). The R & D Centers' program of OE started in 1964 as one means of finding solutions to critical educational problems.

In July, 1964, before the Center started there was a site visit conducted by an OE-selected team. One important part of the site visit was a session devoted to defining the relationship between the Center and the many educational agencies in Wisconsin represented at the session. At that session it was clear that educational improvement involved cooperative efforts among the R & D Center, local school districts, the Department of Public Instruction, and teacher education institutions. The representatives from these groups working together thereafter quickly identified problems of elementary school education that might be alleviated or resolved through cooperative research and development efforts.

● IDENTIFICATION OF PROBLEMS ASSOCIATED WITH THE AGE-GRADED SELF-CONTAINED SYSTEM OF ELEMENTARY SCHOOL EDUCATION.

- a. Inability to deal effectively with all of the several components of a total instructional system and thereby to bring about better educational opportunities for children.
- b. Lack of time during the regular school hours for teachers to plan for instruction, to participate in staff development activities, and to carry out other functions not directly involving interaction with children.
- c. Failure to differentiate tasks in the educational process and to employ personnel with different kinds of background and experience to perform the tasks.
- d. Insufficient communication about educational and instructional matters between teachers and administrators and between building personnel and central office personnel.



- e. Lack of agreement concerning which educational decisions should be made at the level of the classroom, the building, the neighborhood, and the central office.
- f. Lack of procedures that might make possible a higher level of administrative and educational productivity, or accountability.

The identification of these problems comes early but their possible solutions is a continuing and long-term effort.

● THE DEVELOPMENT OF PROPOSED SOLUTIONS BY THE WISCONSIN R & D CENTER AND COOPERATING EDUCATIONAL AGENCIES AND THE DEMONSTRATION OF PROPOSED SOLUTIONS THROUGH TITLE III PROJECTS.

A new system of elementary education, called individually guided education, has been partially developed in which modifications of the existing system are being developed and tested successively. IGE is a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, in learning style, and in other characteristics. IGE is more comprehensive than individualized instruction when the latter is viewed as instruction in which a student learns through interacting directly with instructional materials or equipment with little or no assistance from a teacher. In IGE self-instructional materials or self-instructional systems are simply one important kind of instructional material or medium to be used in instructional programing for the individual student. The major components of IGE are as follows:

- a. An organization for instruction, a related administrative organization at the building level, and another arrangement at the central office level, together called the MUS-E. This organizational-administrative structure is designed to provide for educational and instructional decision making at appropriate levels; open communication among students, teachers, and administrators; and accountability by educational personnel at various levels. A staff development program involving the state educational agency, local school systems of the state, and teacher-education institutions has been developed to demonstrate, install, and adapt the prototype to local needs.
- b. A model of instructional programing for the individual student, and related guidance procedures, designed to provide for differences among students in their rates and styles of learning, level of motivation, and other characteristics and also to take into account all the educational objectives of the school. This model is used by R & D Center personnel in developing curriculum materials and by school staff who implement IGE.
- c. A model for developing measurement tools and evaluation procedures including preassessment of children's readiness, assessment of progress and final achievement with criterion-referenced tests,

feedback to the teacher and the child, and evaluation of the IGE design and its components. This model is used by R & D Center personnel in constructing criterion-referenced tests and observation schedules and by school personnel and others who implement IGE.

- d. Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules which can be adopted or adapted by the staff of individual school buildings to suit the characteristics of the students attending the particular school. The R & D Center in 1970-71 was developing materials and instructional procedures in reading, prereading, mathematics, environmental education, and motivation.
- e. A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning. /I/D/E/A/, an affiliate of the Kettering Foundation, is producing staff development materials related to this component.
- f. Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions. Helpful in producing these environments are a staff development program which includes inservice and campus-based educational programs to prepare personnel for the new roles implied by the other components outlined above; and state networks comprised of the state education agency, local school systems, and teacher education institutions to install, adapt, and refine IGE practices. The Center in 1970-71 was developing these elements cooperatively with other agencies; however, each school building must also have its own staff development program in order for IGE to be implemented initially and improved thereafter. /I/D/E/A/ also is making a major effort in developing networks.
- g. Continuing research and development to generate knowledge and to produce tested materials and procedures. Especially needed here are development and development-based research to refine all the IGE components and research on learning and instruction to generate knowledge that will lead to improved second generation components or their replacements. The R & D Center is engaged in these efforts. Each school building must innovate and evaluate and also engage in practical research in order to design, implement, and evaluate instructional programs for individual students.

The National Evaluation Committee of the R & D Center which has met annually with the staff of the R & D Center since 1965 expressed these ideas about the MUS-E in their 1970 evaluative report of the Center's activities:

The Center's program of individually guided education in multiunit schools may prove one of the most powerful and flexible sets of approaches yet devised for the continuing

renewal of educational institutions and the facilitation of learning and teaching... The Committee... will here note the salient features provided by this unusual combination of educational and organizational concepts:

Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations.

Teachers and other educational personnel are helped to employ systematic problem-solving processes to the identification and satisfaction of the educational needs of individuals--both in the student body and on the staff.

The basic organizational units are small enough to allow every person to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions.

Provisions for staff training and continuing development are an essential part of the approach.

There is a good reconciliation of the values of autonomy and accountability, small-group responsibility, and inter-group coordination.

● THE SELECTION OF THE MULTIUNIT SCHOOL FOR STATEWIDE DEMONSTRATION AND INSTALLATION, 1968, BY THE DEPARTMENT OF PUBLIC INSTRUCTION.

In 1968 the Department of Public Instruction formed the statewide model for demonstrating and installing multiunit schools. The original network consisted of the Department of Public Instruction, four teacher education institutions, and eight Lighthouse Schools in various geographical regions of Wisconsin. Superintendent Kahl indicated the position of the Department of Public Instruction in this manner:

After careful consideration of various programs being offered throughout the nation today, we have selected the multiunit school, developed by the Research and Development Center for Cognitive Learning, University of Wisconsin, as having the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level. This design meets all the criteria considered necessary if desired improvement is to be achieved. Within the unit structure provided, both the instructional and learning components support effective use of time, talent, and effort. Roles are differentiated and opportunities are provided for planning, sharing, and evaluation. Provision is inherent in the design to encourage cooperative effort in teacher education and research activities at the local educational level.

● THE SELECTION OF THE MULTIUNIT SCHOOL FOR A NATIONWIDE AWARENESS EFFORT, 1969, BY THE OFFICE OF EDUCATION.

In 1969 the Center provided information to the Office of Education outlining the status of Patterns in Arithmetic and the Multiunit School. The Center was subsequently invited to prepare a proposal for funding a nationwide awareness effort regarding these two Center programs. Both programs were selected to be included in OE's traveling exhibit of Center and Laboratory products. Also, both were funded by OE for a nationwide awareness effort. Printed materials have been prepared and distributed nationally and eight conferences are being held in various sites in the United States. The conferences dealing with multiunit schools will be held as follows:

April 29, 1971	Madison, Wisconsin
May 4, 1971	Atlanta, Georgia
May 6, 1971	Washington, D.C.
May 11, 1971	Lincoln, Nebraska
May 13, 1971	San Francisco, California

● THE SELECTION OF THE MULTIUNIT SCHOOL AND READING AS THE FIRST CURRICULUM COMPONENT FOR NATIONWIDE INSTALLATION, 1971.

In January, 1971, the Center Director was informed that Secretary of HEW Elliot Richardson had announced the selection of the multiunit school for nationwide installation. At a meeting in Washington on January 22, 1971, with NCEC, NCERD, BEPD, and BESE officials, a preliminary strategy, timetable, and budget were outlined by R & D Center officials for starting, maintaining, refining, and institutionalizing multiunit schools, 1971-76. At a second meeting in Washington, on February 10, 1971, a refined strategy, budget, and timetable were considered. Following the meeting, the Center Director wrote a letter to John Ottina, dated February 15, 1971, stating that in view of the need to proceed rapidly and the high prospect of funding, the Center would start planning the first-phase installation effort. At a third meeting in Washington on March 11, 1971, a draft of the Center's program plan was reviewed. A further commitment was made by OE to fund the effort. On March 15, 1971, the Center started planning for the allocation of staff and other services to be charged against the project, starting April 1, 1971. In subsequent conversations with officials of the Department of Public Instruction, it was agreed that the nationwide effort would be accompanied with an accelerated effort in Wisconsin, the prime example in the nation of how the state education agency can hasten statewide educational improvement.

● FROM DEVELOPMENT THROUGH DEMONSTRATION, AWARENESS, FIRST-PHASE INSTALLATION, REFINEMENT, AND INSTITUTIONALIZATION

- a. Developing awareness through printed materials and conferences.
- b. Getting multiunit schools started: the role of the state educational agency and local school districts--Russell Way, DPI.

- c. Refining differentiated staffing concepts and building competencies of the experienced differentiated staff through one-week institutes--James Hoeh.
- d. Developing graduate programs to prepare personnel for differentiated roles in multiunit schools--Ted Czajkowski.

HJK:dc  
3.24.71

# The Multiunit Elementary School and Individually Guided Education<sup>1</sup>

Herbert J. Klausmeier

*Educational  
R. & D. Center*

During the period 1965-1971 the Wisconsin Research and Development Center for Cognitive Learning (R & D Center) and cooperating educational agencies have developed a system of individually guided education (IGE) at the elementary school level through the systematic application of research and development strategies to the improvement of educational practices.<sup>2</sup> The IGE system has seven components, one of which is the organizational-administrative component, called the multiunit elementary school (MUS-E). This total system of elementary education is the first realistic alternative in this century to age-graded, self-contained elementary schools and related instructional practices. The Department of Public Instruction of Wisconsin selected the multiunit school for statewide demonstration and installation in the 1968-1969 school year. The Department of Health, Education, and Welfare and the Office of Education selected the multiunit school for nationwide installation, starting in the 1971-1972 school year.

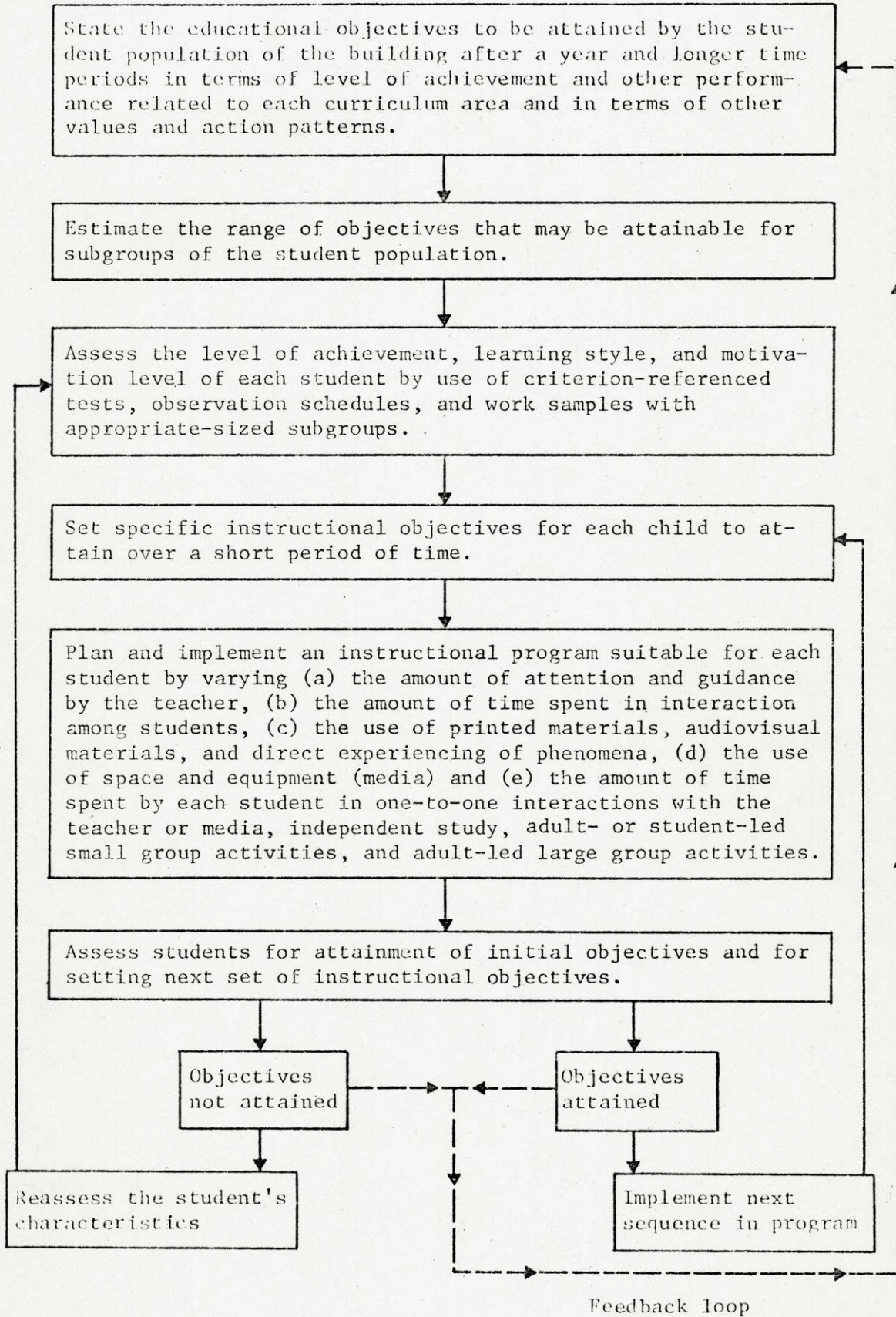
## The IGE System

IGE is a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, in learning style, and in other characteristics. IGE is more comprehensive than individualized instruction when the latter is viewed as instruction in which a student learns through interacting directly with instructional materials or equipment with little or no assistance from a teacher. In IGE self-instructional materials or self-instructional systems are simply one important kind of

instructional material or medium to be used in instructional programing for the individual student. The major components of IGE are as follows:

- An organization for instruction, a related administrative organization at the building level, and another arrangement at the central office level, together called the MUS-E. This organizational-administrative structure is designed to provide for educational and instructional decision making at appropriate levels; open communication among students, teachers, and administrators; and accountability by educational personnel at various levels. A staff development program involving the state educational agency, local school systems of the state, and teacher-education institutions has been developed to demonstrate, install, and adapt the prototype to local needs.
- A model of instructional programing for the individual student, and related guidance procedures, designed to provide for differences among students in their rates and styles of learning, level of motivation, and other characteristics and also to take into account all the educational objectives of the school. This model is outlined in Figure 1 and is used by R & D Center personnel in developing curriculum materials and by school staff who implement IGE.
- A model for developing measurement tools and evaluation procedures including preassessment of children's readiness, assessment of progress and final achievement with criterion-referenced tests, feedback to the teacher and the child, and evaluation of the IGE design and its components. This model is used by R & D Center personnel in constructing criterion-referenced tests and observation schedules and by school personnel and others who implement IGE.

Instructional Programming Model in ICE





- Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules which can be adopted or adapted by the staff of individual school buildings to suit the characteristics of the students attending the particular school. The R & D Center in 1970-1971 was developing materials and instructional procedures in reading, prereading, mathematics, environmental education, and motivation.
- A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning. /I/D/E/A/, an affiliate of the Kettering Foundation, is producing staff development materials related to this component.
- Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions. Helpful in producing these environments are a staff development program which includes inservice and campus-based educational programs to prepare personnel for the new roles implied by the other components outlined above; and state networks comprised of the state education agency, local school systems, and teacher education institutions to install, adapt, and refine IGE practices. The Center in 1970-1971 was developing these elements cooperatively with other agencies; however, each school building must also have its own staff development program in order for IGE to be implemented initially and improved thereafter. /I/D/E/A/ also is making a major effort in developing networks.
- Continuing research and development to generate knowledge and to produce tested materials and procedures. Especially needed here

are development and development-based research to refine all the IGE components and research on learning and instruction to generate knowledge that will lead to improved second generation components or their replacements. The R & D Center is engaged in these efforts. Each school building must innovate and evaluate and also engage in practical research in order to design, implement, and evaluate instructional programs for individual students.

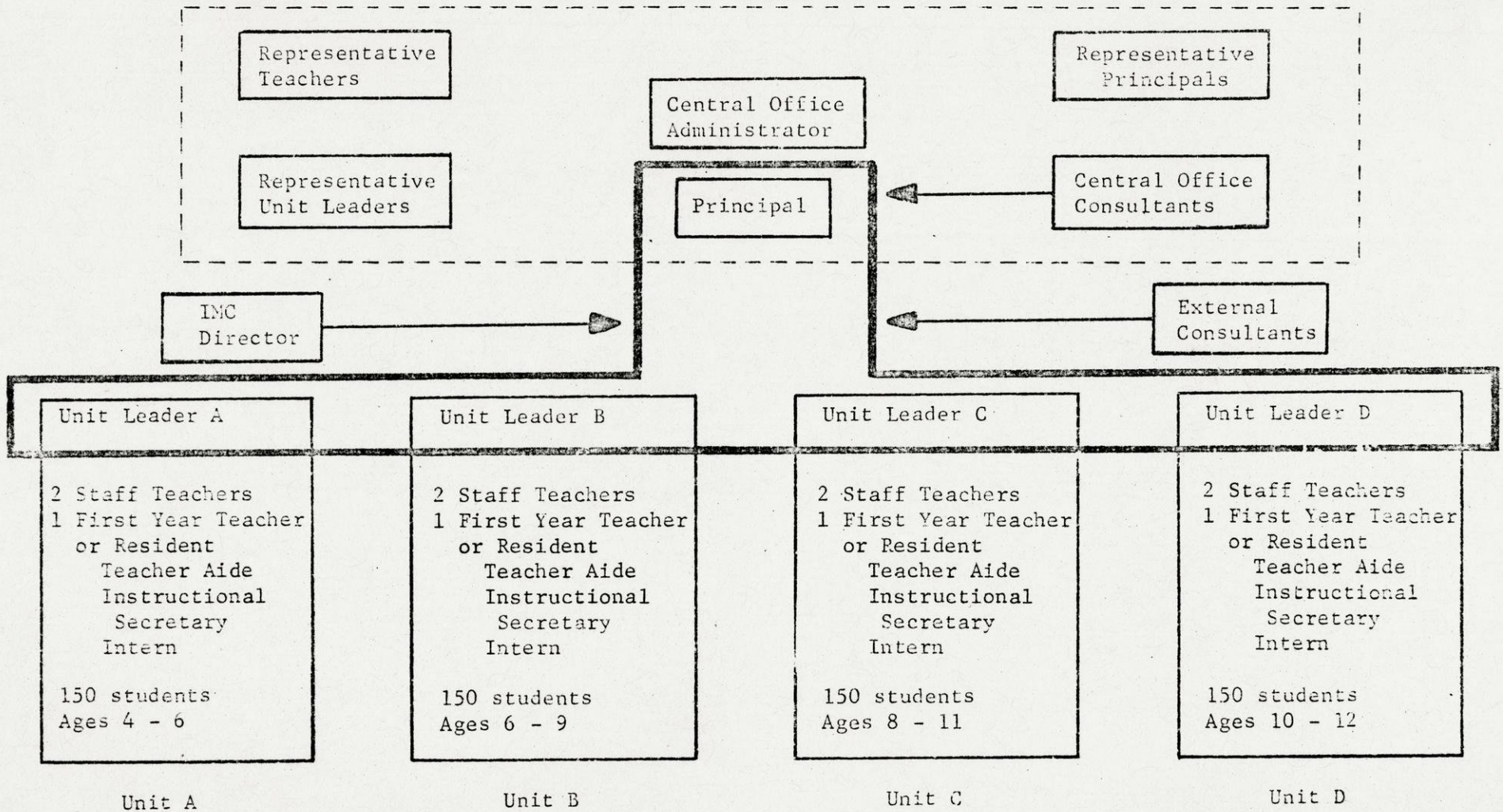
#### The MUS-E Organizational Arrangements

The MUS-E was designed to produce an environment in which instructional programing for the individual and other components of IGE can be introduced and refined. It may be thought of as an invention of organizational arrangements that have emerged since 1965 from a synthesis of theory and practice regarding instructional programing for individual students, horizontal and vertical organization for instruction, role differentiation, shared decision making by groups, open communication, and administrative and instructional accountability. Space does not permit tracing the historical antecedents of each of these; however, the R & D Center and school personnel attempted to bring together the available research and theory in the formulation of the MUS-E.

Figure 2 shows the prototype organization of a MUS-E of 600 students.<sup>3</sup> Variations from the prototype are made in terms of the number of students enrolled in the building, the availability of noncertified personnel, the size of the school district, and the like. The organizational hierarchy consists of interrelated groups at three distinct levels of operation: the I & R unit at the classroom level, the IIC

Figure 2

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



Building Instructional Improvement Committee  
 System-Wide Policy Committee

at the building level, and the SPC or a similar administrative arrangement at the system level. Each of the first two levels is itself a hierarchical structure with clearly defined roles for personnel. The MUS-E is designed to provide for responsible participation in decision making, and also accountability, by all the staff of a school system. Each element, though being responsible and taking the initiative for certain decisions, must secure information from one or both of the other elements. Personnel who serve at each of two levels, as noted in Figure 2, provide the communication link.

#### The I & R Unit

The nongraded I & R unit replaces the age-graded, self-contained classroom. Research is included in the title to reflect the fact that the staff must continuously do practical research in order to devise and evaluate an instructional program appropriate for each child. In the prototype shown in Figure 2, each I & R unit has a unit leader, or lead teacher, two staff teachers, one first-year, or resident teacher, one instructional secretary, one intern, and 150 students.

The main function of each unit is to plan, carry out, and evaluate, as a hierarchical team, instructional programs for the children of the unit. Each unit engages in a continuous on-the-job staff development program. Some units plan and conduct research and development cooperatively with other agencies, and some are involved in preservice education.

#### The IIC

At the second level of organization is the building IIC, a new organization that became possible in 1967 when the first six elementary school buildings in Janesville, Madison, and Racine, Wisconsin, were

organized completely into units. As noted in Figure 2, the prototypic IIC is comprised of the building principal and the unit leaders.

The four main functions for which the IIC takes primary initiative are stating the educational objectives and outlining the educational program for the entire school building; interpreting and implementing system-wide and statewide policies that affect the educational program of the building; coordinating the activities of the various I & R units to achieve continuity in all curriculum areas; and arranging for the use of facilities, time, material, etc., that the units do not manage independently. The IIC thus deals primarily with planning and coordinating functions related to instruction.

#### The SPC

Substantial changes are required to move from the self-contained classroom organization to that of the I & R unit and the IIC. The SPC, at the third organizational level, was created to facilitate this transition. As noted in Figure 2, the prototypic committee, chaired by the superintendent or his designee, includes consultants and other central office staff and representative principals, unit leaders, and teachers. Four decision-making and facilitative responsibilities for which the SPC takes primary initiative are identifying the functions to be performed in each MUS-E of the district, recruiting personnel for each MUS-E and arranging for their inservice education, providing instructional materials, and disseminating relevant information within the district and community. A central office arrangement other than an SPC may be responsible for these functions; considerable flexibility is required since local school districts differ greatly in size.

## Differentiated Roles

Unlike some differentiated staffing programs that create a complex hierarchy and call for a proliferation of new roles and titles for personnel, the MUS-E establishes only one new position, that of unit leader or lead teacher.<sup>4</sup> Other roles that are changed somewhat are those of the building principal, staff teacher, first-year teacher or resident, teacher intern, teacher aide, and instructional secretary. The MUS-E pattern does not preclude the identification and establishment of other new, specialized roles, such as those connected with instructional media or neighborhood relations.

## Results of the Formative Evaluation, 1966-1970

The inservice and on-campus staff development programs for IGE/MUS-E personnel are yet under refinement; therefore the evaluation has been conducted while personnel were yet learning their new or changing roles. Also, the various elements of MUS-E are still under refinement. Despite these limitations a massive amount of information has been collected and reported each year and summary information is now presented.

## Feasibility

Performance objectives by which information gathered can be related when making judgments about the feasibility of the MUS-E have been developed. These objectives imply that the MUS-E should be sound in conception, practical in terms of anticipated benefits in relation to money and time expended, and adaptable to conditions in a variety of local school settings.

The feasibility of MUS-Es as an alternative to age-graded self-contained classrooms is partly validated by noting the growth of MUS-Es.

The number of MUS-Es has more than doubled each successive school year, starting with 1967-1968 and extending through 1970-1971. In 1967-1968 there were 9 MUS-Es in Wisconsin and in 1970-1971 there were 99. In 1968-1969 the first 3 MUS-Es started in Ohio and Pennsylvania and in 1970-1971 there were 65 MUS-Es in seven states. The extension to other states was accomplished with only minimum consulting help, primarily from experienced school personnel of Wisconsin and R & D Center staff members.

The National Evaluation Committee of the R & D Center which has met annually with the staff of the R & D Center since 1965 expressed these ideas about the MUS-E in their 1970 evaluative report of the Center's activities:

The Committee wishes to reiterate its strong support of the multiunit school and IGE and will here note the salient features provided by this unusual combination of educational and organizational concepts:

1. Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations.
2. Teachers and other educational personnel are helped to employ systematic problem-solving processes to the identification and satisfaction of the educational needs of individuals -- both in the student body and on the staff.
3. The basic organizational units are small enough to allow every person to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions.
4. Provisions for staff training and continuing development are an essential part of the approach.
5. There is a good reconciliation of the values of autonomy and accountability, small-group responsibility, and inter-group coordination.<sup>5</sup>

### Attaining Organizational Objectives

The Center for Advanced Study of Educational Administration at the University of Oregon started a longitudinal study in 1967-1968 in which data were collected in a MUS-E and a control school in each of three Wisconsin school districts. The results which follow, therefore, indicate comparisons between well-established control schools and first-year MUS-Es:<sup>6</sup>

1. MUS-E teachers spent more time in planning for instruction and in diagnosing individual children's needs.
2. MUS-E teachers engaged more in novel kinds of specialization of labor; for example, some MUS-E teachers devoted most of their time to working with individual pupils, others worked mainly with small groups or class-sized groups; a few took responsibility for working with even larger groups.
3. The unit leaders in the MUS-E schools were the focal points of interaction among the staff of the I & R units and also served as the connecting links between the teachers and the principal; communication was frequent among teachers and between the principal and the unit leaders and was generally task oriented.
4. In the three self-contained schools, decision making affecting each classroom was the prerogative mainly of each individual classroom teacher and of the principal, who provided advice or set the limits within which the teacher had discretion. In the three MUS-Es decisions about instruction were generally being made by the unit leaders and teachers in a group setting.
5. Job satisfaction and teacher morale were higher among the staff teachers of MUS-Es.



6. The role of the unit leader as a career teaching position was becoming quite clear.

#### Student Attainment for Instructional Objectives

The Wisconsin Design for Reading Skill Development (WDRSD), under development by the R & D Center, includes a word attack program in which 45 subskills have been identified, the mastery of which is presumed to lead to independence in attacking phonetically regular words. In the 1969-1970 school year the word attack element of the WDRSD was introduced at the kindergarten-primary level in two smoothly functioning MUS-Es in their third year of operation. Some children of the ages equivalent to kindergarten, first grade, second grade, third grade, and fourth grade were administered appropriate short machine-scorable tests related to 38 of the 45 subskills at the time the WDRSD was introduced in September and again one year later. Also some children in the two schools were administered the Doren Diagnostic Reading Test, a standardized reading achievement test that gives a total score and subscores for 9 skills similar to those of the WDRSD. The results from successive administration of 38 criterion-referenced tests of specific reading skills and of the Doren Diagnostic Reading Test were encouraging:

1. Two hundred eighty-one children acquired the 38 subskills at a rate which indicated that most of them would be able to read phonetically regular words with independence by the end of the fourth year (third grade of school) or earlier. In this school 32 percent of the children qualified as Title I children.

2. A higher percent of 324 children in two schools who had experienced the WDRSD in comparison with those who had not, mastered 23 skills, a lower percent mastered 6 skills, and an equal percent mastered one skill. It should be noted that a special attempt had been made during the prior three years in these schools to increase the reading achievements of the students. Therefore, this increase is considered important inasmuch as there should have been no Hawthorne effect and the achievements were already quite high for these child populations before the WDRSD was introduced.
3. One hundred four children in one school and 87 children in the second school at an age equivalent to second-grade showed consistently higher mean total scores on the Doren Diagnostic Reading Test after one year of experience with the WDRSD.

These results indicate the desirable combined effects of the MUS-E organization and a concerted attack on curriculum improvement along the individual instructional programming model. This is not to be interpreted that the organization alone will produce higher student achievement or that higher achievement will accrue in the absence of a coordinated, well-planned curriculum improvement effort. In a third MUS-E in which the unit leaders and building principal were unable to produce a facilitative environment after two years of hard effort, student achievement in some curriculum areas as measured by standardized tests was poor.

#### Cost Information

As of 1970-1971 most MUS-Es in Wisconsin were on the same pupil-teacher ratio as the other schools of the same school district and

the average cost of instruction per pupil was about the same. Unit leaders were receiving salaries that ranged from four to ten percent above staff teachers; also aides and full-time teaching interns were being employed at carefully determined full-time staff teacher equivalents. Thus, the pattern in Wisconsin was to operate a MUS-E at little or no increase in cost.

The R & D Center recommends, however, the following to school districts and state educational agencies that may plan to start MUS-Es:

1. Allocate at least ten dollars per pupil during the first two years for any combination of one instructional aide per 150 children, additional instructional materials, and higher pay for the lead teacher. Title I or Title III funds should be available for this.
2. Remodel the "egg-crate" type school building so that there will be one well-supplied instructional resource center to accommodate at least 90 intermediate age children and another center to accommodate at least 60 primary age children. Local funds should be available for the remodeling; Title I, II, or III funds for the materials and equipment.
3. Participate in a staff development program starting with a one-day workshop for chief school officers; a three-day workshop for the prospective building principal and unit leaders of the various MUS-Es; a one-week workshop for the entire staff of each MUS-E prior to the opening of the MUS-E in the fall or this may be spread out during a first semester; four one-half day workshops for the entire staff of each building during the first year; a one-week institute for central office consultants in the curriculum area which will be given most attention during the first year. Here

the local school supplies the time and travel expenses of its personnel and the state educational agency provides its staff to lead all the workshops except the one week prior to the opening of the school year which is lead by the local school staff. This program has been in operation in Wisconsin since 1968-1969.

In addition, one or more teacher-education institutions in each state that supply teaching interns to MUS-Es should provide their staff and facilities to offer one-week workshops for school personnel who have one or more semesters of experience in MUS-Es. Also, one or more teacher education institutions in each state should organize and offer graduate programs for prospective MUS-E building principals, unit leaders, and staff teachers in the various curriculum areas. Staff development funds from federal and state sources should be used to assist the teacher education institutions in getting these programs started. One-week institutes and graduate programs were started in Wisconsin in 1970-1971.

#### Summary

IGE with MUS-E as the organizational-administrative component has evolved over a six-year period. It was developed and refined by the R & D Center and cooperating educational agencies as a powerful alternative system to the age-graded, self-contained classroom system that originated in the 1800's. In 1970-1971 there were 282 I & R units in 99 MUS-E schools in Wisconsin, and there were 65 MUS-Es in other states, indicating that the MUS-E is sound conceptually and economically feasible under a wide variety of school conditions.

The organizational-administrative specifications related to specialization of tasks and corellary differentiated roles, cooperative planning and open communication among teachers and administrators, decision making at appropriate levels in the school system, non-grading of students, and related phenomena have been attained in many schools. Higher student achievement is occurring in reading where a curriculum designed according to IGE specifications has been developed and incorporated into smooth functioning MUS-Es. An effective staff development program has been organized; however, the staff development program is not yet available nationwide to all the schools that desire to participate.

## Footnotes

1. The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of the Cooperative Research Program. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred. (Center No. C-03/Contract OE 5-10-154.)
2. It is not possible to acknowledge the many individual contributors to IGE. However, in addition to the Center staff the cooperating educational agencies in Wisconsin are the local school systems of Janesville, Madison, Manitowoc, and Racine, and the Department of Public Instruction. /I/D/E/A/, an affiliate of the Kettering Foundation, has also been developing components of the IGE design.
3. A more complete description is given in Herbert J. Klausmeier, Richard Morrow, and James E. Walter. Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation. Madison, Wis.: Wisconsin Department of Public Instruction, 1968.
4. The staffing pattern is described more fully in H. J. Klausmeier and R. J. Pellegrin, "The Multiunit School: A Differentiated Staffing Approach," in D. S. Bushnell and D. Rappaport (Eds.), Planned Change in Education: A Guide to Systems Application. New York: Harcourt, Brace and Jovanovich, Inc. (In press)

5. From p. 6 of the Minutes of the National Evaluation Committee, Madison, Wisconsin, November 11-13, 1970. Francis Chase, Emeritus Professor, University of Chicago, a member of the NEC prepared the statement.
6. For a more comprehensive discussion, see Roland J. Pellegrin, Some Organizational Characteristics of Multiunit Schools, Working Paper No. 22. Madison, Wis.: Wisconsin Research and Development Center for Cognitive Learning, 1969. Also published as Technical Report No. 8, The Center for the Advanced Study of Educational Administration, University of Oregon, 1970.

Multiunit Schools in Wisconsin

1970-71

Estimates

Multiunit Schools	99
Building Principals	99
Unit Leaders	288
Interns	72
Aides - Clerical and Instructional	200

*Assoc.  
Educators -  
R. S. D. Center*



WISCONSIN COMMUNITIES AND SCHOOLS IMPLEMENTING  
THE MULTIUNIT ORGANIZATION

*Educational  
R. D.  
Center*

APPLETON: Franklin Elementary, Johnson Elementary, and McKinley Elementary.

BARABOO: Gordon Willson Elementary.

BLACK EARTH-MAZOMANIE: Black Earth Elementary and Mazomanie Elementary.

BLACK RIVER FALLS: Black River Falls Elementary.

CEDARBURG: Parkview Elementary, Thorson Elementary, and Westlawn Elementary.

COLUMBUS: Dickason Elementary.

CUDAHY: Park View Elementary.

EAU CLAIRE: Barstow Elementary, Locust Lane Elementary, and Manz Elementary.

FOND DU LAC: Chegwin Elementary, Cleveland Elementary, Fahey Elementary, and Roberts Elementary.

FOX POINT-BAYSIDE: Bayside Elementary.

FRANKLIN: Robinwood Elementary and Forest Park Middle.

GALE-ETTRICK: Galesville Elementary.

GRANTSBURG: Grantsburg Elementary.

GREEN BAY: Henry S. Baird Elementary, MacArthur Elementary, Morgan L. Martin Elementary, and Whitney Elementary.

GREENDALE: Ambruster Elementary, Canterbury Elementary, College Park Elementary, and Highland View Elementary.

GREENWOOD: Greenwood Elementary.

HARTFORD: Rossman Elementary.

HORTONVILLE: Horton Elementary.

HUDSON: E. P. Rock Elementary.

JANESVILLE: Harrison Elementary, Monroe Elementary, Rock Elementary, Hillcrest Elementary, Happy Hollow Elementary, Van Buren Elementary, and Wilson Elementary.

KAUKAUNA: Nicolet Elementary.

KENOSHA: Bose Elementary.

MADISON: Franklin Elementary, Ray W. Huegel Elementary, Lindbergh Elementary,  
John Muir Elementary, Randall Elementary, and Sherman Elementary.

MANITOWOC: Jackson Elementary, McKinley Elementary, and C. G. Stangel Elementary.

MENASHA: Jefferson Elementary and Nicolet Elementary.

MENOMONEE FALLS: Lincoln Elementary.

MENOMONIE: North Elementary and River Heights Elementary.

MERRILL: Midway Elementary.

MILWAUKEE: Victory Elementary and Franklin Elementary.

NEENAH: Coolidge Elementary and Hoover Elementary.

OREGON: Oregon Middle School.

PLYMOUTH: Parkview Elementary and Fairview Elementary.

PORT EDWARDS: Port Edwards Elementary.

RACINE: Stephen Bull Elementary, Franklin Elementary, W. C. Giese Elementary,  
Jefferson Elementary, Dr. Beatrice O. Jones, North Park Elementary,  
Schulte Elementary, and Winslow Elementary.

RHINELANDER: Pine Lake Elementary.

RICE LAKE: Hilltop Elementary, Jefferson Elementary, and Rice Lake Middle School.

RIPON: Ceresco Elementary.

RIVER FALLS: Greenwood Elementary and Westside Elementary.

SEYMOUR: Black Creek Elementary and Rock Ledge Elementary.

STEVENS POINT: Jackson Elementary, McKinley Elementary, and Washington Elementary.

SUPERIOR: Peter Cooper Elementary.

THORP: Thorp Elementary.

WAUPUN: Jefferson Elementary and Washington Elementary.

WEST BEND: Barton Elementary, Decorah Elementary, Green Tree Elementary, Jackson  
Elementary, and McLane Elementary.

WEST DEPEPE: Lincoln Elementary.

WISCONSIN DELLS: Wisconsin Dells Elementary.

# UW news

*Education  
R+D  
Center*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

1/8/71 kg

MADISON--The University of Wisconsin Research and Development Center for Cognitive Learning and the State Department of Public Instruction will host hundreds of educators from the midwest at a workshop here next week.

Sessions will focus on Individually Guided Education (IGE) in the Multiunit Elementary School, a concept developed by the Center in 1966. IGE organizes instruction around individual differences in children's rates and ways of learning. The multiunit operational structure creates new patterns of teaching, learning, and decision making to provide the flexibility required for individually guided learning and motivation.

Sessions will be held at Lowell Hall.

Wisconsin currently leads the nation in implementing the IGE concept with 99 multiunit elementary schools working together in a statewide network.

Workshop topics include the multiunit organization, the IGE learning program and curriculum materials on reading, motivation, mathematics, creative skills, and environmental education now under development at the center.

Among those conducting workshop sessions are Dean Donald J. McCarty and Prof. Theodore Czajkowski of the UW School of Education; Prof. Herbert J. Klausmeier, director of the center; and Russell Way, director of the Title II program of the Wisconsin Department of Public Instruction.

Participants will be principals and unit leaders--teachers who head a team of three or four teachers who combine resources to plan instruction for nongraded units of children--from Wisconsin, Iowa, Illinois, Minnesota and Nebraska.

Thursday's session will include on-site visits to area multiunit schools, Madison's Franklin, Huegel, Lindberg, Muir, Randall, and Sherman.

###

# UW news

*Educational School  
D.J.*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

**Immediately**

**12/14/70 ksg**

Release:

MADISON--Susan M. Tatham has been selected one of six outstanding young researchers in the field of education in the United States by the National Council of Teachers of English.

Mrs. Tatham was honored on the basis of her Ph.D. dissertation study, "Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study of Grades 2 and 4" completed at the University of Wisconsin-Madison.

She studied under Dr. Wayne R. Otto, UW professor of curriculum and instruction, and received support for the study from the Wisconsin Research and Development Center for Cognitive Learning.

The study was previously selected as one of six outstanding for 1969 by the International Reading Association.

Mrs. Tatham is an assistant professor at the UW-Milwaukee School of Education.

###

# UW news

*Education  
Research  
Development*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

12/7/70 jb

MADISON--Prof. Richard L. Wenezky, University of Wisconsin Research and Development Center, Madison, has been appointed to the National Council of Teachers of English commission on reading.

The council is a professional organization of 130,000 members on all levels of English education.

- 0 -

MADISON--A member of the University of Wisconsin School of Social Work faculty, Prof. Jeanne Mueller, has been invited to be a federal observer for the U.S. Office of Child Development at the White House Conference on Children Dec. 13-18.

###

# feature story

*E.J. Research  
Development  
Center*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

**11/17/70**

By FRANCIS E. MARION

MADISON--One of the nation's top authorities in the area of educational administration has come back to Madison as a professor in the University of Wisconsin School of Education.

Known widely for his innovative work, Dr. Stephen J. Knezevich served five years as associate secretary of the American Association of School Administrators in Washington, D.C., and as founding father and first director of its National Academy for School Executives. The academy is a postgraduate institution dedicated to continuing professional development.

After earning three UW degrees, Prof. Knezevich was a science and mathematics teacher at Algoma High School and a school superintendent at Spencer and Port Edwards. He was born and raised in Milwaukee.

The second edition of his book, "Administration of Public Education," was selected as one of the "20 Outstanding Books of 1968-69." It was so recognized in a review of 380 educational editions evaluated by the national honor and professional education association, Pi Lambda Theta. His was the only volume in educational administration to receive the honor.

The author says the work "attempts to catch the flavor of the turbulent times and stresses the role of the administrator who must deal with social unrest, militant teachers, computer technology, and the federal government."

Add one--Dr. Knezevich

He has written or edited 10 books in his field, published over 50 papers and articles, and written chapters in seven other books.

Knezevich has been a consultant to over 100 school districts from Nevada and Iowa to Michigan and Florida. He has given lectures, conducted workshops and seminars in 40 states, and has held professional positions at the universities of Tulsa, Iowa, Colorado, Michigan, Idaho, Nevada Southern, and Florida State University.

"Elementary and secondary school systems in the United States are dynamic," observes Knezevich. "People demand ever higher levels of quality and continually challenge the administrator with new demands." He warns:

"To survive, the administrator must be a creative leader. He must not only keep the school operating efficiently, he must move the system to higher levels of excellence in an environment where resources are extremely limited."

Knezevich has been a major proponent of the "systems approach" to education which emphasizes models to study and identify alternatives to problems faced by school administrators. "The approach extends the scientific base of school administration," he explains. "It is a highly rational set of techniques for long range planning, sophisticated analysis, and improved decision making."

Wisconsin is one of seven states involved in federally-supported programs for further professional development of state department personnel. Because of his wide experience in administrative circles, Knezevich is playing a key role as the national consultant for the projects dedicated to enhancing the effectiveness of state departments of education.

A good part of his time is devoted to graduate students in his classes. "Even after 30 years of teaching, to stay relevant and make each session meaningful I still have to prepare at least three hours for every class," he says, maintaining that the quality of UW graduate students compares with the best and is "significantly higher" than at most other universities.

Add two--Dr. Knezevich

In addition to his other duties, he is also a principal investigator in the Wisconsin (Research and Development Center For Cognitive Learning.) He is completing research for two projects which will yield a national 1970 profile of school superintendents and another profile of administrator professional preparation programs.

He is designing seminars and courses for next year in an attempt to help graduate students gain skills and insights in the systems approach to administration and to utilize the new technology more effectively.

"Conflict and controversy are signatures of our times and are not likely to abate," Knezevich predicts. "Young people are more dedicated, sharper, better educated, and do want to do their thing for the betterment of society. Those prone to violence and ceaseless negative criticism represent a small minority."

###



# feature story

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

7/8/70

By JOYCE PEPPER

MADISON--There is nothing so powerful as an idea whose time has come, said Victor Hugo.

The multiunit school, developed at the University of Wisconsin, seems to be one such powerful idea.

Last fall, there were 51 multiunit schools in Wisconsin and 12 in five other states. Next fall, there will be over 100 in Wisconsin and as many as 35 to 40 in other states.

"In another year," says Russell Way, Director of Research and Program Development at the Wisconsin Department of Public Instruction (DPI), "the multiunit school may be the pattern for other schools and the increase will be even greater." Way calls the multiunit idea "the most promising notion for elementary schools in this decade."

This new kind of elementary school got its start in Madison at the Wisconsin Research and Development Center (R & D) as a first step toward a concept called "individually guided education"--a special attention to individual students' needs.

The multiunit school, developed by Prof. Herbert J. Klausmeier, director and his colleagues in the R & D Center, eliminates grade levels in elementary schools and substitutes teaching "units." Each unit consists of students grouped on the basis of instructional needs, concentrating on team teaching with a specialized staff.

add one--multiunit

For example, in the Wilson Elementary School in Janesville, one of R & D's first developmental laboratories, each of the school's 800 children belongs not to a particular teacher and classroom, but to one of five non-graded units. Each unit has 90 to 150 members. The five serve kindergarten, lower-primary (one and two), upper-primary (two and three), lower intermediate (three and four), and upper-intermediate (five and six) students.

A unit staff is headed by an experienced unit leader who is both a teacher and a master planner, and includes three or four other teachers, plus an instructional and clerical aide.

Research on the multiunit school plan was begun in 1965 by the R & D Center, an organization that receives federal money under the Elementary and Secondary Education Act. A model program was launched at Wisconsin Elementary School in Janesville in 1965. The project was so successful that after the first year the whole school was "unitized."

The advantages of the system aroused the interest of the state Department of Public Instruction which helped spread the concept to other schools. In September 1968, DPI and R & D administrators located seven lighthouse or model schools geographically so that elementary educators from all regions of Wisconsin had convenient access to one of them. These schools demonstrated the multiunit operation and served as showcases for other research discoveries.

Research, both at R & D and by others, found the multiunit school offered a number of advantages over control schools.

Rolland Pellegrin of the Center for the Advanced Study of Education Administration at the University of Oregon recently did a study comparing multiunit schools with three conventional schools.

He found that in the multiunit school:

--teachers were relieved of clerical tasks by teacher aides and had more time for teaching and planning

add two--multiunit

--more time was spent with students

--decisions regarding instructional programs were made closer to the children

--teachers were happier performing in the multiunit environment

Says Dr. Klausmeier, "Programs in multiunit schools represent an exciting beginning. We can now move elementary education from the propeller age to the space age."

# # #

# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

8/26/69 mcg

MADISON--Dr. Thomas A. Romberg, assistant professor of curriculum and instruction at the University of Wisconsin, Madison, has been named associate director of the Wisconsin Research and Development Center for Cognitive Learning.

He will help plan the annual program and recruit professional staff. He will also retain his post as principal investigator in the center "Analysis of Mathematics Instruction" project.

Dr. Romberg holds the B.S. and master's degrees of Omaha University and the Stanford University Ph.D. Before joining the UW staff in 1966 he was coordinator of research and test development for the School Mathematics Study Group at Stanford.

The R & D Center was established at Wisconsin with federal support in 1964 to promote study of the complex mental processes involved in learning, and to produce and demonstrate special teaching materials based on research. More than \$4 million was recently granted by the U.S. government to help finance a new building to house R & D and other education research projects.

Prof. Herbert J. Klausmeier is director of the center.

###



WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN  
1404 REGENT STREET  
MADISON, WISCONSIN 53706  
PHONE 262-4901 / AREA 608

FOR IMMEDIATE RELEASE

August 22, 1969

DR. ROMBERG ASSUMES R&D CENTER POST

Dr. Thomas Romberg, assistant professor of Curriculum and Instruction at the University of Wisconsin, will assume a top administrative post in the university's federally funded education research center School of Education officials have announced.

As Associate Director of the Wisconsin Research and Development Center for Cognitive Learning, Dr. Romberg will aid in formulation of annual program plans and recruit professional staff in addition to monitoring programs for the institution. He will also retain his position as principal investigator in the Center's "Analysis of Mathematics Instruction" project which has produced prototype instructional materials for kindergarten and first grade.

Before joining the Center staff in 1966, Dr. Romberg served as coordinator of Research and Test Development for the School Mathematics Study Group at Stanford University. That work was part of the National Longitudinal Study of Mathematics Abilities. One of the largest research projects in the history of American public education, it yielded eight volumes of mathematics assessment materials.

The Professor's more recent activities include chairing the Research

ROMBERG--add 1

and Advisory Committee for the National Council of Teachers of Mathematics and editing a forthcoming math education issue for the bimonthly "Review of Educational Research."

The Wisconsin R&D Center's new administrator received his PhD from Stanford University in 1967, a Master's degree from Omaha University in 1959 and a BS degree from the latter school in 1955.

# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

7/15/69 rs

MADISON--Over four million dollars have been granted by the federal government to help finance a new [educational research building] at the University of Wisconsin, Madison campus, according to an announcement today by the U.S. Office of Education.

The grant is one of the largest federal ones for such a purpose and its 4.2 million dollar figure will cover approximately half the cost of the projected eight million dollar structure. The grant specifies \$900,000 for special research equipment with the rest of the money to go for general construction costs.

The Wisconsin State Building Commission has already authorized \$3,269,000 for the project.

The new structure will be the first building on the Madison campus of the University of Wisconsin designed specifically for education, according to Donald J. McCarty, dean of the School of Education.

But it will not be a classroom building for conventional teaching. It will be built specifically to house the Wisconsin Research and Development Center in Cognitive Learning, Madison, as well as the research programs of the departments of educational psychology and educational administration. Personnel in the Research and Development Center study the complex mental processes involved in learning and produce and demonstrate special teaching materials based on their research.

- more -

Add one--new building

Research and Development personnel are presently scattered in buildings throughout the city of Madison. Plans for the new building call for a multi-story structure to house experimental classrooms, laboratories, demonstration areas, and facilities for multi-media and individual instruction, and computer equipment.

A central location, according to Herbert J. Klausmeier, director of the Research and Development Center, will "stimulate communication and cooperation on an interdisciplinary level. The new laboratories and equipment will permit research heretofore prohibited by lack of facilities."

The new building will face Johnson Street between Mills and Brooks Streets. Construction is scheduled to begin within a year or 18 months with the projected date of occupancy sometime in 1973.

The project is the fourth to be funded under the Educational Research Facilities Program and brings to more than 18 million dollars the total funds awarded for educational research construction during the fiscal year that ended June 30.

Support for the project is being provided under the amended Cooperative Research Act which authorizes construction and equipping of buildings when "such a facility would be of particular value to the Nation or a region...as a national or regional resource for research or related purposes."

The previous three grants under the program went to the University of Pittsburgh, Stanford University, and the Far West Laboratory for Educational Research and Development, Berkeley, California.

###



# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

4/23/68 js

MADISON--Educators from around the country will convene May 2-3 for a conference at the University of Wisconsin in Madison.

The conference will feature the introduction of "Patterns in Arithmetic," a new televised mathematics course for elementary schools developed at the [UW Research and Development Center for Cognitive Learning.]

Dr. Henry Van Engen of the Center staff and professor of education and mathematics, developed the program and directed its field testing. Tests have shown that the program facilitates learning in the new math by elementary children while helping also to teach teachers.

Programs for grades one through five will be available for distribution from the National Center for School and College Television in Bloomington, Ind. The programs include video tapes, teachers' manuals, and pupil exercise books.

The televised program will be demonstrated for each grade at the conference.

Another feature of the meeting will be the May 1 address of Dr. Virginia Biggy, associate superintendent for curriculum and instruction of Concord, Mass., public schools. She will discuss "Television as an Instructional Tool."

Dr. Marilyn Zweng, associate professor of education and math at the University of Iowa, will describe what TV has to offer the math teacher and will evaluate a televised arithmetic program at a May 2 session.

Persons interested in attending the conference should contact James E. Walter, Information Services, R & D Center, 1404 Regent st., Madison.

###

# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

2/6/68

UIR Science Writing Division (262-5984)

By NAOMI K. EPSTEIN

MADISON, Wis.--When you come across a strange word in your reading, how do you pronounce it?

Chances are you depend on previous experience with similar words and your knowledge of the English language.

But how does a child pronounce a new word?

Prof. Richard Venezky, a linguist, and psychologist Robert Calfee of the University of Wisconsin are analyzing this and other skills related to reading.

They hope to determine the clues a child learns that later help him to correctly pronounce an unfamiliar word.

Prof. Venezky's research indicates that English orthography--the relationship of letter patterns to pronunciation of words--is a more regular and complex system than previously assumed.

A familiar example is found in pairs of short words such as "rat--rate" and "fat--fate," where the patterns of letters are a clue to the way the words should be pronounced.

Then how should the hypothetical words "cate" and "wate" be pronounced?

If readers use the patterned clues they will pronounce these hypothetical words correctly, even though they never may have seen the words before.

The Wisconsin researchers made up such hypothetical words, some containing pronunciation clues. Then they asked young students in grades three, six and eleven of Madison and Janesville schools and University of Wisconsin sophomores to read these "words" aloud.

## Add one--Reading-Pronunciation

There were differences not only in the way all the age groups pronounced the "words" but also in the strategies they used in deciding how to pronounce them. Good readers were more consistent in using patterned clues to pronunciation, while poor readers were not at all consistent. For example, a poor reader might pronounce "wate" to rhyme with "rate," but would say "Katie" for "cate."

Calfee and Venezky also found that none of the students, including the college students, used all the pronunciation clues available in the English spelling system. The clues that they did use were apparently acquired by the time the students were in high school.

At this time the Wisconsin researchers are trying to understand only the basic skills involved in learning to read. When these basic skills are more clearly understood, new teaching materials for reading can be developed.

This year Calfee and Venezky are repeating the study of spelling-to-sound habits with second, fourth and sixth grade pupils at a school in Marshall, Wis.

They are also investigating the abilities of kindergarten and first grade children to produce all the phonetic sounds of the English language and to hear differences among the sounds. The researchers are particularly interested in whether the two abilities are correlated.

A child, for instance, may be able only to say "wed" for the word "red," even though he can distinguish between the two sounds when they are pronounced for him. The study should have important consequences for teaching reading in schools.

The Wisconsin research, conducted through the University's Research and Development Center for Cognitive Learning, is supported by the U.S. Office of Education. Research Associate Robin Chapman is assisting in the study, as are Wisconsin graduate students in education, linguistics and psychology.

# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

12/12/67 jes

MADISON--Severely retarded reading ability, poor discipline, and truancy, spiced with a genuine dislike for school--put these ingredients together, and you get a recipe for the school drop-out.

But University of Wisconsin researchers in Madison have found an additive that may deter such potential drop-outs from actually quitting school.

The Research and Development Center for Cognitive Learning has developed a program by which colored tokens and money are used as rewards for greater student efforts.

In addition, older high school students and women from the community serve as tutors.

The program was tested among 32 students from inner-city Milwaukee junior high schools, with Dr. Arthur Staats directing the project.

Prof. Staats notes that the students were severely retarded readers, some were mentally retarded, others were emotionally disturbed, and some posed acute discipline problems.

The Remedial Program for Severely Disabled Readers showed outstanding results. In word recognition the 32 students' improvement was five times greater than that of a similar group which did not receive the same treatment. In reading achievement their gain was about twice as great.

Add one--urban drop-outs

And Karl Minke of the Center adds that the students "were truant less and had fewer discipline problems. More important, these kids liked school more. Not one dropped out of the program."

Students in the project had only 12 truancy absences, but a similar group of students not in the program had 90. Teacher grades for deportment improved for the project group while grades for the group not in the project became worse.

"This project was primarily an experiment in developing a system for motivating students," Dr. Staats said. "Other subjects could be programmed with the same system we used for the reading program."

"This motivational system has several important advantages for inner-city schools. Students can earn a little money while being motivated to learn and stay in school. It also provides employment for inner-city adults and involves them in school activities."

###

# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

11/28/67 jes

By JOHN E. STANGA

MADISON--Inner city children have improved their learning achievement an average of 1.2 years as a result of a new elementary school organization program developed by University of Wisconsin researchers in Madison.

The gains took place during the first seven months of the program, described by Wisconsin educators as "one of the most effective organizational patterns developed in the past decade."

Dr. Herbert J. Klausmeier, director of the Wisconsin Research and Development Center for Cognitive Learning (R & D), developed the program in cooperation with local educators throughout Wisconsin.

"This gain of 1.2 years is very impressive because the average student is not expected to gain more than one month in achievement for each month's instruction, and these were not average children," Prof. Klausmeier said.

"More important, disadvantaged children have begun to catch up with their more fortunate peers. Core-city children fall farther and farther behind the average child as they progress through school. That trend has been counteracted, and these disadvantaged students are beginning to catch up."

R & D educators base their judgments of findings from a year of data gathering.

The new program--called Research and Instruction Units by UW educators--was designed to provide a setting in which teachers could improve their teaching by experimenting with new methods.

Add one--R & D

Prof. Klausmeier explained that the program replaces the traditional self-contained, graded classroom. Instead, it uses the best aspects of team teaching and the non-graded classroom, individualized instruction, and teacher aides.

The program employs a variety of teaching approaches and utilizes large group, small group, and one-to-one instruction. Each student can progress at his own pace.

Prof. Klausmeier said the program capitalizes teacher strengths and allows teachers to be more creative.

This year the program has been fully installed in seven Wisconsin schools--four in Racine, two in Madison, and one in Janesville. It is being partially employed in one other Janesville school and in one Manitowoc school.

Prof. Klausmeier added that the program would be more extensively used in Wisconsin next year.

"Although the program was designed for any school system, it has proven to be very effective in inner-city schools," Dr. Klausmeier commented.

He emphasized that in one unit serving disadvantaged children with below average I.Q.'s and with performances almost two years below grade level the students gained a little better than one year in seven months.

"In another unit where the students' average I.Q. was nine points below that of a comparable group not in a unit, the unit children out-performed the other group," he added.

Created in 1964, the R & D Center is one of nine such facilities located at major universities. It is operating on a budget in excess of \$1 million and is largely funded through the U.S. Office of Education.

The purpose of the center is to conduct research in laboratories and schools, to develop instructional programs, and to develop improved learning environments.

###

# UW news

*Education*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

11/8/67 **jes**

By JOHN E. STANGA

MADISON--If a baker gives Johnny three bakers dozen doughnuts, how many does he have?

If Johnny doesn't know, University of Wisconsin researchers have a new program to help him learn arithmetic better and have fun while doing it.

Not only does the program enable students in the early elementary grades to learn better and faster, but it makes it unnecessary for students to use a lot of time on drills and rote memory exercises.

Researched and developed by Prof. Henry Van Engen of the Wisconsin Research and Development Center for Cognitive Learning, the new patterns in arithmetic program is a completely televised course for grades one through six.

The essence of the new approach is that students learn modern math by learning how and why numbers behave the way they do. Emphasis is on concepts and principles, not memorization.

And field testing of the program with more than 9,000 students in Wisconsin and Alabama shows that the new program multiplies student learning efficiency.

Alabama and Wisconsin students made average gains in test scores almost doubling the national average in understanding Arithmetic, after they had taken the UW course. Students gained about two years in computing skills in one year's time.



## Add one--arithmetic program

So successful has the program been that it is being used on a state-wide basis in South Carolina and Alabama and throughout Wisconsin. It is also being used by schools in Minneapolis.

Next fall video tapes, teacher notes, and student handbooks will be distributed nationally by the National Center for School and College Television in Bloomington, Ind.

"Traditional elementary mathematics programs lean heavily on computation activities--on doing arithmetic," Prof. Van Engen explained. "But the Wisconsin program emphasizes understanding how arithmetic works.

"With this emphasis, it is now feasible to introduce, for example, simple geometry at the first grade and continue building on that knowledge throughout the elementary grades. Ratio, a concept formerly introduced at the junior high school level, is being introduced in the third grade."

Prof. Van Engen added that another good aspect of the program is it allows teachers to learn modern math, too. The televised performances are simple and clear enough for students to follow and to allow teachers--often not trained in the new math--to learn while teaching.

"In short, the program is not only effective with children," Prof. Van Engen said. "It is an effective in-service program for teachers, making it possible to teach modern elementary mathematics immediately rather than waiting two to four years for teachers to become proficient."

The television portion of the program consists of one or two 15 minute lessons per week for 32 weeks. The classroom teacher remains an important part of the approach.

# UW news

*Educational*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release ~~Time~~ Immediately

10/25/67 jes

MADISON--Some 60 educators from four Wisconsin cities will confer with personnel from the University of Wisconsin Research and Development Center for Cognitive Learning Thursday in a day-long seminar on Research and Instructional (R & I) Unit Schools.

The Center is sponsoring programs in Janesville, Racine, Madison, and Manitowoc in which traditional school organization practices have been abandoned for the more flexible unit approach.

Dr. Richard G. Morrow, director of dissemination with the center, explained that a unitized school abandons the traditional "egg crate" organization in which one teacher may be responsible for teaching all subjects to 30 students.

An R & I School consists of units of teachers, instructional secretaries and teachers' aides. Collectively, the units plan classroom instruction, making it possible for all teachers to benefit from the experiences and knowledge of other teachers.

The unit approach emphasizes flexibility in student and teacher groupings and in assignment of teachers to groups as part of a team approach.

Dr. Morrow stressed that the seminar is important because it recognizes the cooperation between local systems and the University in conducting educational research.

"Traditionally, the University has operated independently and without the cooperation of local schools," he said.

- more -

Add one--Research and Development

"The unit approach focuses the talents of all teachers on the instructional program and uses talents more efficiently. One teacher is not responsible for all 20 or 30 children, but spreads her talents throughout the school, allowing more careful planning and instruction."

The center initiated its research on unit schools in 1965 in five systems and 17 elementary schools. Thursday's meeting will be the first time center researchers and cooperating schools have met for a formal session on the program.

Attending the seminar will be educators from Adams and Wilson schools in Janesville; Franklin, Huegel, Abraham Lincoln Junior High, and James Madison Memorial High School in Madison; McKinley and Lincoln schools in Manitowoc; and Franklin, Giese, Stephen Bull, and Winslow schools in Racine.

###



# NEWS FROM THE UNIVERSITY OF WISCONSIN

Statewide Communications Service, 10 Bascom Hall, Madison, 53706

10/13/67 mcg

**RELEASE**

Immediately

## APPOINTMENTS

MADISON--James E. Walter of the Michigan State Department of Education will join the University of Wisconsin School of Education faculty Nov. 1 as project coordinator in the Research and Development Center.

His appointment was approved by UW regents Friday.

Since 1965 Walter has been administrator of the publications program and educational consultant for curriculum publications for the Michigan department. A native of Oregon, he is a graduate of Robert Wesleyan College with the master's degree from the University of Oregon. His background includes secondary school teaching in New York and Michigan.

Also approved by regents were the following appointments:

John Gammell, director of professional development and coordinator of professional employment, Allis-Chalmers, national director for the National Society of Professional Engineers, to be program specialist in the department of engineering, division of liberal and professional education, University Extension;

Rachel D. Aldrich, head cataloger, College of William and Mary, Williamsburg, Va., former international law cataloger at the Harvard Law Library, to be head of the catalog division for the UW-Parkside campus library, beginning March 1, 1968;

Erik Forrest, deputy head and senior lecturer of the School of Art Education, College of Art, Birmingham, England, graduate of Edinburgh University,

Add one--appointments

former member of the College of Art at Leeds, visiting lecturer in art at Wisconsin in 1965-66, to be associate professor of art, UW-Parkside, beginning Sept. 1, 1968;

Thomas H. McIntosh, associate professor of agricultural chemistry and soils at the University of Arizona, holder of three degrees from Iowa State University, to be associate professor of earth sciences, UW-Green Bay, beginning Jan. 14, 1968.

Changes of status were approved for the following:

Helen L. Bunge, director of the School of Nursing, associate Dean of the Medical School, and professor of nursing, Madison campus, named Dean of the School of Nursing and professor of nursing, Medical Center, Madison campus, an action recognizing the School of Nursing as an independent entity in the Medical Center;

Henry L. Ahlgren, Assistant Chancellor, University Extension, and professor of agronomy, College of Agriculture, named Vice Chancellor, University Extension, and professor of agronomy;

George B. Strother, Assistant Chancellor, University Extension, and Professor, School of Business, named Vice Chancellor, University Extension, and professor, School of Business;

Maxine E. McDivitt, professor of home economics, Madison campus, named professor of social welfare, UW-Milwaukee, two-thirds time, and Green Bay Center, University Center System, one-third time;

Folke K. Skoog, professor of botany, Madison campus, named C. Leonard Huskins Professor of Botany, giving the name of the famed member of the botany faculty, who served from 1945 to his death in 1953, to the research professorship he has held for sometime; and

Robert A. Ragotzkie, professor of meteorology, Madison campus, named director of the Marine Studies Center of the Graduate School.

Add two--appointments

Regents approved a year's leave of absence for Dr. James M. Price, professor of clinical oncology in the Medical School, Madison, while he does research with Abbott Laboratories.

Resignations of the following were accepted:

Prof. Lee S. Dreyfus, department of speech and associate director, Division of Radio and Television, University Extension, who has become president of Wisconsin State University, Stevens Point; Prof. Clifford S. Liddle, department of educational policy studies, School of Education, who has accepted a post in the U.S. Foreign Service; Prof. Julian C. Stanley, department of educational psychology, School of Education, who has accepted a position at Johns Hopkins University; and Martha Peterson, University Dean of Student Affairs, who becomes president of Barnard College.

Regents approved the retirement of Prof. Randall C. Swanson, department of agricultural engineering, University Extension, and granted him emeritus status.

###

FILE

F.Y.I.

Wisconsin Research and Development  
Center for Cognitive Learning  
The University of Wisconsin  
Madison, Wisconsin

Office of Informational Services  
262-4901  
August 7, 1967

FOR IMMEDIATE RELEASE

MADISON, Wis. --Improved learning by students is the ultimate aim of an eight-week institute currently being held on the University of Wisconsin campus for a group of Wisconsin teachers and principals.

The immediate aim of the institute is to advance the research and development capabilities of the teachers and principals.

The five principals head schools in three Wisconsin cities which during the next year will include Research and Instruction (R & I) Units. The 18 teachers will serve as R and I Unit leaders in their schools.

An R and I Unit is composed of a unit leader, two or more certified teachers, one or more noncertified adults and the students. A typical

more

learning

ad 1

elementary school of 500 to 600 students is organized into four units, replacing the usual 20 to 30 self-contained classrooms.

In schools with R and I Units, a school-wide committee composed of the principal and the unit leaders is charged with making decisions about instructional matters.

Development of the R and I Unit plan is part of a continuing research project by the federally supported Wisconsin Research and Development Center for Cognitive Learning on the campus.

Prof. Herbert J. Klausmeier, the Center's director, has worked with local school officials and the State Department of Public Instruction in developing the new organization.

According to Dr. Klausmeier, the R and I Units and the decision-making committees have some important advantages for teachers and children over conventionally organized school classes.

"For one thing, time is provided during regular school hours for making decisions and for planning the instructional program," Dr. Klausmeier said. "Furthermore, key teachers can be used in planning the school-wide program, the principal is able to do a more effective job in improving instruction, and nonteachers can be used to perform a variety of nonteaching tasks teachers usually have to perform.

"The same organization also provides an environment in which the staff of the Research and Development Center can carry out educational research in cooperation with school personnel.

more



learning

ad 2

"Five major projects of the R and D Center in arithmetic, English, reading, science, and motivation are underway in these schools."

The unit leader, Dr. Klausmeier said, must be a certified teacher "who is better prepared than most teachers in the various subject matter fields and in educational methodology, and also someone who is able to work effectively with others."

In addition to being responsible for the unit's instructional program, the unit leader teaches one-half to two-thirds time.

Dr. Klausmeier and members of his staff also believe that regular teachers within R and I Units enjoy unusual opportunities for professional advancement and self-realization.

He cites increased responsibility for making decisions and sharing ideas and greater opportunities to participate in research and innovation.

The two nonteachers assigned to each R and I Unit normally are an instructional secretary and a teacher aide. The instructional secretary performs such clerical duties as keeping attendance and other types of records, duplicating, typing, and filing. Duties of the teacher aide, which vary depending on her background and experience, could include distributing supplies, assisting on the playground, or correcting papers.

The eight-week institute which the unit leaders and principals are attending is divided into two four-week courses. Dr. Klausmeier, a

more

learning

ad 3

professor of educational psychology, is the instructor of the first course, "Conceptual Learning," and Dr. Wayne R. Otto, associate professor of curriculum and instruction, offers the second course, dealing with reading.

# UW news

*Educational*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

11/1/66 tg

By TOM GREGORY

MADISON, Wis.--This year more than 100 University of Wisconsin faculty members are working in a huge research and experimentation program designed to fire-up every American's ability to learn.

"Soon, many new learning methods developed at UW will be in use in schools across the nation," said Prof. Herbert J. Klausmeier, co-director for research at the UW Research and Development Center for Learning and Re-Education.

"We feel it is important to let people know what we are doing because many of them and their children will be using these methods of improved learning," Klausmeier said.

The UW center, which began in 1964, is one of 10 set up at various universities by the U.S. Office of Education to improve the efficiency of learning in students of all ages.

Soon to be used by thousands of grade schoolers are video-taped arithmetic lessons. Produced at WHA-TV station under the direction of Henry Van Engen, professor of mathematics and education, the lessons will be made available to educational television stations (or to local stations with closed circuit TV) for beaming into nearby classrooms. To date, arithmetic lessons have been produced for first and third graders. This year lessons for second and fourth graders will be taped. Video-taped science lessons also are being produced.

Add one--R&D Center

"The video-taped arithmetic lesson is not only an excellent teaching method but it also provides an in-service program for teachers, showing them what ideas in arithmetic should be emphasized," Prof. Van Engen explained.

New organizations for teaching are also being used. The traditional self-contained classroom teaching organization has been replaced, for experimental purposes, by the Research and Instruction Unit (R&I Unit) which provides an additional teacher for each 100 children. Forty R&I Units are operating presently in schools in Madison, Milwaukee, Racine, Manitowoc, Janesville, and West Bend.

"One advantage of this new teaching organization is that each child is given a better opportunity to learn as well as he can and as fast as he can," Prof. Klausmeier said.

Another device to be tested this year is the mobile-video experimental unit. Designed and developed at the Research and Development Center under the direction of Lee S. Dreyfus, professor of speech, John C. Bollinger, associate professor of mechanical engineering, and D. G. Woolpert, assistant to the co-directors at the Research and Development Center the unit is a truck converted to carry TV sending equipment. It can handle up to three channels simultaneously (ultimately six channels) using the same or different video-tapes. The mobile unit can be parked near any school and transmit lessons into classrooms; all it needs from the school is standard AC power.

"Using the mobile-video unit," Prof. Dreyfus pointed out, "gives the teacher control over the time the video-taped lessons are presented. He wouldn't have this control using local TV stations as transmitting units.

"Right now, however, the main advantage of having this unit is that it gives us experimental capability in any classroom in any area of the state. This is advantageous for many reasons -- one is that local children may have been over-tested -- they are able to psych-out some of our experiments."

Add two--R&D Center

Since September 1, 1964, more than \$1.4 million of federal funds have been spent on research and development at the UW center. This year, federal funds for the center will amount to approximately \$1 million.

This is an increase over last year's federal support, but Prof. Klausmeier is worried about the shortage of funds for the whole program.

"Increasing national defense expenditures," Klausmeier maintained, have diminished the anticipated funds available to the U.S. Office of Education for the Research and Development Centers in the nation. This year only one new center was established; nine were started during the past two years.

"It should not be forgotten that new knowledge about teaching and learning, which must be generated continuously to improve education, is based upon consistent and unflagging research."

###

Release: Immediately

6/10/66 jb

MADISON, Wis.--A salute to Wisconsin educators and a University of Wisconsin research facility for their leadership in updating education was given by U.S. Sen. Gaylord Nelson (D-Wis) Friday.

"You are on the frontier in education, engaged in the most important and most exciting effort of our time," he said.

The senator addressed the school planning group at the UW Research and Development Center for Learning and Re-Education seminar.

"Any snail's pace of improvement simply will not do in the age of the Gemini," Sen. Nelson declared. "The need for change is based not only on the need to find ways to train more astronauts, or more nuclear physicists, or more doctors. Even more acute is the need to find ways to reach all our citizens, not merely the better prepared. In these areas, you in Wisconsin are taking the lead.

"If the American dream is to be realized, ways to provide education for those who were once paid scant attention must be found. We know that education is the best investment we can possibly make with our dollars as well as with our people. Human talent is our most precious resource.

"The riot photos on the front pages of our newspapers detail more forcefully than words the price that is paid in stunted lives and lost potential because of our inadequate educational efforts, our inability thus far to meet the educational challenge of the 20th century."

Add one--R and D

The idea of setting up research and instruction units within the schools themselves where new ideas can be tried out in a realistic manner, such as devised by the UW center, "seems to me to demonstrate precisely the kind of innovation needed to bring the classroom and the university closer together, to break down the walls which have for too long separated the academic and the practical educator."

The national leadership which the University of Wisconsin has provided in education to meet the changing needs of today is something all Wisconsin can take pride in, the senator said.

Dr. Fred Harvey Harrington, president of the University, said the UW "is proud of its record of working with state agencies, to better serve the people of the state." He declared:

"From these agencies, the University gets strength, and it is our aim to help them in research, teaching, and service. We are most aware of the intrinsic values of educational research, and have made great progress in the past decade."

William C. Kahl, who will become Wisconsin's superintendent of public instruction July 1, said research and development is a most fruitful cooperative effort.

"This is the way to find the answers in the areas that need improvement in our schools," Kahl said. "We are in a world characterized by change, and learning processes must keep up to date, must stay in tune with the times. We must now devise means of better communicating the new findings of research to the teacher in the field, so that new knowledge might be put promptly to practical, effective use."

Participating in sectional sessions were:

Harris E. Russell and John Prash, Racine; Frank N. Brown, Chester W. Spangler, and Archie W. Buchmiller, State Department of Public Instruction;

Add two--R and D

Robert D. Gilberts (cq), Madison; Norris M. Sanders, Manitowoc;  
William H. Ashbaugh and Frisby D. Smith, Milwaukee; R.J. Krogstad, State Board  
of Vocational and Adult Education; Paul M. Loofboro and Eugene Lynch, West Bend;  
Fred R. Holt, Janesville; H.C. Weinlick, Wisconsin Education Association;  
Prof. R. W. Fleming, Drs. James C. Stoltenberg, and J. C. Ferver, University of  
Wisconsin; Max R. Goodson, Herbert J. Klausmeier, Milton O. Pella, Arthur W.  
Staats, Frank B. Baker, Wayne R. Otto, Jack Dennis, David H. Ford, and George T.  
O'Hearn, of the center staff.

The following, all members of the center's policy board, served as roving  
consultants to the section gatherings:

Leo R. Hilfiker, State Department of Public Instruction; Drs. Lee S.  
Dreyfus, John Guy Fowlkes, Burton W. Kreitlow, and Henry Van Engen, University  
faculty.

###



6/1/66

Robert Hochstein  
Bureau of Research  
Room 3-A-035  
Office of Education  
400 Maryland Ave., S. W.  
Washington, D. C.

Madison, Wisconsin - The Research and Development Center  
for Learning and Re-Education at The University of Wisconsin  
is one of nine research centers supported by the United States  
Office of Education. [ The primary objective of the Center is to  
promote optimal learning by children and youth in the cognitive  
domain, and simultaneously to encourage optimal personality  
development. ( Scientists in the behavioral disciplines and  
subject matter specialists are investigating variables related  
to school learning, including learning processes and conditions  
of learning, subject matter content and organization, and  
instructional media and materials.) Researched to a lesser  
extent are characteristics and behaviors of the learners,  
instructional methods, and forces outside the classroom setting,  
including home and neighborhood conditions. Communication  
experts are researching media of dissemination, particularly  
instructional television. Existing knowledge about these  
variables is being collected and organized, and research is  
being conducted in the laboratory and schools to generate new  
knowledge about the variables and relationships among them.  
This organized knowledge is then focused upon problem areas  
in school settings such as improvement of learning in

mathematics, development of reading abilities of culturally disadvantaged children; and organization of a total instructional system designed to achieve optimal learning. Related to problem areas, instructional materials and procedures are being developed, small-scale experimentation is being done in the schools, and larger-scale field testing is being conducted.

The Center's program got underway September 1, 1964, and will continue for a minimum of five years. Herbert J. Klausmeier, Professor of Educational Psychology, is Co-director for Research; and Max R. Goodson, Professor of Educational Policy Studies, is Co-director for Administration. During the 1965-1966 academic year the Center staff includes 22 professors, 7 research associates, and 42 assistants. Principal investigators represent 13 departments of the University including 4 departments of the School of Education.

Representatives of sixteen public and private schools meet regularly with the staff of the Center as a Schools Planning Committee. Over <sup>100</sup> ~~one hundred~~ individual schools throughout ~~the state of~~ Wisconsin have participated in research conducted by the Center. All schools in Wisconsin, and many in other states, are kept informed of the Center's activities by the Center Newsletter. Technical reports describing

completed research are distributed widely to researchers and other persons concerned with learning.

The following is a translation of the Research and Development handout-- translation of the part in brackets:

The Center is attempting to improve learning efficiency for children, youth, and ~~and~~ adults while also encouraging personality development. Behavioral scientists (political scientists, sociologists, and psychologists), educators, and specialists in subjects such as math, English, and science are investigating aspects of schools learning by asking questions like these: How do people learn? What subject matter should be taught, and how should it be organized? What instructional materials (books, records, etc.) will help students learn better?

The experts are also investigating teaching methods, the students' personalities, ~~the~~ and forces outside the classroom, such as ~~the~~ home and neighborhood conditions. Communication experts are investigating television and other educational mediums. Experts are collecting and organizing existing information about these aspects of learning, and adding new knowledge gained from research in the laboratory and schools.

This organized knowledge is then focused upon such problems as improving of the learning of mathematics, developing reading ability of culturally deprived children, organizing the best possible "total instructional program." To help solve these problems, new teaching methods and materials are being developed. Small-scale experimentation is being done in the schools, and larger-scale field testing is being conducted.

##

THE UNIVERSITY OF MICHIGAN LIBRARIES

THE UNIVERSITY OF MICHIGAN

UNIVERSITY NEWS AND PUBLICATIONS SERVICE



Klausmeier said over the phone that there are three ways to learn:

- 1) affective learning
- 2) ~~psycho~~ psycho-motor learning
- 3) ~~cognitive~~ cognitive learning

"Cognitive learning" involves teaching children the recognition of concepts, such as shape, colors, and number. It also involves in a broader sense the teaching of "intellectual abilities and skills such associated with a subject" ~~such~~ as math, English, and the like.

As for the television pix, Klausmeier said he would either have to see the picture himself or that Dan Woolpert would have to approve its release.

*Among*  
MADISON, Wis.—~~The~~ first institution of its kind in the nation, the University of Wisconsin Research and Development Center for Learning and Re-education conducts basic research into the learning processes of children and adults.

Established in 1964, under a \$500,000 grant from the Office of Education, the center's findings are sent to school systems in all states.

"We are currently studying how people learn so that new teaching methods and techniques can be recommended to the country's classroom teachers," explains Dr. Max R. Goodson, ~~administrative~~ <sup>administrative</sup> co-director of the center. The center's other co-director is Dr. Herbert J. Klausmeier, a professor of educational psychology.

Prof. Goodson and Klausmeier report that present ~~studies~~ studies at the center include those of how elementary school children learn mathematical concepts, how children are affected by culturally deprived environments, and what the impact of television is on the learning process.

Included in the center's research program are 34 school systems in Wisconsin and one in Minnesota. Other systems have been invited to join. The center works closely with the Wisconsin Improvement Program, a project financed in part by the Ford Foundation and designed to improve teacher education program through experimentation with team teaching, teaching machines, and other devices.

The center employs some 20 professors from education, the behavioral sciences, radio and TV, and other disciplines in part and full time capacities. Some 60 research and project graduate assistants assist in the center's research endeavors.

In addition to annual grants of \$500,000 from the national government, the center receives some \$200,000 each year from the University. The federal government will provide some \$2.5 million over an initial five-year period from fiscal year 1965 through 1969, according to the 1964 contract between the University and the Office of Education. The center's program got underway Sept. 1, 1964.

A University advisory panel of 20 professors helps develop center policy and assists in employing researchers from pertinent fields outside the center. In addition, some 15 consultants from the University, state agencies, and public schools help coordinate center activities.

An independent committee of educators and others from outside the University evaluate the center's activities.

Besides having taught elementary and high school children in his native Indiana, Prof. Kalusmeier taught at San Francisco State College and Colorado State College of Education. A Stanford Ph.D., he came to Wisconsin in 1952 and is well known among educators for his studies of gifted children. Prof. Kalusmeier is the author of "Learning and Human Abilities: Educational Psychology."

OK  
Prof. Goodson is former dean of the Boston University School of Education and served as editor in chief for Ginn and Co., publishers of educational books. He holds four degrees from the University of Illinois.

Prof. Goodson replaced School of Education Dean Leslie J. Stiles as administrative co-director of the center in 1965.

6/9/66

*Edw*

Highlights of the R & D Center: A Summary

Herbert J. Klausmeier, Co-Director for Research  
Professor, Educational Psychology

A massive effort is under way to improve education through research and development in terms of goals, programs, manpower, and money. Central in this effort is the Research and Development Center Program of the United States Office of Education. Eight centers are now in operation at eight universities. Each center is establishing national leadership in connection with a broad problem area of high concern to education.

The R & D Center for Learning and Re-education at Wisconsin was one of the first four established. Its goal is to improve efficiency of learning in most school subjects. Drawing upon the human resources and excellent reputation of the University, the State Department of Public Instruction, and local schools in Wisconsin, the Center has moved rapidly from its modest beginning in 1964.

The Center now has a staff of 23 professors, 50 research assistants and associates, and a secretarial staff of 12. Staff from 16 Wisconsin school systems and the State Department of Public Instruction also participate in Center activities.

Much research of high significance has already been completed and reported. Instructional materials and procedures have been developed and are in the field-testing stage. At least five of these are expected to be ready for adoption in schools throughout the nation by the fall of 1967.

Patterns in Arithmetic is a complete program of instruction in modern elementary mathematics. The programs for Grades 1 and 3, and possibly Grade 2, will be ready for national adoption in the fall of 1967. The program for each grade consists of video tapes, student exercises, and teacher notes. The objective of this program is to educate both children and teachers. The program can be used in any school of the nation that has TV receivers and access to a transmitter. Professor Henry Van Engen is the principal investigator for this activity.



Concepts of Structural and Transformational Grammar presents recent concepts of grammar. Its ultimate goal is to improve writing abilities. Teachers as well as students will profit from study of the material. The program is appropriate for use in junior high schools. Professor Sam Blount is the principal investigator.

Treatment of Non-Reading in Junior High School Students is a program of individualized instruction, mainly for culturally disadvantaged adolescents who are severely retarded in reading. This individualized instruction utilizes non-professional persons--high school students and adults--to administer the programmed material and procedures. The program is applicable to junior high school students severely disabled in reading and possibly to less severely disabled students in the intermediate grades. Arthur Staats is the principal investigator.

Better Writing to Facilitate Concept Learning is a first summary of knowledge from experiments in concept learning that may be applicable for writing textbooks, programmed material, and the like intended for use in the schools. Current knowledge applied to writing instructional materials should result in more efficient learning in most subject fields at all school levels.

Seventeen Research and Instructional Units have been started in Janesville, Madison, West Bend, and Racine. Over 40 will be started next fall in the same schools and also Manitowoc and Milwaukee. R & I Units are small research and development centers in local school buildings. They are designed to develop exemplary instructional programs in the local schools through research, development, and innovation. They effectively bring together staff from the Center, the State Department of Public Instruction, and the local school systems in the solution of significant educational problems.

The phenomenal progress of the Center Program is closely related to the level of federal support and the kind of facility in which the staff work. In the first year of the Center the federal support amounted to \$500,000. This year it is \$818,000. Next year a modest increase is also anticipated. In September, 1964, the Center had

800 square feet of space in the Education Building. Today it occupies 14,000 square feet of the Regent House, and will remain there for about three years. The University is applying for \$2,250,000 of federal funds to provide permanent housing for the Center in the first Education Building, scheduled for completion in late 1968.

As the Center Program becomes a reality, the staff is proceeding with enthusiasm and vigor, generating many promising new ideas. Faith in the future of education and confidence in finding a better way of life through improved education are increasingly evident. The research and development idea in education is proving to be exceptionally meritorious.

*Educational*

6/9/66

Highlights and Concerns of the Research and Development Center

Herbert J. Klausmeier, Co-Director for Research  
Professor, Educational Psychology

What is meant by research and development in education? How did the idea get started? Specifically, what does research and development mean in this Center? What are its highlights and concerns?

Plans for budgeting the first R & D Centers were made in the U.S.O.E. in 1963. In the first semester of the 1963 - 1964 academic year, the proposal for this Center was written and submitted to U.S.O.E. On May 18, 1964, a site visit was made to determine if a Center would be located here. On September 1, 1964, this Center for Learning and Re-education officially came into existence. It was one of the first four Centers established in the U. S. A. In turn, these Centers were the first in the U. S. A. to try to improve education through an integration of both research and development. Previously, research, development, and dissemination projects of individual professors were supported as separate and relatively unrelated activities.

In our Center, since September of 1964, human and financial resources of local school systems, the State of Wisconsin and the Federal Government have been mobilized to make the concept of improving education through research and development a reality. The research and development is proving to be effective, a powerful tool in improving education, just as it has been for years in improving agriculture, industry, medicine, space exploration, and the like. Our R & D Center is now a vigorous enterprise with an excellent staff, an adequate facility for offices, a clearly defined program, an effective organization, and adequate financial support. Herein lie the highlights of the Center and also some concerns.

The first highlight of the Center is an excellent staff. As of June, 1966, the Center staff includes 23 principal investigators. These are professors who

hold rank in an instructional department of the University. Excellence as a University makes possible the recruiting of this superior staff for the Center. There are 50 research and project assistants and associates, most of whom are graduate students. A tradition of high quality graduate work attracts most of these. The Center has a secretarial staff of 12. An effective state-wide civil service system brings in a continuous supply of excellent secretaries. In addition to these who are directly on the Center payroll, many University personnel, particularly from the School of Education and the Chancellor's Office, contribute directly to the success of the Center. Also, 16 local school systems comprise the Schools Planning Group. Local school systems have enjoyed close relations with the University for many years, especially through the Wisconsin Improvement Program. The Department of Public Instruction, one of the best in the nation, also is part of the Center. Professors, teachers, and administrators from these groups are the pioneers in research and development in education, the ones who are demonstrating to the State, nation, and the world that education can be improved through research and development. Though pioneers, they are building on a solid foundation of mutual trust and cooperation already firmly established in this University and the State.

(At this point representatives of the following five groups will be asked to be recognized successively: Principal investigators, assistants and associates, secretarial staff, local schools, State Department.)

The second highlight, directly related to the staff, is the Center Program. The four-step operational plan of the Center is to extend knowledge through research, to focus knowledge on broad problem areas, to develop and test products based on the research, to install each product in a few schools and later field-test it in many schools prior to making it available for national adoption.

The research program of the Center is accelerating each month. Many experiments in the laboratories and schools have now been completed by the 23 principal investigators and their work groups. New knowledge is being fed into the mainstream of

research on teaching and learning. Publications describing this research are widely distributed.

Simultaneously, knowledge from this research and the knowledge that we have been able to accrue thus far in our professional lives about subject matter, children, learning, and other variables is going into the development of exemplary instructional programs and other products to increase efficiency of learning. These are being field-tested in the local school systems. In the second semester of 1966-1967 we are planning a national conference for leaders in education. At that time we will have information available so that people throughout the nation can decide if they wish to use the materials and ideas we have developed and tested thus far. Five of these merit brief attention.

Patterns in Arithmetic is a complete program of instruction in modern elementary mathematics. The programs for Grades 1 and 3, and possibly Grade 2, will be ready for national adoption in the fall of 1967. The program for each grade consists of video tapes, student exercises, and teacher notes. The objective of this program is to educate both children and teachers. The program can be used in any school of the nation that has TV receivers and access to a transmitter. Professor Henry Van Engen is the principal investigator for this activity.

Concepts of Structural and Transformational Grammar presents recent concepts of grammar. Its ultimate goal is to improve writing abilities. Teachers as well as students will profit from study of the material. The program is appropriate for use in the junior high schools. Professor Sam Blount is the principal investigator.

Treatment of Non-Reading in Junior High School Students is a program of individualized instruction, mainly for culturally disadvantaged adolescents who are severely retarded in reading. This individualized instruction utilizes non-professional persons--high school students and adults--to administer the programmed material and procedures. The program is applicable to junior high school students severely disabled in reading and possibly to less severely disabled students in the

intermediate grades. Arthur Staats is the principal investigator.

Better Writing to Facilitate Concept Learning is a first summary of knowledge from experiments in concept learning that may be applicable for writing textbooks, programed material, and the like intended for use in the schools. Current knowledge applied to writing instructional materials should result in more efficient learning in most subject fields at all school levels.

Maximizing Opportunities for Development and Experimentation in Learning in the Schools, Project MODELS, has three closely integrated components: a new organization within a school building, called a Research and Instructional Unit; a new position and role to head up each R & I Unit, namely, a learning specialist who is also a certified teacher; and a new relationship between the Center and the local schools. R & I Units in the local schools bring together Titles I, II, III, and IV of ESEA in a meaningful fashion to improve educational opportunities for culturally disadvantaged children and also others. Seventeen R & I Units were established in the second semester of this year in four school systems--Janesville, Madison, West Bend, and Racine--mainly in culturally disadvantaged areas. About 40 are planned for field testing for next year in the same four school systems and Manitowoc and Milwaukee. R & I Units are small research and development centers in the local schools. R & I Units are applicable to any school system and institution of higher learning, or State Department, that desire a unique and promising facility to develop an exemplary instructional program through research and development.

A third highlight of the R & D Center is its organization. Under the leadership of Professor Goodson, who joined the Center in June, 1965, the internal administrative organization of the Center has been refined and includes the Co-Directors, Executive Committee, and Faculty of Principal Investigators. A Policy Review Board, a National Evaluation Committee, and a Center Advisory Council complete the organization for policy-making and administration.

The fourth highlight concerns facility. In September, 1964, the Center occupied two rooms of about 800 square feet in the Education Building. Today, all Center personnel have adequate offices at 1404 Regent Street where about 14,500 square feet of space has been leased by the University until 1969. Plans are under way to house the Center permanently in the first unit of the Educational Sciences Building when it is completed in 1968. The Center will have 45,000 square feet of space in this building. About \$2 million of \$20 million of funds that have already been appropriated by the Federal Congress under Title IV of ESEA are needed for the Center Building. The new building will provide for the experimental rooms, a computer accessibility, national communication arrangements, and work spaces that are essential to the permanent improvement of education through research and development. Also, it will be located closer to the heart of the Madison Campus, which in turn will facilitate interdisciplinary research and development.

The fifth highlight concerns financial support of the Center. During the first year, the federal contribution was \$500,000 and that of the University was \$156,000. In the second year the federal part was \$818,000 and the University was \$266,000. The projected budget for next year is \$1,182,000 federal support and \$201,775 University of Wisconsin. Equally important as the Federal and State support is that from the local schools, especially in terms of time of their staff. This support has increased rapidly and is essential to achieving the goal of the Center.

Our concerns, of course, involve the five aspects of the Center as previously discussed, namely, staff, facility, program, organization, and support. However, concern regarding the program both at the national level and here is the focus of the remainder of this presentation.

Nationally, there are eight Centers, each focusing on a problem area. This Research and Development Centers Program could be eliminated, curtailed, maintained at the present level, or expanded to eventually include 50 - 100 Centers as was originally discussed by U.S.O.E. officials. The Vietnam situation is a critical

factor in national planning. Also critical is the decision as to which educational programs to support with whatever funds are available.

Decisions about the program at the federal level involve questions of strategy that we must also consider in planning our own program for the years ahead.

At least three strategies may be followed in planning an R & D Program in education. The traditional one in colleges and universities is to identify professors interested in education and to provide support for them on a competitive basis, and encourage each to proceed as he chooses. Much faith exists in this kind of approach to the improvement of human affairs. Knowledge is extended through research; the results are published; and eventually get into the mainstream of daily living.

A second strategy is to identify the illnesses in education, that is, try to find what is wrong, and then commit human and monetary resources to cure the illnesses. This strategy is prevalent in the field of medicine and to a lesser extent in agriculture. It also underlies the bulk of the Elementary and Secondary Education Act of 1965 in that most of the program focuses on the culturally disadvantaged.

A third strategy is to develop a program in terms of the kind of education that will simultaneously foster self-realization of the individual and improve the quality of democratic living. As our Center gains momentum, we are devoting more resources to extending knowledge about school learning and to developing exemplary instructional programs for children and youth. Also we are developing new models and procedures, and refining traditional ones that will accelerate educational improvement.

We are concerned about the direction of our program now and for the next decade. We cannot be certain that the third strategy is the best one or that we have the knowledge and capabilities that are necessary to develop and refine the best possible kinds of education for children and youth. So we are bringing in an increasing number of resource persons from higher education, governmental agencies, and public life to assist us in charting the future.



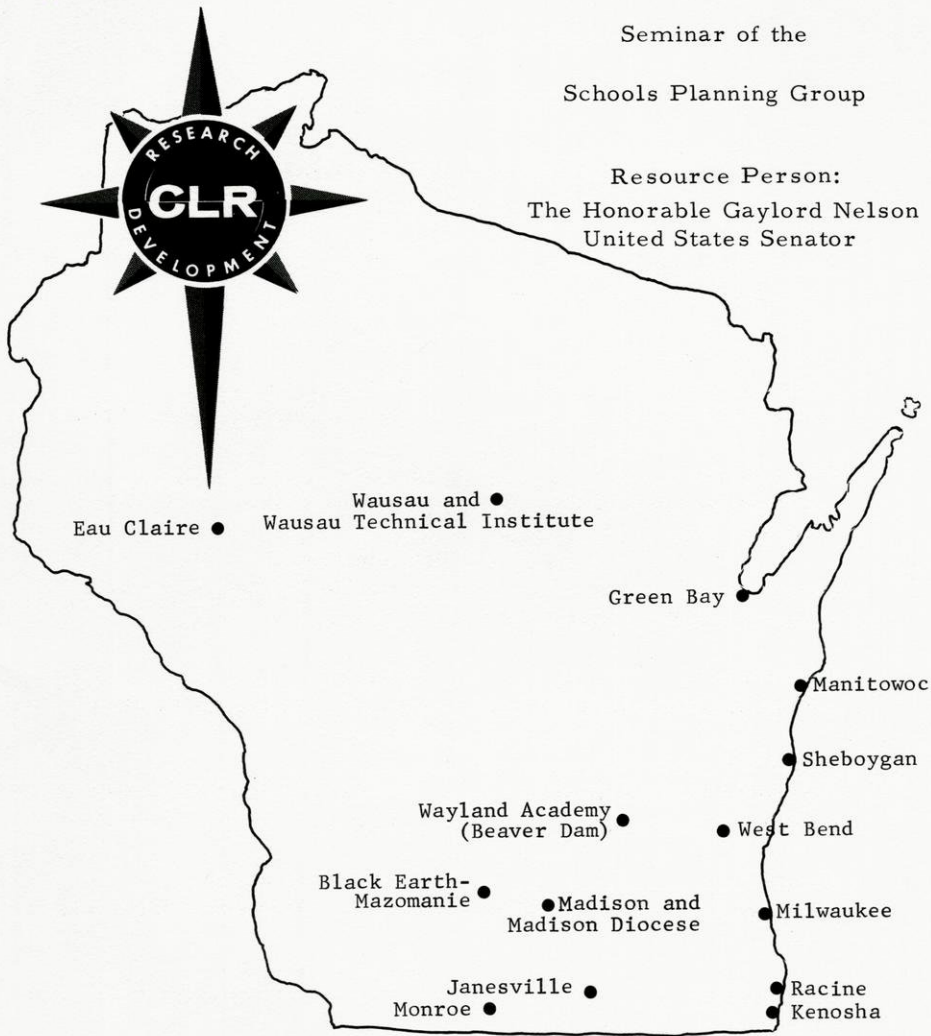
Having participated in research and development in education from its inception, we are confident that an unforeseeable future requires flexibility in planning and programing. We do not foresee the future with sufficient clarity to outline more than a statement of goals and a broad strategy or plan of operations for achieving the goals. The staff has demonstrated high productivity with this kind of program. Further, everyone associated with the Center is proceeding with enthusiasm and vigor, generating many promising new ideas, only a few of which could be mentioned today.

As we conclude our program for another year, I note enthusiasm and justifiable pride among our staff concerning their accomplishments. Desire for further progress is equally evident. Faith in the future of education, and confidence in finding a better way of life through education are also observable. Research and development in education are essential to both. We are especially fortunate to have Senator Nelson with us at his last meeting to share ideas, successes, and concerns. To you, Senator Nelson, Center colleagues, and all others, my thanks and very best wishes.

*CLR*  
"EDUCATIONAL RESEARCH AND DEVELOPMENT IN WISCONSIN"

Seminar of the  
Schools Planning Group

Resource Person:  
The Honorable Gaylord Nelson  
United States Senator



RESEARCH AND DEVELOPMENT CENTER  
FOR LEARNING AND RE-EDUCATION  
THE UNIVERSITY OF WISCONSIN

8:15 a.m. - 1:30 p.m.  
Friday, June 10, 1966  
Wisconsin Center, 702 Langdon

MEMBER SCHOOLS OF THE PLANNING GROUP  
OF THE R & D CENTER

Black Earth-Mazomanie Robert Ames, Dist. Adm.	Milwaukee Harold S. Vincent, Dist. Adm.
Diocese of Madison Rev. James G. Kramer, Supt. of Schools	Monroe D. J. Huenik, Dist. Adm.
Eau Claire Homer DeLong, Dist. Adm.	Racine John Prasch, Dist. Adm.
Green Bay Russell S. Way, Dist. Adm.	Sheboygan Leslie W. Johnson, Dist. Adm.
Janesville Fred R. Holt, Dist. Adm.	Wausau G. W. Bannerman, Dist. Adm.
Kenosha Harold Maurer, Dist. Adm.	Wausau Technical Institute Lawrence Hoyt, Director
Madison Robert D. Gilberts, Dist. Adm.	Wayland Academy R. A. Patterson, Director
Manitowoc Charles E. Jones, Dist. Adm.	West Bend Paul M. Loofboro, Dist. Adm.

## PROGRAM

8:15 a. m. Registration and Coffee - Room 313

8:30 a. m. SECTIONAL MEETINGS

### Highlights and Concerns of Federal Programs

Roving Consultants to Sectional Meetings:  
Members of the Policy Board of the R & D  
Center--Dr. Lee S. Dreyfus, Dr. John Guy  
Fowlkes, Mr. Leo R. Hilfiker, Dr. Burton  
W. Kreitlow, and Dr. Henry Van Engen

#### Section I - ESEA, Title I

Chairman: Mr. John Prash, Superintendent, Racine  
Unified School District No. 1  
Resource: Mr. Frank N. Brown, Adm., Title I,  
ESEA, State Dept. of Public Instruction  
Dr. Arthur W. Staats, Principal Investi-  
gator, R & D Center  
Recorder: Mr. Eugene Lynch, Director of Instructional  
Services, West Bend Public Schools

#### Section II - ESEA, Title II

Chairman: Mr. Fred R. Holt, Superintendent, Janes-  
ville Public Schools  
Resource: Mr. Chester W. Spangler, Adm., Title II,  
ESEA, State Dept. of Public Instruction  
Dr. Milton O. Pella, Principal Investiga-  
tor, R & D Center  
Recorder: Dr. David H. Ford, Research Associate,  
R & D Center

#### Section III - ESEA, Title III

Chairman: Mr. Paul M. Loofboro, Superintendent,  
West Bend Public Schools  
Resource: Mr. Archie A. Buchmiller, Deputy Super-  
intendent, State Dept. of Public  
Instruction  
Mr. Harris E. Russell, Director of In-  
structional Services, Racine Unified  
School District No. 1  
Recorder: Dr. George T. O'Hearn, Principal Inves-  
tigator, R & D Center

Section IV - ESEA, Title IV

- Chairman: Dr. Robert D. Gilberts, Superintendent,  
Madison Public Schools
- Resource: Dr. Norris M. Sanders, Director of Edu-  
cational Research, Manitowoc Public  
Schools  
Dr. William H. Ashbaugh, Director of  
Psychological Services, Milwaukee  
Public Schools
- Recorder: Dr. Frank B. Baker, Principal Investi-  
gator, R & D Center

Section V - Higher Education Act, Title I - Continuing Edu-  
cation - Community Service

- Chairman: Dr. J. C. Ferver, Director of Field Ser-  
vices, Extension Division, University  
of Wisconsin
- Resource: Dr. Wayne R. Otto, Principal Investiga-  
tor, R & D Center  
Mr. R. J. Krogstad, Supervisor, Adult  
Education, State Board of Vocational  
and Adult Education
- Recorder: Dr. Jack Dennis, Principal Investigator,  
R & D Center

Section VI - Higher Education Act, Title V - Teacher Pro-  
grams

- Chairman: Dr. Frisby D. Smith, Secondary Supervi-  
sor, Milwaukee Public Schools
- Resource: Mr. H. C. Weinlick, Executive Secretary,  
Wisconsin Education Association
- Recorder: Dr. James C. Stoltenberg, Coordinator,  
Teachers' Clinical Experience, Uni-  
versity of Wisconsin

## GENERAL SESSION

Presiding: Dr. Max R. Goodson, Co-Director for  
Administration, R & D Center

9:30 a. m. Educational Research and Development in Wisconsin

Educational Research and Development in the University System: President Fred Harvey Harrington, University of Wisconsin

Educational Research and Development in the State Department: Mr. William C. Kahl, State Superintendent, Department of Public Instruction

10:00 a. m. The Role of the Federal Government in Educational Progress: The Honorable Gaylord Nelson, United States Senator

10:45 a. m. Discussion and Summary of Section Meetings:  
Panel composed of Senator Nelson, Co-Directors of the R & D Center, Chairmen of the sectional meetings, and the Roving Consultants

11:45 a. m. LUNCHEON MEETING

Educational Research and Development on the Madison Campus: Chancellor Robben W. Fleming, University of Wisconsin, Madison Campus

Highlights and Concerns of the Research and Development Center: Dr. Herbert J. Klausmeier, Co-Director for Research, R & D Center

Closing Remarks: The Honorable Gaylord Nelson, United States Senator

RESEARCH AND DEVELOPMENT CENTER  
FOR LEARNING AND RE-EDUCATION  
Staff Members, June, 1966

PROFESSORIAL STAFF

Co-Directors

Herbert J. Klausmeier, Educational Psychology, Co-Director for Research	Max R. Goodson, Educa- tional Policy Studies, Co-Director for Admin- istration
---	---

Principal Investigators

Ronald R. Allen, Speech and Curriculum and In- struction	Gary Gumpert, Radio-TV Education
Vernon L. Allen, Psychol- ogy	Warren O. Hagstrom, So- ciology
Frank B. Baker, Educa- tional Psychology	Burton W. Kreitlow, Edu- cational Policy Studies and Agricultural and Ex- tension Education
Nathan S. Blount, English and Curriculum and In- struction	George T. O'Hearn, Cur- riculum and Instruction
Robert C. Calfee, Psychol- ogy	Wayne R. Otto, Curricu- lum and Instruction
Gary A. Davis, Educa- tional Psychology	Milton O. Pella, Curri- culum and Instruction
Jack Dennis, Political Science	Arthur W. Staats, Educa- tional Psychology
Lee S. Dreyfus, Radio-TV Education and Speech	Henry Van Engen, Math- ematics and Curriculum and Instruction
Harold J. Fletcher, Psy- chology	Richard L. Venezky, Eng- lish and Linguistics
Calvin W. Gale, Curricu- lum and Instruction	Bruce H. Westley, Jour- nalism
Robert E. Grinder, Edu- cational Psychology	

## CENTER SUPPORTING STAFF

### Professional

Leo R. Hilfiker, State Department of Public Instruction	Danny G. Woolpert, Assistant to the Co-Directors
---	--

### Secretarial and Clerical

Doris Ardelt	Irene Hill
Darlene Barkema	Arlene Knudsen
Pauline Clough	Maryann Petraitis
Patricia Einfeldt	Jan Ravidou
Caroline Ezzell	Mary Schroeder
Kathleen Fitzgerald	Judith Uhles
Alyne Greene	Mary Walker
Ralph Henes	

### R & D AND PROJECT ASSOCIATES

Doris M. Cook	Karl A. Minke
Dr. David H. Ford	Leslie P. Steffe
Dr. William L. Goodwin	Dr. William R. Walker

### RESEARCH AND PROJECT ASSISTANTS

Keith E. Barenklau	Daniel O. Lynch
Barbara L. Boe	Mary E. Manske
Barry Bragg	Thomas J. Martin
James Braswell	Judith R. McBurney
Irvin H. Bromall	Marguerite A. Melin
Diane L. Brown	Michele Minnis
Priscilla G. Butts	Mary E. Montgomery
Russell L. Carey	Eunice May Nicholson
Carin S. Cooper	Robert B. Parr
J. Kent Davis	James G. Ramsay
Marcus S. Fang	Werner J. Severin
Jerry D. Feezel	Nancy S. Smuckler
Wayne C. Fredrick	Nyles G. Stauss
Stanley L. Helgeson	Deborah M. Stewart
Hower J. Hsia	Alice J. Train
Joan M. Jacobson	Robert W. Trezevant
Shelby Johnson	Henry J. Triesenberg
Dorothy L. Jones	Adrian P. Van Mondfrans
Frederick J. Kauffeld	Allen M. Voelker
Barbara J. Kennedy	Roberta R. Weissglass
Elizabeth Ann Koch	Franklin A. Wittwer
Julie Landeen	Robert E. Ziegler
Nelda F. Liebig	



Program Committee  
Doris Cook, Chairman  
Pat Einfeldt, Dan Woolpert



# UNIVERSITY NEWS and PUBLICATIONS SERVICE

THE UNIVERSITY OF WISCONSIN

BASCOM HALL • MADISON, WISCONSIN 53706 • PHONE 262-3571

May 31, 1966

Dear Editor:

A major "School Planning Seminar" will be held on the Madison campus of the University of Wisconsin June 10. About 150 persons (all invitees), officials of Wisconsin schools, are expected to participate. It will begin with an informal gathering at 8:30 a.m. at the UW Research and Development Center at 1404 Regent St (2nd floor). On hand will be U.S. Sen. Gaylord Nelson and University officials. There will be a tour of the center--and an excellent opportunity for photographers to take some pictures.

Sen. Nelson is scheduled to serve the seminar as a resource person, and he will speak on "The Role of the Federal Government in Educational Progress" at 10:20 a.m. at the Wisconsin Center, 702 Langdon St., where sessions will be held.

The seminar will be concerned with these topics: Federal Programs, Continuing Education-Community Service, Educational Research and Development in Wisconsin, and Teacher Programs. A program is attached.

This is likely to be one of the foremost meetings of its kind in 1966. We feel sure you will find it most worthwhile to staff.

James F. Scotton, Director  
News and Publications Service

JFS/bh

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

12/10/64 mk

RELEASE:

Immediately

By MICHAEL KIRKHORN

MADISON, Wis.--Spending for rapidly expanding programs of educational research and experimentation at the University of Wisconsin could reach \$12 million annually by 1974, Dean Lindley J. Stiles of the School of Education at Madison predicted Thursday.

Despite this rapid growth, the State of Wisconsin has contributed a decreasing percentage of School of Education funds for research, Dean Stiles pointed out. It paid 60 per cent in 1955-56, but this declined to 12 per cent in 1959-60, and 9.1 per cent in the current academic year.

Dean Stiles made his prediction while reviewing what he described as an "astronomical increase" in support for educational research at Wisconsin in the past decade--from \$30,000 in 1954 to more than \$4.8 million this year, for a 10-year total of \$10 million.

But dramatic increases of the kind experienced at Wisconsin give no cause for complacency, Dean Stiles warned. Spending for educational research at Wisconsin reached \$1 million annually for the first time in 1960. Only continued growth can give educators the resources they need to tackle basic problems in education, he said.

"Investment in research must continue to grow at the state and national level," Dean Stiles said. "If it does not, we can expect widespread backwardness throughout our school systems."

Of nearly \$4.9 million available this year to the School of Education for research and experimentation, about \$4.4 million came from gifts and grants to the University.

-more-

*Educational Research  
& Dev. Center*

## Add one--education budget

The federal allotment accounts for 55 per cent of 1964-65 funds for research and program experimentation. Approximately 25 per cent, \$1,225,000, comes from private and philanthropic organizations; 10.8 per cent, \$525,000, from Wisconsin school systems; and 9.1 per cent, \$440,000, from the State.

The federal government has granted Wisconsin in excess of \$2.5 million this year for educational research and development. The largest single federal grant is for \$500,000 to establish at Madison a center for the investigation of learning processes. Ultimately, the U.S. Office of Education will spend about \$2.5 million on this project.

"The establishment of this center illustrates the way federal funds can stimulate basic educational research," Dean Stiles said. But he added that there should be a substantial increase in this kind of federal spending.

"Only two-tenths of one per cent of federal funds spent on education goes for research and development," he said. "To prevent obsolescence in our schools this figure should be increased to five per cent."

Current federal grants exceeding \$700,000 have gone to Wisconsin for research into educational problems of children who are mentally retarded or physically or emotionally handicapped. These grants also help train special education teachers.

The University's Rehabilitation Counselor Education Program has received about \$250,000 in federal support this year for the training of vocational rehabilitation counselors and for research into job handicaps.

The largest contributor among private organizations--whose grants to Wisconsin for educational research total \$1,225,000 this year--is the Ford Foundation. Ford recently granted the University \$997,250 to finance the first year of the \$2 million Northern Nigeria Teacher Education Project. This will send 32 Wisconsin educators to Africa in an effort to improve teacher education in the vast northern region of Nigeria.

Add two--education budget

Another grant of \$820,000 will establish at Madison the nation's first university-wide center for research and development in vocational and technical education. The center will be under the co-direction of J. Kenneth Little, professor of educational psychology, and Gerald G. Somers, professor of economics.

Continuing support by the Ford Foundation for the Wisconsin Improvement Program (WIP) is in excess of \$100,000 this year. The five-year-old WIP is an effort to upgrade state education through cooperative programs between the University and local school districts.

WIP also is supported by about \$500,000 from its 35 cooperating school districts. State school systems will contribute a total of \$525,000 to Wisconsin for educational research this year.

The state budget allocates \$440,000 this year for educational research at the University. About \$43,000 of this amount comes through the University's Graduate School.

##

R+E '67 -

Add two-education budget

Another grant of \$250,000 will establish at Madison the nation's first

2,975,339

university-wide center for research and development in vocational and technical

education. The center will be under the direction of J. Kenneth Little

professor of educational psychology, and Gerald G. Samuels, professor of economics.

3,475,339

including support by the Ford Foundation for the Wisconsin Improvement

3,475,339

Program (WIP) is in excess of \$100,000 this year. The five-year-old WIP is an

648,750

effort to upgrade state education through cooperative programs between the

State Funds 4,648,750

4,124,089

University and local school districts.

4,124

It also is supported by about \$500,000 from the 35 cooperating school

2,890

1,050,000

districts. State system will contribute a total of \$225,000 to Wisconsin

TOTAL = 5.1 mill.

for educational research this year.

5,000,000 Fed

The state budget allocated \$400,000 this year for educational research

1,050,000

at the University. About \$43,000 of this amount comes through the University's

4.4

Gifts

957,750

Fed

2,012,581  
1,050,000  
500,000  
3,512,581

Private

State

648,750

Ford Fund 4475-

~~Not in Cent 28,500~~

~~Held 10,000 for Funds~~

# U.W. NEWS

*Educational Res. & Dev.  
Center for*

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706  
Telephone (Area Code 608) 262-3571  
6/7/68 JB

Release: Immediately

(EDITORS: This story is being released in connection with the Friday (June 10) conference on Educational Research and Development in Wisconsin to be held at the University of Wisconsin in Madison.)

By JACK BURKE

MADISON, Wis.--An educational branch of the University of Wisconsin is doing its research "where the action is."

Scholars at the Research and Development Center for Learning and Re-Education in Madison are conducting experiments right in the schools of Wisconsin with the help of regular, full-time teachers. Any changes worth incorporating have a head start on action.

The center is one of nine such units established by the U.S. Office of Education at various universities during the past two years.

"We are trying to discover what factors make children learn more in less time, remember more of it, and use it more effectively," Dr. Herbert J. Klausmeier, professor of educational psychology and co-director of research at the center, explains.

Well known among educators for his studies of gifted children, Dr. Klausmeier is the author of "Learning and Human Abilities: Educational Psychology."

"Our particular problem," he states, "is cognitive learning. This involves teaching children the recognition of things by shape, colors, numbers. It also concerns in a broader sense the teaching of the intellectual abilities and skills associated with a subject, such as mathematics, English and the like."

Dr. Max R. Goodson, professor of educational policy studies, is co-director for administration. He is a former dean of the Boston University School of Education and served as editor-in-chief for Ginn and Co., publishers of educational books.

Add one--R and D center

The center's program got underway Sept. 1, 1964, and will continue for at least five years. Representatives of 16 public and private schools from all sections of Wisconsin meet regularly with the center staff as a planning committee. More than 100 schools are participating in research conducted by the center. Reports describing completed findings are distributed widely to persons concerned with learning.

The task may sound overwhelming, but Dr. Klausmeier believes the center is in a unique position to pinpoint those variables which help or hinder learning progress of youngsters.

During the past semester, research and instructional units were set up in the school systems of Janesville, Racine, West Bend, Madison, and Milwaukee.

For example, Janesville is testing a pilot spelling program for sixth-graders. Four teachers, one a learning specialist, and 102 pupils are engaged in the project. Each teacher tries the gamut of different methods, one week at a time, with her class.

"Under the old system," Dr. Klausmeier says, "one teacher would use one method, and another teacher would use another method. In the end you couldn't tell whether the children were learning better because the teacher or the method or the child were different. With this plan, however, we can find out to what extent any method works with all the teachers."

In the future, this procedure, making the research unit an active part of the school system, will become a normal part of the school scene.

"There is both small-scale experimentation and large-scale field testing," he adds. "To help solve problems, new methods and materials are being developed."

Researched, too, are characteristics and behaviors of the learners, the development of reading ability of culturally-deprived children, and the forces outside the classroom setting, including home and neighborhood conditions. Communications experts are studying means of spreading the knowledge, particularly instructional television.



# U.W. NEWS

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706  
Telephone (Area Code 608) 262-3571

Release:

Immediately

10/18/65 res

MADISON, Wis.--A four-day conference on conceptual learning opened Monday at the Research and Development Center of the School of Education on the Madison campus of the University of Wisconsin.

The conference is presided over by Dr. Chester W. Harris, chairman of the UW department of educational psychology, who holds the A. S. Barr Professorship in Educational Psychology at Wisconsin.

The purpose of the session is to review research into the learning of both children and adults. The Center is currently studying how people learn so that new methods of teaching can be recommended to classroom teachers.

The Research and Development Center was established in August, 1964, under contract with the U. S. Office of Education.

The Center is under the co-direction of Profs. Herbert J. Klausmeier and Max R. Goodson.

###

Professor Herbert J. Klausmeier, Chairman  
 Professor Lee Dreyfus  
 Professor John Guy Fowlkes  
 Professor Chester W. Harris  
 Professor Burton W. Kreitlow  
 Professor Julian C. Stanley  
 Professor Henry Van Engen  
 Dean Lindley J. Stiles (~~ex-officio~~)

A University Advisory Panel of 20 <sup>professors</sup> ~~members~~ will assist the Policy Board in developing policy and in securing personnel in the subject matter disciplines and in the behavioral sciences. Fifteen Inter-agency Consultants will facilitate cooperation between the Center, and the University, and the State of Wisconsin and the public schools.

School systems throughout the State, the region, and the nation will participate in various aspects of the Center.

The Center at Wisconsin, as two other Centers already established, will be financed by the U. S. Office of Education and the University of Wisconsin. The contribution from the U. S. Office of Education will be approximately \$500,000 per year for a five-year period. In the fourth year the Center will be evaluated by a team from the U. S. Office of Education. If the Center is performing its functions well, it will receive support for another five years and possibly longer.

An Evaluation Committee of nine members from outside the University will function independently of other committees to evaluate the program of the

Center. It will be composed of behavioral scientists, professors in the academic fields, and representatives of other professions. Priority will be given in the evaluation to knowledge being discovered, research designs, and the effectiveness of development and dissemination activities.



# NEWS FROM THE UNIVERSITY OF WISCONSIN

Serving the state through campuses at Madison and Milwaukee, nine University Centers, and a statewide extension system.

9/25/64 jb

Immediate Release

MADISON, Wis.--Twenty-one contracts with federal agencies, including one of \$2,488,100 to support the University of Wisconsin's new Center for Research and Development for Learning and Re-education, were approved by UW regents Friday.

The new center will be affiliated with the department of educational psychology, and be the first national agency set up to investigate learning problems. Its findings will be disseminated to school systems throughout the United States.

The grant, from the U.S. Office of Education, outlines a five-year sponsorship, starting this fall in Madison.

Dr. Lindley J. Stiles, dean of the School of Education, and Prof. Herbert J. Klausmeier, educational psychologist, are the co-directors of the center project.

The Office of Education also allocated \$266,880 to the UW department of educational administration to support research titled "An Investigation of Observer-Judge Ratings of Teacher Competence."

Other contracts for services to be provided by University departments include:

With the U.S. Air Force Office of Aerospace Research, \$8,786, sociology; \$7,900, mathematics; Army Research Office, \$24,830, geology;

Office of Education, \$9,900, University of Wisconsin-Milwaukee department of education; \$3,090, sociology; \$4,092, \$8,400 and \$83,609, educational psychology; \$7,500, educational administration; and \$19,575, UWM Spanish and Portuguese;

add one--federal contracts

Agency for International Development, \$600, College of Agriculture International Programs; Naval Supply Center, \$1,000, various departments; XIV U.S. Army Corps, \$255, military science; Atomic Energy Commission, \$760, chemistry; National Aeronautics and Space Administration, \$196,000, meteorology and electrical engineering;

Department of the Interior, \$14,000, Wisconsin Geological and Natural History Survey; Armed Forces Institute, \$4,180, \$4,699, and \$3,291, Extension Division.

# # #

# MADISON NEWS

*Education  
Educ Res & Development  
Center*

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

10/1/64 jb

Immediately

Prof. Lindley J. Stiles, dean of the University of Wisconsin School of Education in Madison, will discuss advances in education at a zoology colloquium in Room B302 Birge Hall at 3:40 p.m. Friday (Oct. 2).

Special emphasis will be placed on the University's new Research and Development Center for Learning and Re-Education, the only agency of its kind in the country, supported by a \$5 million grant from the U.S. Office of Education.

Prof. Donald Bucklin, zoology, will speak of new programs in science education.

The public is invited to attend.

##

# U. W. NEWS

8/7/64 mk

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

RELEASE:

Immediately

*Educational Research  
& Development  
Center for*

## With Center Contract Story

University of Wisconsin administrators made these comments on the establishment of the \$3.5 million Center for Educational Research and Development on the Madison campus:

UW President Fred Harvey Harrington:

"This is an important day in the history of the University of Wisconsin. This agreement marks the culmination of years of effort devoted to the improvement of the research capabilities of the School of Education, and opens the way to still greater developments. Dean Stiles, Prof. Klausmeier, Dr. Fowlkes, and the many others who worked on this project and for the development of the School of Education are to be congratulated and commended for their efforts."

-0-

Dean Lindley J. Stiles of the UW School of Education, Center Co-director:

"This is a tribute to the high quality of our researchers. It demonstrates the effective and fruitful cooperation that exists between the University, the State Department of Public Instruction, the Wisconsin Improvement Program and Wisconsin's schools. Also encouraging is the bold spirit of research support demonstrated by the U.S. Office of Education in establishing this Center at the University of Wisconsin."

-more-

Add one--comments

Herbert J. Klausmeier, UW professor of Educational Psychology and Center co-director:

"This cooperative venture is an attempt to make a significant contribution toward the understanding and improvement of school learning. The dreams and hopes of many persons are culminated in this project. The staff of the Center is committing a large portion of their life energies to this task of improving education. Equally important, this project represents a fulfillment of the needs of public school personnel throughout the state who have long needed this kind of leadership from the University. Already many public school systems are working with the University of Wisconsin, and the extent of cooperation will be greatly enlarged with the work of the Center."

-0-

Prof. John Guy Fowlkes, director of the Wisconsin Improvement Program:

"The Center is in a real sense potentially the means by which basic research may be conducted on a wide front of education, particularly into the ways in which students learn. The Center is also fortunately committed to the utilization of local school systems in its pursuit of new findings in the realm of human learning. The wide dissemination of the results of research and the involvement of many people in the work of the Center will truly benefit learning in Wisconsin."

##



# U. W. NEWS

8/7/64 mk

*Educational Research &  
Development Center for*

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

RELEASE:

Immediately

MADISON, WIS.--A \$3.5 million Center for Educational Research and Development will be established at the University of Wisconsin in Madison under terms of an agreement between the UW and the U.S. Office of Education.

The UW Center will be the first national center set up to investigate learning problems. Its findings will be disseminated to school systems throughout the nation.

The federal government will provide about \$2.5 million over an initial period of five years, from fiscal 1965 through 1969. Extension for at least five more years is likely, according to Prof. Herbert J. Klausmeier, UW educational psychologist and co-director of the project. Dean Lindley J. Stiles of the UW School of Education is the other director.

"The Center will lead the nation in improving the efficiency of learning by children in schools and by adults in selected settings," Prof. Klausmeier said.

UW President Fred Harvey Harrington said the signing marked "an important day in the history of the University of Wisconsin."

"This agreement marks the culmination of years of effort devoted to the improvement of the research capabilities of the School of Education, and opens the way to still greater developments," Dr. Harrington said.

Howard F. Hjelm, director of basic research for the U.S. Office of Education, negotiated the contract with the UW. He said the agreement follows a new pattern in educational research of "full institutional commitment" to the solution of a particular complex of problems.

add one--contract

"The University of Wisconsin has pledged itself to fully investigate the problem of learning and to disseminate research findings in a way which will bring about definite changes in school practices," Hjelm said.

He said the UW is "perfectly suited" to undertake this institutional commitment.

"The University of Wisconsin was chosen because of the exceptional quality of its educational researchers, because of its excellent relationship with local schools and with the State Department of Public Instruction and because of the wholehearted dedication to the project existing in Madison," Hjelm said.

Prof. Klausmeier said research emphasis would be on learning by children and youth in normal school situations.

"Especially stressed will be the learning of concepts and problem solving techniques in mathematics and other basic subjects," he said.

Research and development will be carried on in Wisconsin, throughout the Midwest and in selected school systems across the nation. Information developed through research will be distributed to schools everywhere in the United States by a variety of means including demonstration centers in the schools and educational television.

Center activities will begin Sept. 1 and continue in a building rented by the UW until a new School of Education building is constructed.

The 35 school systems - 34 in Wisconsin and one in Minnesota - affiliated with the Wisconsin Improvement Program (WIP) will be included in the center program. Other schools will be invited to join as the program proceeds, Prof. Klausmeier said. The WIP is directed by Dr. John Guy Fowlkes, UW professor of educational administration.

Prof. Klausmeier offered this illustration of a research-development-implementation sequence in the new Center program. Taking the problem of defining concepts in the teaching of mathematics, Center researchers would:

One: Clarify by basic research the ways children learn mathematics.

Two: Develop instructional materials and try them out on a small scale.

Add two--contract

Three: Distribute the perfected materials to students and teachers of mathematics through TV and demonstration centers.

Federal funds for support of the Center will be about \$500,000 annually. The University's contribution will be about \$200,000 annually.

Renewal of the program after five years depends on the success of research and on the continuing support of the U.S. Congress, Prof. Klausmeier said.

Twenty professors from education, other disciplines, the behavioral sciences and radio and TV will be budgeted part time to full time in the Center. There will be about 60 research and project assistants.

A Center Policy Board includes Prof. Klausmeier, Prof. Fowlkes, and Dean Stiles; and Profs. Chester W. Harris, Barr Professor of Educational Psychology; Burton W. Kreitlow, adult education; Julian C. Stanley, educational psychology; Henry Van Engen, chairman of the UW department of mathematics; and Lee Dreyfus, director of WHA-TV.

A University Advisory Panel of 20 professors will help develop policy and aid in the employment of researchers from pertinent fields outside the Center. Fifteen consultants from the UW, state agencies and public schools will help coordinate the activities of the Center. An independent committee composed of educators and others from outside the University will evaluate the Center program.

###

# U.W. NEWS

From The University of Wisconsin News and Publications Service, Observatory Hill Office, Madison 53706

Telephone (Area Code 608) 262-3571

Release:

7/20/65 mcg

Immediately

MADISON, Wis.--Wisconsin is in an ideal position to set up regional education centers--provided for in the new education act of 1965--because of the 19 natural regions established in the state by legislative action.

That is the opinion, based on wide research, of Jack Tanzman, investigator for National Defense Education Act projects who spoke to the Tuesday morning session of the Instructional Materials Institute in the Wisconsin Center.

Title III of the elementary and secondary education act provides \$100 million for grants to local school districts for establishment of supplementary education centers. A very wide range of activities may be authorized under the title, if school authorities cooperate with other educational and cultural interests in the communities.

"Our great contribution to the world, free education, is a stage in our development that we've met and passed," Tanzman told the educators attending the Institute. "Now we must do something else, establish equal education. Locally we can't do this; we need help from the state and national governments.

"In a year or two Congress will be investigating how we used the first \$100 million set aside to establish regional centers. If we use it wisely now, there is likely to be three or four times as large an appropriation for the centers in the future."

According to Tanzman, areas in which inter-district cooperation can be very important are in development of audio-visual materials; television programming; vocational training programs; library services; data processing; school publications; community resource programs; educational research; and teacher training.

Add one--Tanzman

"So often we find the same experiment being done--as an experiment--in five or six districts, often right next to one another. The right district never tells the left what it's doing. So, instead of pooling their knowledge, building on it and moving ahead, each district works on its own, making mistakes and failing to benefit from the work of others," Tanzman pointed out.

With cooperation on a regional basis, small districts maintain their independence and local control--but receive the benefits accruing to bigger districts through the cooperative services.

"Such cooperation can start at any level," Tanzman said. "As in St. Louis, it can be a film library. Or it can be a data processing center, or a transportation program. Our study showed that the greater the number of services you pool, the better off you are."

Centers could be established by a college and group of schools getting together, as in West Chester, Pa., Tanzman suggested. Or by the State Department of Public Education, as in Delaware, or several counties, as in Florida, or by a number of school districts, or a number of counties, or schools working with such public agencies as museums and police departments.

"There are many education bills, some with as many as 10 sections, all offering funds for specific purposes. Educators should study all sources of funds, for in the regional centers they can attract money for a vast number of different projects," Tanzman said.

"There are funds for educating the handicapped, for educational television, for science clubs, for specialized teaching and equipment, for extra school instruction, for instructional materials, rural education, vocational education, visiting teachers program, and retraining. Use of all these funds could add up to a regional center completely equipped to educate all citizens in the area," he concluded.

# U.W. NEWS

From The University of Wisconsin News and Publications Service, Observatory Hill Office, Madison 53706  
Telephone (Area Code 608) 262-3571

Release:

Immediately

6/3/65 jb

MADISON, Wis.--The University of Wisconsin Research and Development Center for Learning and Re-education in Madison has a new co-director, Dr. Max Goodson.

Prof. Goodson is former dean of the Boston University School of Education and served as editor in chief for Ginn and Co., publishers of educational books. In his new position, Prof. Goodson succeeds Dean Lindley J. Stiles of the UW School of Education, who asked to be relieved of his duties as co-director of the center.

Prof. Goodson, who holds four degrees from the University of Illinois, also will serve as administrative officer of the center. Prof. Herbert Klausmeier of the department of educational psychology is the other co-director of the center.

The center was established in 1964 under a \$500,000 U.S. Office of Education grant to stimulate basic research into the learning process. It is the first such center to be created in this country and its findings are sent to school systems in all states.

"The work of the center has grown beyond our original high expectations to the point where a full time administrative co-director is needed," Dean Stiles said. "We feel extremely fortunate in being able to persuade a man of Dr. Goodson's ability, training, and experience to join the staff."

Dean Stiles cited Prof. Klausmeier's organization of the Research and Development Center as a major reason for its remarkable progress in the past year. Prof. Goodson's assumption of the administrative responsibilities for the center will give Prof. Klausmeier more time to devote to his own research into learning problems, Stiles added.