

A COMPARATIVE INVESTIGATION OF INDEPENDENT STUDY PROGRAMS
IN SELECTED SENIOR HIGH SCHOOLS IN THE UNITED STATES
WITH RECOMMENDATIONS FOR THE SALINA PROGRAM

by 465

DEAN LOUIS OBERHELMAN

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CHAPTER I

INTRODUCTION

Social and scientific changes are causing many changes in secondary education in the United States. Advancements resulting from the exploding increase in knowledge, changes in the number of students to be educated by the secondary schools, the higher standards being placed on students by colleges and universities, the current emphasis on discovery learning, the importance of meeting individual student needs, and the need to instill in students the awareness for the necessity of continuous lifetime learning, are a few of the forces causing changes in secondary school curricula. New expectations are continuously being placed upon schools, and thus new measures are constantly being designed in attempts to meet new expectations.

One such measure which is currently receiving considerable attention is independent study. The need for independent study opportunities is the result of extension of areas of knowledge in every field which makes it incumbent upon students to go beyond classroom resources. In addition, the need is evident due to the importance in today's world for continuous lifetime learning to keep abreast of the many rapid changes which each person is expected to face. Such learning will be largely self-imposed and self-directed. Thus, self-responsibility, initiative, and resourcefulness must be developed; and training in methods and procedures of self-learning must be provided.

Although there is not an abundance of literature devoted to independent study opportunities, the Education Index shows an increasing number of articles devoted to the topic. Only a few schools having formal programs of independent study or schools which are giving considerable attention to it are mentioned in the literature. Many writers, however, refer to the importance of independent study and are in accord that renewed emphasis in this area is one of the bright spots in American education today.

The Problem

Statement of the Problem

The problem of the study was to locate, analyze, and summarize selected programs of independent study being offered senior high school students in the United States.

Purpose of the Study

In an effort to meet some of the diverse needs and objectives of secondary school students in today's modern world, as mentioned in the introduction, the Salina Senior High School inaugurated an independent study program on a limited experimental basis in September 1964. Even though the existing curriculum was of a comprehensive nature it was unable to meet all the interest, aptitude, and educational needs of all the students through traditional class scheduling procedures. Such needs are too diverse to make it practical to establish separate classes or courses of study for a very limited number of students having special

needs. The independent study program was designed to fulfill this need and to permit and encourage qualified students to engage in experiences which develop independent study habits, self-imposed responsibility for learning, initiative, resourcefulness, the spirit of inquiry, and to manifest the pleasure of discovery through scholarly research.

The framework for the independent study program in Salina Senior High School was generated from ideas expressed and discussed by interested faculty members and administrators. There was no initial awareness of any existing program of a similar nature. As in the case of every new experimental program or innovation improvements are made as a result of experience and in studying and analyzing the experiences of other conducting programs designed to accomplish similar objectives.

The purposes of the study were, therefore, to locate and study selected independent study opportunities in an effort to provide guidance for improving the existing program in Salina. Secondly, such a study should, in a general way, determine the extensiveness of such opportunities being offered senior high school students and the variety of ways such opportunities are being offered. Thirdly, the study should be of informational value to administrators and curriculum directors in schools interested in developing programs of independent study.

Definitions and Limitations

Independent study as used in the study is defined as study opportunities free from close faculty supervision. It is study in which

the students have available free or unscheduled school time which they may utilize for study in areas of their own choosing and in approved ways they feel appropriate to their objectives. Thus, within broad limits, students in independent study are granted freedom to define and pursue some of their own learning objectives and to select their own methods for obtaining these objectives. It is self-directed learning and investigating through self-imposed responsibility. Only general directional assistance is given by faculty advisors and this is largely on a student request basis.

The study is limited to secondary school grade levels of nine through twelve.

Methods and Procedures

Personal correspondence and a review of the literature on independent study were used to obtain leads to high schools conducting such programs and to obtain a general picture as to the extensiveness of the programs.

Initially correspondence was conducted with the offices of The Association for Supervision and Curriculum Development, the Research Division of the National Education Association, the National Association of Secondary School Principals, and the Office of Education of the United States Department of Health, Education, and Welfare. This initial correspondence requested the names of schools known to be conducting independent study programs.

The offices of these major professional organizations and educational agencies indicated a knowledge of only three schools conducting programs of independent study. The replies indicated, however, that programs of independent study are worthwhile and needed. It was also indicated that scattered evidence showed that such programs were gaining acceptance slowly but the names of only three schools known to be providing such opportunities were available.

The United States Office of Education provided a directory of personnel in State Departments of Education to contact regarding programs within the respective states. Letters were sent to the persons indicated in the forty-eight states of the mainland United States and to the District of Columbia. These letters requested the names of senior high schools which were known to be offering independent study programs. A total of thirty-seven replies from the forty-nine letters were received.

Replies from ten states indicated definite knowledge of specific schools offering independent study programs. In some cases the respondents were aware of only one or two such schools within their state. The ten states were Florida, Georgia, Idaho, Illinois, Kansas, Minnesota, New York, Ohio, Pennsylvania, and Washington.

Ten states indicated programs for the gifted, accelerated, or talented students of which independent study might be a part.

Seventeen states indicated that there were no such programs.

Twelve states did not reply. A review of the literature revealed one very limited program in operation in a state from which there was no reply. The literature also revealed two programs in states where the state departments of education indicated no known programs. These replies are summarized in Table I.

From the leads obtained from replies of the various state departments of education and from the literature, letters were sent to sixty selected school districts or to persons formerly affiliated with schools having independent study programs. These letters requested information relative to their programs of independent study. Thirty-eight replies were received. These are summarized in Table II.

Categorizing the replies was difficult due to the varied meaning given to the somewhat ambiguous term "independent study" and its relationship to course work in regular course offerings. An outline of the Salina program was sent with each letter in order to describe the type of opportunities being sought in the study. Of the thirty-eight replies, seventeen reported no special provisions for independent study. Twenty-one schools or school systems reported some program of independent study as defined. Some of these were of a very limited nature where only a few students were involved in one specific area, such as biology; others were connected to team teaching programs of instruction; others provided the privilege of complete freedom from supervised study halls where students were free to loaf or study in any available school facility during an unscheduled period; and other programs permitted students to petition

TABLE I
 REPLIES FROM STATE DEPARTMENTS OF EDUCATION

State	Independent Study programs known to be in operation	Programs for the gifted of which Independent Study might be a part	No known Independent Study program in operation	No reply
Alabama		X		
Arizona			X	
Arkansas		X		
California		X		
Colorado				X
Connecticut				X
Delaware				X
District of Columbia			X	
Florida	X			
Georgia	X			
Idaho	X			
Illinois	X			
Indiana		X		
Iowa			X	
Kansas	X			
Kentucky				X
Louisiana				X
Maine				
Maryland			X	
Massachusetts		X	X*	
Michigan		X		
Minnesota	X			
Mississippi		X		
Missouri			X	
Montana				
Nebraska			X	
Nevada		X		X*

TABLE I (continued)

State	Independent Study programs known to be in operation	Programs for the gifted of which Independent Study might be a part	No known Independent Study program in operation	No reply
New Hampshire				X
New Jersey			X	
New Mexico			X	
New York	X			
North Carolina			X	
North Dakota			X	
Ohio	X			
Oklahoma				
Oregon	X		X*	X
Pennsylvania				
Rhode Island				
South Carolina		X		X
South Dakota				
Tennessee			X	
Texas		X		X
Utah				
Vermont			X	
Virginia			X	
Washington			X	
West Virginia	X			
Wisconsin				X
Wyoming			X	X

*Literature revealed limited Independent Study programs at Bend, Oregon; Wayland, Massachusetts; and Deer Lodge, Montana.

TABLE II

SUMMARY OF REPLIES FROM SCHOOLS

State	Number of schools to which inquiries were sent	Number of schools responding with independent study programs	Number of schools responding with no special independent study provisions	Number of schools not replying
Arkansas	6	2	3	1
California	5	2	2	1
Colorado	1			1
Florida	8	2	1	1
Georgia	1		1	5
Idaho	1		1	
Illinois	9	5	1	
Indiana	1	1		4
Iowa	10	5	4	
Kansas	1			1
Massachusetts	2		1	1
Michigan	1	1		1
Minnesota	2			
Missouri	2		1	
Montana	1			1
New Hampshire	1			1
New York	1			1
Ohio	2	1		1
Oregon	1	1		1
Pennsylvania	3		1	1
Texas	2		2	2
Washington	1	1		
TOTALS	60	21	17	22

for unscheduled school time for depth or quest study on subjects or topics of their individual interest, whether connected to a course being taken or not.

Replies from some schools indicated they offered an independent study program but that it was only in the initial stage and very little descriptive information was forwarded. Other schools furnished detailed outlines of well-planned and developed programs.

In addition to the foregoing described correspondence, personal visits were made to four schools and with the principal of a fifth school.

The programs from all twenty-one schools responding have been included in the summary tables, but the independent study programs described in this study were selected on the basis of available information, and on the basis of diversity. The major information was obtained through direct correspondence with personnel in the various schools and in the personal visits. Supplementary information, in some cases, was obtained from the literature.

The programs used in the study were selected to illustrate the variety of opportunities being used to meet the objectives of independent study in schools of various sizes and in different geographical areas.

CHAPTER II

REVIEW OF THE LITERATURE

In recent years recommendations have been made by several educators and persons concerned with education that every student needs the opportunity and should be signed up for one subject that he works on entirely independently. No classroom work, no assignments, and no textbook are involved but genuine independent study.¹ Trump and Baynham state that "The organization of instruction in tomorrow's schools will provide many more opportunities for individual students' independent study, inside schools as well as outside, during school hours as well as after them."²

If in curriculum development the premise is accepted that "subjects belong in the school curriculum only by virtue of their usefulness in contributing to desired changes in present and future behavior of the learner,"³ it is necessary to find the answers to such questions as, what are the desired behavioral changes to be developed through independent study in schools today? For whom are such study opportunities

¹Calvin Greider, "Changes in Senior High School are Subtle but Significant," The Nation's Schools, 74:8, November, 1964.

²J. Lloyd Trump and Dorsey Baynham, Guide to Better Schools--Focus on Change (Chicago: Rand McNally and Company, 1961), p. 26.

³Harl R. Douglass, Modern Administration of Secondary Schools (Boston: Ginn and Company, 1963), p. 129.

appropriate? Through what avenues are such opportunities being provided and what are the outcomes?

The "knowledge explosion" is making many earlier commonly accepted methods of teaching obsolete. Many things formerly taught and learned as facts to be recalled for examination or when needed for other reasons are nonfactual and outdated today. Likewise many things accepted as truths today will no longer be applicable tomorrow as a result of new discoveries and undiscovered resources. This rapid rate of discovery of new knowledge is of recent origin and indications point to an even greater acceleration in knowledge discovery. Students can no longer be prepared for a world of stability for they will be facing a world of rapid and quickening change. There is need to educate youngsters for twenty-first century living, and it is difficult to comprehend what life will be like or what education will be needed to meet the unexpectancies.⁴ Education, then, must not be accepted as a twelve or sixteen year endeavor as a preparation for life, but rather education must be accepted as a lifetime process.

Schools, then, must teach students to seek knowledge and must instill in them the habit and desire of doing so. School needs to be a place where students learn how to learn and where student self-directiveness will be one of the major objectives.⁵ One avenue designed for the

⁴B. Frank Brown, The Nongraded High School (Englewood Cliffs: Prentice-Hall, 1963), p. 91.

⁵Eugene R. Howard, "Changes in Public Education," (remarks made on the occasion of an exploratory meeting for the formation of a Commission on Public Education, Chicago, January 27, 1965), p. 4 (Mimeographed.)

attainment of this objective is independent study.

The opportunity for independent study will help develop the skills and attitudes necessary to "go it alone." Skills of seeking and finding needed information and of analyzing, synthesizing, and summarizing it are important for self-education. The developments of self-responsibility for learning, for proper budgeting of time, and for the essential ingredient of initiative are desired outcomes of independent study which will be needed by today's youth in tomorrow's world of new knowledge. Too many students have encountered difficulty in traveling on their own when they reached college or when they accepted a job as a result of being directed and supported at virtually every step of the way through high school.⁶ An independent study phase of the curriculum should thus be where the emphasis is on learning rather than being taught and where the role of the teacher is a facilitator for learning rather than a dispenser of knowledge. It is where learning takes place for learning's sake rather than the result of a teacher requirement.

The knowledge explosion has a second effect upon the methods of education. As the volume of knowledge becomes greater neither the teacher nor the textbook can provide all the essential knowledge. Likewise with expanded fields of knowledge and the multitude of different student interests and needs it is not educationally sound to ask nor restrict students to the small segment of knowledge selected by

⁶Trump and Baynham, op. cit., p. 5.

the teacher or the textbook publishers as being the important segment. Opportunities to study topics or subjects that are of interest to individual students as well as those appropriate for groups of students need to be provided. Independent study is one avenue which provides students opportunities to work toward maximum attainment of each one's talents, no matter how unequal those talents and maximums may be, and is a move toward securing "more meaningful student participation in the learning process."⁷ In discussing approaches to improving instruction at the University of Illinois High School, Jackson gave a theoretical basis for independent study or the development of student self-responsibility for learning when he stated that the

Theoretical basis is related to the general hypothesis that students learn more when a considerable portion of their time is spent in activities that are self-directed toward the solution of problems which concern them than when all or almost all their time is spent in activities directed and planned by others.⁸

An indictment of secondary education was given by Sterling M. McMurrin when he stated:

It is probably fair to say that by and large secondary education has been the weakest area in the education continuum. Its weakness has been especially its too common failure to adequately induct the student into the foundations of knowledge and to rigorously discipline his intellect and to cultivate his

⁷"Experiment in Independent Study," School and Society, 90:273, Summer, 1962.

⁸David M. Jackson, "A Search for Practical Means of Improving Instruction by Increasing Students' Responsibility for Their Own Learning at the University of Illinois High School," The Bulletin of the National Association of Secondary School Principals, 43:239, January, 1959.

wonder and his intellectual curiosity and incite in him that adventurous quest for truth that is the crowning achievement of a school.⁹

To cultivate intellectual curiosity and quest is to open the doors for individual inquiry. It means opportunities to develop new perceptions through depth study. It means opportunities to develop to the maximum each student's creative talents and to allow his imagination to explore. Such are the ingredients essential to new discoveries in science, broader understandings in the humanities, and greater personal productivity.

The development of these ingredients necessitates a release from the four walls of the classroom and the freedom to expand intellectual and aesthetic horizons. Independent study opportunities are designed to provide this essential freedom. History supports the generalization that an increase in human freedom generates a rise in human productivity whether this productivity is in terms of new ideas, new discoveries, or economic goods and services.¹⁰ Freedom leads to exploration and to the release of the creative desire in students. It permits one to try without fear and to attempt what is more difficult than what one has previously achieved. Such freedom is essential to a student stretching

⁹Robert W. Heath (ed.), New Curricula (New York: Harper and Row, 1964), p. 273.

¹⁰Fred T. Wilhelms, "Using the Curriculum to Build Personal Strength," The Bulletin of the National Association of Secondary School Principals, 48:95, January, 1964.

himself, to finding his strengths, and to developing his confidence.¹¹ Self-responsibility for learning can only be developed through freedom to develop it and not through twelve years of restricted, directed, and controlled learning experiences.*

The freedom to pursue self-directed or independent study has until recently been considered suitable only for college honors or graduate level students. Recently the importance and need for such opportunities have been recognized by an increasing number of secondary school administrators and curriculum directors. The development of student responsibility received top priority in recent years in several projects initiated by the Illinois Association of Secondary School Principals.¹² Brown states that while the idea of high school students doing independent study is new, the process is not just a gimmick. Rather it is an innovation with much promise as a better way of educating boys and girls.¹³

Types of Programs

Because of the recency of attention being given independent study in high schools, most of the programs are experimental in nature and varied

¹¹Ibid.

¹²Trump and Beynham, op. cit., p. 97.

¹³Brown, op. cit., p. 97.

*Freedom necessitates responsibility. Thus the term "freedom," as used in relation to independent study, is interpreted to be freedom to pursue responsible studies within the structure of the school program.

in forms. The objectives, however, are largely the same. Typical programs include: (1) independent student research projects as part of the regular subject matter or course requirements, (2) built in opportunities in team teaching projects, (3) honor passes or released time for selected students to study topics of their own choosing, (4) unscheduled periods or freedom for all students from supervised study halls, (5) honors reading programs, (6) college level work extension courses, (7) Saturday and evening university seminars, and (8) programs where qualified students apply for approval to study or research a specific topic in depth independent from any subject or course work. The latter type, however, is customarily under the general counsel of a faculty member but, nevertheless, largely self-directed.

In some cases the students are restricted to the school campus but free to utilize any available school facilities. In other cases the students are not only free to leave the school campus to utilize outside resources, such as university libraries and professional laboratories, but are encouraged to do so in order to become better acquainted with resources and resource personnel in the community. The use of such resources is vital in continuous life-time learning which today's students will face in order to achieve intellectual fulfillment they may desire as adults.

Criteria for Student Participation

Opportunities for student participation in independent study programs vary greatly. Some programs are limited to the superior students in grade twelve; other programs are open to all students; and in between these two extremes are programs with varying degrees of limitations regarding enrollment criteria.

J. Lloyd Trump, Associate Secretary of the National Association of Secondary School Principals, states that independent study should be open to most students, and only those with limited skills, interests, and creative impulses should be restricted from independent study. The decision, as advocated by Mr. Trump, on how much and what kind of independent study will be productive for a given student should be made by teachers, counselors, and administrators; and the failure to place proper emphasis on the individual student's past records, potential talents, test and inventory scores, and readiness will limit the success of an independent study program.¹⁴

Beggs, in reporting on independent study in Decatur-Lakeview High School, stated that "it was a serious error to assume that only the able learner could perform independent study with profit, for the measure of

¹⁴ J. Lloyd Trump, "Independent Study" (Washington: A report prepared by the National Association of Secondary School Principals), pp. 2-5. (Mimeographed.)

worth of independent study is the individual student's potential."¹⁵ Although students in Decatur-Lakeview had to petition for independent study privileges and these petitions were screened, no student with low ability or poor grades was necessarily barred. It was found that many students who did not have the scholastic ability to get high grades were frequently profitable users of independent study time and facilities. Interest and self-direction are important attributes for successful pursuit in independent study and students of all abilities may possess these, according to Beggs.¹⁶ It was found, however, that while seventy percent of the student body in Decatur-Lakeview used the Instructional Materials Center and the content area laboratories without direct teacher supervision, the other thirty percent profited best from teacher supervised study most of the time.¹⁷

In an experiment on independent study at Antioch College an emerging hypothesis was that the factors of attitude, motivation, and other personality traits rather than academic aptitude were primary

¹⁵David W. Beggs, III, Decatur-Lakeview School: A Practical Application of the Trump Plan (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 125.

¹⁶Ibid., pp. 130-131.

¹⁷Ibid., p. 129.

in determining success in independent study.¹⁸ While a high school population has a much broader range of academic aptitude and intelligence than a college population, this hypothesis does suggest that these factors are likely very important for success in independent study at the high school level as well as at the college level.

The philosophy of the Melbourne, Florida, High School as it relates to independent study is that such opportunities need to be open to all students from the time they enter high school.¹⁹ Students there are assessed for the quest or independent study phase of the curriculum on the basis of "curiosity, imagination, aptitude for inquiry, viability of notions, purpose and intellectual excitement."²⁰ Of these the attitude of curiosity or inquiry about a subject or an area is the most important single factor, according to Brown.²¹

In analyzing independent study projects in science, Huffmire states that the following are characteristics which are needed to succeed in independent study projects and if they are not present they may be developed from independent study: (1) clarity of mind, (2) combination of imagination and caution, (3) patience and thoroughness,

¹⁸ Samuel Baskin and Morrie Keeton, "The Use of Independent Study Programs," Journal of Higher Education, 33:104, February, 1962.

¹⁹ Brown, op. cit., p. 98.

²⁰ Ibid., p. 58.

²¹ Ibid., p. 59.

(4) ability to finalize, (5) intellectual honesty, (6) love of discovery of new knowledge and understanding, and (7) singleness of purpose.²² He states further that genius is not necessary.

In discussing independent learning at the University of Chicago Laboratory School, Congreve states that many thirteen and fourteen year old students "can order their own learning and love to do it!" Furthermore, he continues, "interest and ability to do this seems not to be related to intelligence."²³ Some studies and projects started in independent study by ninth grade students in Wayland, Massachusetts, High School extended into or led into other projects in the higher grades. Some even extended for four years.²⁴ Thus students may become excited about areas of knowledge through the privilege to study in depth an area of personal interest. Such excitement may go unignited and the subsequent development of interest and knowledge undiscovered in customary classroom procedures.

An independent study program at Fimlico Junior High School in Baltimore gives further evidence that at least selected students at the ninth grade level are able to pursue such a study successfully. Goldsmith

²²Donald Wynant Huffmire, "Criteria for Independent Study Projects," Science Teacher, 28:33, May, 1961.

²³Willard J. Congreve, "Learning Center . . . Catalyst for Change?" Educational Leadership, 21:247, January, 1964.

²⁴William M. Griffin, "The Wayland, Massachusetts, High School Program for Individual Differences," The Bulletin of the National Association of Secondary School Principals, 47:126, March, 1963.

reports that those who questioned the maturity or the capacity of students at this age to profit from the studies conceived and pursued on their own discovered that the results of the program, which commenced in February, 1964, far exceeded the fondest hopes. These ninth grade students, according to Goldsmith, "have demonstrated that, with appropriate guidance, theirs is a suitable age to begin pursuing individually areas of study which they have selected."²⁵

While many programs of independent study limit the privilege to students of high academic performance and many restrict it further by permitting only seniors this opportunity, this would appear to be due to most programs being relatively new and experimental. Such a program is easiest to start with the older, more able, and more mature students in the senior year.²⁶

In initiating new programs it is wise to take precautions and safeguards in an effort to insure their success. In a report from John Marshall High School in Richmond, Virginia, a small successful beginning became contagious to where other students requested the opportunity to use laboratories after school and over Christmas vacation to develop studies of their own.²⁷ Such is the true spirit of learning

²⁵Edward L. Goldsmith, "Independent Study Pimlico's Enrichment Program," Baltimore Journal of Education, 41:1, 1963-1964.

²⁶Trump and Baynham, op. cit., p. 112.

²⁷Fred B. Dixon, "Independent Study, A Do-It-Yourself Program in English," Clearing House, 36:558, May, 1962.

and thirst for knowledge which independent study endeavors to develop. While independent study may be suited to more than the limited number permitted in many initial programs it is important that these initial programs be launched successfully. Thus many programs now offered on a highly restricted basis may well be expanded as experience is gained and confidence is developed.

In addition to the criteria previously mentioned for student approval to pursue independent study, other standards are quite common. Many require teacher recommendations or approval. Due to the unusual freedom granted in many programs, many schools require parental approval. Physical and mental health, past performance, school and outside work load are common considerations.

A common procedure for admission to independent study is for a student who is interested to petition for enrollment. Such a petition asks him to outline or describe the study in which he desires to engage and his reasons for wanting to make the study. In addition the applicant is often asked to submit to a personal interview with a faculty member or panel of faculty members. Such procedures not only serve as a screening device, where enrollment is selective, but they also have a positive psychological effect in giving importance to the program and seriousness to expectations on the part of students.

Time Factors in Independent Study

The amount of time students are permitted also varies with the type of program. In team teaching-flexible scheduling endeavors the independent study phase will, generally speaking, average forty percent of the school's schedule for students.²⁸ Experimental studies have shown a variation is needed among all ages and types of students, but in general less time will probably be scheduled for the younger students. This decision should be based on the professional judgment of teachers and counselors with consideration given to the wishes of the student's parents.²⁹ In the Melbourne, Florida, High School, where considerable emphasis is given to independent study, care is exercised, nevertheless, to limit the amount of time a student can spend in this phase. Brown states that "there is a danger of the scholarly or creative student becoming so isolated that he disassociates himself from the general student body."³⁰

In independent study programs outside team teaching and nongraded systems it appears the common procedure is to allow students to pursue their self-directed study for one period a day. This is exclusive of projects and reports which may be integral requirements of specific or regular courses such as English and science.

²⁸Trump and Beynham, op. cit., p. 27.

²⁹Ibid.

³⁰Brown, op. cit., p. 101.

Supervision

Although independent study is largely self-directed with an objective to develop self-responsibility, teacher supervision and guidance in varying degrees and means is important to the success of the program. Heller and Belford stated:

In the development of the attitude of pupil responsibility for learning, an apparently paradoxical situation may result. The more able the pupil, the less he will rely upon the teacher for knowledge; but the more he will require the intelligent guidance of the teacher so that his knowledge may be used wisely and effectively. If this danger is to be minimized and if the factual contributions are to be woven into a meaningful pattern, the influence of the teacher is necessary no matter how much self-responsibility the pupil develops.³¹

The role of the teacher-advisor in independent study is not to "give" students education but rather to facilitate their efforts in getting it. His assistance will likely be needed in helping formulate and delimit problems of investigation. He may need to motivate and provide encouragement when the rigors of the selected study or project seem too great for certain students. He likely will need to clarify and define possible methods of investigation and teach processes and procedures which may be appropriate for individual investigations. He will need to help students locate materials and resources and see that they have whatever working space is needed. In helping students gain insight into a problem

³¹ Melvin P. Heller and Elizabeth Belford, "Team Teaching and Staff Utilization in Ridgewood High School," The Bulletin of the National Association of Secondary School Principals, 46:119, January, 1962.

he will need to ask questions skillfully. Finally he needs to be concerned with the progress and evaluation of each student's investigation as well as the evaluation of the total independent study program.

To fill this role the teacher-advisor needs to be readily available to all students under his supervision and closely acquainted with each student's personality and interests. He needs to be well acquainted with the resources which are available and oriented to their use. In addition he must be willing to learn from the student and not become uneasy when students acquire greater knowledge than he possesses in some areas. Such a development is a common outcome of independent study and such an accomplishment should be encouraged and rewarded rather than treated with suspicion and insecurity.³²

Objectives and Evaluation of Independent Study

Evaluation of independent study opportunities is a two phase process. First is the evaluation of the student. This should be in terms of desired behavioral changes and the report or product of his investigation in terms of accuracy, completeness, and the methods used. The second phase is the evaluation of the program itself. This is essential to assess its strengths and weaknesses and to provide information beneficial toward improvement.

³² Congreve, loc. cit.

To be of maximum value, evaluation needs to be made in terms of the objectives or goals established as reasons for the program.

One of the objectives of independent study, as mentioned earlier, is to instill in students the desire and habit of seeking knowledge. An evaluative technique thus needs to determine if the students enjoyed the learning experiences obtained through the freedom of selecting and conducting an investigation of their own choosing. Attitudes and initiative displayed by the students during the investigation are important evidences for determining the accomplishment of this objective.

A second objective is the development of the proper skills and attitudes necessary for self-directiveness and the ability to "go it alone." Here the evaluation process needs to be concerned with the skill development in seeking, finding, and making maximum use of all available resources which are appropriate to the investigation. These skills plus the skills of analyzing, synthesizing, summarizing pertinent information and the efficient use of time are all essential ingredients to the development of self-responsibility for learning. In addition, if a student is to demonstrate his capability for self-direction, his work needs to show neatness, orderliness, and thoroughness. Some of these traits are difficult to measure, but if they are part of the objectives means must be formulated to evaluate them.

A third major objective of independent study is to provide better opportunities for maximum student attainment according to each student's individual talents and personal interests. Meaningfulness of the topic

of investigation; appropriateness of methods used in carrying it out; the validity of the information gathered; the accuracy of the observations made; and the development of new perceptions, deeper understandings, and creative endeavors are important criteria in evaluating this objective.

Since a basic objective of independent study is to broaden the educational opportunities in terms of individual needs, talents, and interests, the evaluation of each student's investigation should be in terms of his own potential and development, not in relation to the other students. Those making the evaluations of student investigations, thus, need to resist the constant temptation to contrast and compare independent study results among students.³³

Independent study evaluation does not lend itself well to conventional paper and pencil tests due to the comprehensiveness and uniqueness of the investigations and the extensiveness of independent study objectives. Instead, the general methods used include a comprehensive oral examination and an evaluation of the student's written report on his investigation. In addition, a self-evaluation by the students in terms of what they feel they have accomplished has been reported in some studies.

The oral examination is frequently given by a committee of faculty members. Generally included on the committee are teachers from fields

³³Trump, op. cit., p. 6.

outside the field of investigation as well as teachers from the related field. In addition, some committees include administrators and counselors and in one case persons from outside the school were included.³⁴ As one form of an oral examination, students in Melbourne, Florida, High School report upon their work to a seminar of students and submit to its questioning.³⁵ Brown reports that these examinations are intellectually exciting and stimulating for both the student and the faculty members.³⁶

Through the oral examination students gain valuable experience in presenting and defending their investigation and the teacher evaluators gain insight into student learning and motivation.³⁷ Reports from the programs utilizing the oral examination indicate the evaluation committees were impressed with the poise, confidence, conversation, and maturity displayed by students in meeting the committee.

A written report of the investigation as well as a display of any tangible project, on studies which lend themselves to project development, are customary requirements of independent study. Such are important not only for evaluation purposes, but it is an obligation of any scientist or researcher to pass his information on to

³⁴A. R. Oja, "Depth in Independent Study is Possible with High School Students," Montana Education, 40:19, September, 1963.

³⁵Brown, op. cit., p. 119.

³⁶Ibid., p. 121.

³⁷Ibid.

others through a written report.³⁸

As part of the evaluation process students should be encouraged to evaluate their own progress, growth, and maturity as a result of participating in independent study.

An independent study experiment for selected seniors in English the Powell County High School in Deer Lodge, Montana, brought these replies when the students were asked to express themselves as to the benefits of the program:

I've learned to think better

I've learned to put it down on paper

Self-discipline

Better development of choice of words to make a point -
it's easier now to express myself

Gained increased knowledge of a given subject

Increased interest in related fields

Developed competency in using resource material.³⁹

The reactions of the ninth grade students selected for independent study in Pimlico Junior High School, Baltimore, Maryland, are also positive toward the values of independent study. Typical of their comments are the following:

³⁸Huffmire, op. cit., p. 33.

³⁹Oja, op. cit., p. 20.

Should definitely be continued to give others such a challenging experience

Introducing me to both excellently and poorly written literature instead of being "spoon-fed" with already proven material

Fills a huge gap in my knowledge

Opened up a whole new outlook on my studies

Understood more about a subject I have always wanted to do something with but never had time

It has given me ideas for the future

Learned to work independently

Gave me greater insight

Became more open-minded on new ideas

Made me a more critical reader

I have begun to study with a scheme rather than bare facts

Opened up new areas of thought

Learned to think more critically and objectively

Helped me to organize a topic and how I should budget my time studying it

Gives a student self-satisfaction to feel that he has accomplished something on his own

Found it necessary to analyze my material, doubt it . . . think critically.⁴⁰

The second phase of evaluation is an appraisal of the program itself in order to strengthen it for students in subsequent years. This is largely subjective in nature through questionnaires and informal discussions, both group and individual, with students, faculty members,

⁴⁰Goldsmith, op. cit., pp. 5-6.

and parents of the participants. Questions such as: what preliminary work in preparation for independent study would have been helpful, what grade levels and percentage of students in each grade level could do independent study satisfactorily, what changes in grading and recognition would be desired, were facilities and resources adequate, what additional resources are needed, are typical of many which may be asked and the answers to which may prove helpful in improving the overall program.

A second way to assess the effectiveness of independent study is to follow up and question the graduates a year or more after graduation. An evaluation at this time would serve to indicate whether or not the program was meeting its desired objective in preparing students for college or post high school life better. Again ideas might be presented which would help to improve the program in accomplishing this objective. Such a follow up of graduates of Wayland, Massachusetts, High School, who were in college at the time of the follow up, indicated a feeling that they were reflecting a greater readiness to study on an independent basis.⁴¹

The evaluation processes of an independent study program are of major importance and should receive no small measure of attention. Students are highly conscious of the values a school and its faculty place on the different areas of the curriculum. Thus, dignity, importance,

⁴¹Griffin, loc. cit.

and respect will be given an independent study program through serious, valid, and respected evaluation procedures. The relative value the faculty places on quality investigations will likewise enhance or detract from the stature of the program as an image in the minds of the students.

Facilities for Independent Study

A prerequisite to the success of an independent study program is that students have access to extensive sources of information and adequate laboratory facilities to conduct the investigations, experiments, and research. In addition to the library with its books and other written material, students will need listening and viewing areas where they may listen to electronic tapes and study audio-visual materials pertaining to their investigation. For some investigations students may profitably use some of the facilities found in the community such as community libraries, professional libraries, and laboratories of business establishments and industrial organizations.

Individual study carrels are provided in some schools for students in self-directed study. Such study spaces provide visual and aural privacy for each student to facilitate better concentration. They also allow the student to spread out his study materials and leave them temporarily unattended while he seeks other resource material or confers with someone. In addition it provides the student a place where he can keep his resource materials from one day to the next, thus eliminating

e constant check-in check-out procedure or the need of carrying an abundance of materials with him between study sessions. The study carrel may also provide a psychological stimulus to the importance of self-directed learning by providing a "special" facility for those engaged in an independent study investigation.

Independent study programs, while diverse and experimental in nature and relatively limited in number, do appear to be well on their way to being established as an important ingredient in the curriculum of many secondary school students. It is an important approach in meeting individual differences and needs of students. It helps them realize the vastness of knowledge, its rapid increase, and its implications toward essential lifetime investigation and learning; and finally it helps students obtain the vital key of learning how to learn. This is summarized well in a statement by Dr. H. I. Willett, Superintendent of Schools in Richmond, Virginia, in 1962, when he stated:

The rapidity of change and the explosion of knowledge require that education be a continuing and continuous process. This fact emphasizes the importance of developing a proper attitude toward learning which must be accompanied by an increasing amount of independent study as pupils move from the elementary on to high school and college. Therefore, independent study under skillful guidance is a necessary part of the intellectual maturing process for which the high school must assume greater responsibility.⁴²

⁴²Dixon, *op. cit.*, p. 556.

CHAPTER III

THE STUDY

As indicated in Table II, page 9, twenty-one schools or systems of such schools from ten different states responded to the inquiry by indicating independent study opportunities being offered to students.

These schools were:

1. Barrington Consolidated High School, Barrington, Illinois
2. Bend Senior High School, Bend, Oregon
3. Burlingame Senior High School, Burlingame, California
4. Defiance-Paulding County Project, Defiance, Ohio
5. Emporia Senior High School, Emporia, Kansas
6. Evanston Township High School, Evanston, Illinois
7. Hall High School, Little Rock, Arkansas
8. Hialeah High School, Hialeah, Florida
9. Highland High School, Highland, Illinois
10. Highland Park High School, Topeka, Kansas
11. Holton High School, Holton, Kansas
12. Lawrence High School, Lawrence, Kansas
13. Lompoc Unified School District, Lompoc, California
14. Orange County High Schools, Orlando, Florida
15. Penn High School, Mishawaka, Indiana
16. Pine Bluff High School, Pine Bluff, Arkansas
17. Ridgewood High School, Norridge, Illinois

18. Shoreline High School, Seattle, Washington
19. Stillwater High School, Stillwater, Minnesota
20. Topeka West High School, Topeka, Kansas
21. University High School, Urbana, Illinois

The Defiance-Paulding County Project was a cooperative project of eleven high schools located within the geographic confines of Defiance and Paulding counties in Ohio. This was a cooperative project in which an attempt was made to study what might feasibly be a program for the academically gifted high school student in the smaller Ohio school. Approximately 75 per cent of the programming was centered around independent study. Information relative to this project was obtained from Horace H. Everett, Assistant Professor of Education, The Defiance College, Defiance, Ohio, who was the project director.

Information received from Hall High School and from Lompoc Unified School District was very meager and of little use in the study except to indicate that they have independent study programs. The Hall High School program was just being introduced in a small way with no available information of value, according to the principal. Correspondence from the Lompoc Unified School District stated that there was no written material available relative to its independent study programs, but the general framework of the program followed the same procedures as the Salina outline, which was submitted with the letter of inquiry.

In addition to the information received through correspondence and the literature related to some of the specific schools, personal visits

were made to observe the programs and visit with the administrators and teachers at Highland High School, Highland, Illinois; Highland Park High School, Topeka, Kansas; Ridgewood High School, Norridge, Illinois; and Topeka West High School, Topeka, Kansas. A personal off-campus interview was also held with the principal of Barrington Consolidated High School, Barrington, Illinois.

Classification of Programs

The study of the related literature indicated a wide variety of programs or opportunities specifically designed for independent study. This is also evident in comparing the types of programs offered in the schools selected for this study.

The programs were categorized into six classifications for this study. These classifications are: (1) quest and depth study independent from any specific or regular subject offering, (2) seminars, honors classes, or accelerated subject matter classes with emphasis on independent study within the framework of the class, (3) released time from regular subject matter classes for students to do independent study in the subject area, (4) team teaching programs where independent study is designed into the subject matter areas as an integral part of the curriculum, (5) opportunities for students to study programmed material or pursue correspondence course work at either the high school or college level, and (6) unsupervised or free time where students are at liberty to manage their own time outside of classes. In the latter type of

program the students customarily have access to the library and to various rooms and laboratories to pursue their regular studies or to study topics of personal interest. Likewise, they may choose to loaf, browse, or visit if they desire. In some cases they are permitted to go home with parent approval.

Table III compares the types of programs in the schools studied, according to the foregoing classifications. A few schools indicated independent study opportunities in more than one category. These are noted in the table also.

Subject Matter Areas of Independent Study

Along with the various types of programs specifically designed to offer independent study opportunities there was an item of interest concerning the subject matter areas in which independent study is commonly a part. Table IV shows that, while most subject matter areas are included in at least one of the twenty-one schools, science is the area most commonly explored by independent study. English and social science, however, also seem to be used to a considerable extent.

Some schools, such as Bend, Ridgewood, and University High, have independent study or quest development opportunities in specific courses, and in addition they provide unsupervised time for all students who are not discipline cases.

Schools offering independent study as a quest and depth study, or in seminars divorced from any regular subject offering, have no

TABLE III
CLASSIFICATION OF INDEPENDENT STUDY OPPORTUNITIES
IN SELECTED HIGH SCHOOLS

School	Quest study	Seminars, honors or accelerated classes	Released time from subject classes	Team teaching with independent study	Programmed or correspondence study	Unsupervised time	No information
Barrington							
Bend		X				X	
Burlingame		X		X		X	
Defiance-Paulding	X				X		
Emporia	X						
Evanston		X					
Hall			X				
Hialeah		X					
Highland		X	X				
Highland Park		X					
Holton	X						
Lawrence		X					
Lompoc	X				X		
Orange County	X						
Penn	X						
Pine Bluff		X		X			
Ridgewood							
Shoreline				X		X	
Stillwater						X	
Topeka West	X	X					
University	X		X			X	

TABLE IV
SUBJECT AREAS OF INDEPENDENT STUDY

School	Fields of investigation unrestricted	Art	Business	English	Foreign Language	Industrial Arts	Mathematics	Science	Social Science	Unsupervised time with no study restriction	No information
Barrington											
Berd		X		X	X			X		X	
Burlingame							X	X		X	
Defiance-Faulding	X							X			
Emporia											
Evanston				X			X	X	X		
Hall								X			
Hialeah				X				X	X		
Highland				X				X	X		
Highland Park											
Holton	X										X
Lawrence	X										
Lompoc	X										
Orange Co.	X										
Penn								X			
Pine Bluff								X	X		
Ridgewood		X	X	X	X		X	X	X	X	
Shoreline											
Stillwater											
Topeka West	X			X					X		
University					X			X		X	

subject matter limitation. The topic or project of a quest and depth study customarily requires prior approval by the student's teacher-advisor or faculty committee but is open to any subject related field.

To limit a depth and quest type of independent study program to certain academic areas is a mistake, according to the correspondence received from Owen Henson, principal at Topeka West High School. He reported on two boys who worked with the woodworking teacher on planning and constructing a camping trailer and another student who did a project in commercial art as their independent study projects. His report concluded that these were most rewarding and among the best independent study projects undertaken by the students at Topeka West.

Prior approval to study a topic or to develop a project is a general requirement which adds meaning and seriousness to the depth and quest study programs. It also helps to make certain that the topic or project has meaning and relevance.

The following are some topics which have been studied and developed by students under quest and depth study opportunities at Highland Park and Topeka West. They are given to illustrate representative types of studies.

1. Chaucer, Medieval Man and Modern Poet
2. Interlingua and Esperanto (International Language)
3. A Concise Description of Heredity Mechanisms
4. Adolescent Rebellion
5. Euclidean and Non-Euclidean Geometry

6. Evolution of the Communist Party in Russia
7. A Study of Realism in American Literature
8. Transcendentalism
9. Advanced Debate and Speech Strategy
10. Techniques of Radio and TV Announcing
11. Evaluation of American Foreign Policy
12. History of Taxation in America
13. Directed Reading of Significant American Court Decisions
14. Psychology: Theories of Personality
15. A Study of the Mexican Revolution
16. The Contemporary Spanish Movement
17. Properties and Types of Blood
18. Effects of Electricity on Plants
19. Effects of Gibberellic Acid on Plants
20. Study of the Bioluminescence of Fireflies

Summary of Objectives

In summarizing the objectives of the independent study programs in the twenty-one schools it needs to be recognized that many of the objectives seemed to be closely related to each other. Many objectives are concomitant outcomes of the attainment of other objectives and may not have been specifically referred to by the respondents. For example, a given objective may be to develop self-responsibility for learning with no reference made to enrich or broaden the educational opportunities for

the participants. However, enrichment may likely be as much of an outcome as the development of self-responsibility.

The comparison of objectives in Table V is made only for those either specifically mentioned in the correspondence or very evident from reading the descriptions of the programs. These may thus be considered primary objectives. However, if certain objectives are not marked for specific schools it should not be assumed to mean that they are not desired nor designed objectives, but rather that they were not specifically stated or described. Some of the objectives could logically be implied or understood by the respective school personnel and not stated.

The objectives as referred to by the different schools were in a variety of terms and phrases. In summarizing them for comparison in Table V, the objectives were grouped into six broad classifications. These classifications of objectives and the sub-classifications are as follows:

- I To instill desire for learning and seeking knowledge
 - A. Develop good attitudes toward learning
 - B. Cultivate intellectual curiosity and promote the spirit of inquiry
 - C. Promote creativity
 - D. Encourage research
- II To develop the skills and attitudes of self-directiveness for learning
 - A. Develop needed skills for seeking and finding information

TABLE V
COMPARISON OF OBJECTIVES FOR INDEPENDENT STUDY

School	I Instill desire for learning	II Develop skills for self-direction	III Develop self- responsibility for learning	IV Develop self- discipline	V Provide opportunities for maximum indi- vidual development	VI Study courses not a part of curriculum	None given
Barrington							
Bend			X	X	X		
Burlingame			X	X			
Defiance-Paulding					X		
Emporia					X		
Evanston	X						
Hall	X	X			X		
Hialeah		X			X		X
Highland	X	X	X		X	X	
Highland Park	X	X	X		X	X	
Holton		X			X		
Lawrence					X	X	
Lompoc					X		X
Orange Co.					X		
Penn							X
Pine Bluff					X		
Ridgewood	X	X	X	X	X		
Shoreline	X		X		X		
Stillwater	X	X		X	X		
Topeka West		X	X		X		
University		X	X		X		

- B. Develop research skills of analyzing, synthesizing, and summarizing information
- C. Develop proper budgeting and management of time
- III To develop self-responsibility for study and learning
- IV To develop self-discipline and responsibility for proper personal behavior without supervision
- V To provide opportunities for maximum individual attainment according to each student's talents, interests, and needs
 - A. Development of new perceptions and deeper understanding
 - B. Broaden educational opportunities through enrichment experiences not provided in regular classroom procedures
 - C. Permit students to develop according to individual levels of pace, aptitudes, and in relevance to personal needs
- VI To provide the opportunity for selected students to study for credit on an independent basis specific courses which are not a regular part of the curriculum or courses which students are not able to schedule due to scheduling conflicts

Requirements for Participation

Another concern for independent study programs is the matter of student eligibility for participation. This includes the grade level or levels and the student qualifications appropriate for satisfactory achievement in self-directed study. The literature revealed programs with varying degrees of requirements, and an analysis of the schools

studied also indicated programs with little or minor restrictions and others with a high degree of selectivity.

As a general observation the schools with team teaching programs have modules of time for independent study built into the schedule for all students enrolled in courses taught by the team approach. These schools plus those which permit free or unsupervised study time have no selective restrictions except those of a disciplinary nature and perhaps a grade level limitation. The University of Illinois High School, for example, has a program called "Increased Responsibility for Seniors" which is designed to help seniors become responsible for managing their own time outside of regularly scheduled classes. No senior is assigned to a study hall unless there are specific problems of behavior or achievement. This is an accepted part of the school routine for all seniors.¹

Shoreline High School, on the other hand, has an unsupervised study period only for approved students, but students in all three of the upper grades are eligible to apply for the privilege.

Barrington High School's program of unsupervised study was originally open to all students in grades nine through twelve. However, it was reduced to grades eleven and twelve this year. Reasons given for this curtailment were: (1) experience indicated that the ninth and tenth grade students lacked the maturity to handle the freedom

¹David M. Jackson, W. L. Shoemaker, and Paul Weetmeyer, "University of Illinois High School, Urbana, Illinois, Experiments Further with Independent Study," The Bulletin of the National Association of Secondary School Principals, 45:205, January, 1961.

satisfactorily and (2) limitation of space and resulting confusion caused by an increase in enrollment which allowed too many students to be free at one time when all four grade levels had the unsupervised study period.

Although it is a different type of a program than at Barrington, the school officials at Highland, Illinois, High School indicated that freshmen may be too immature for the type of independent study offered there also. They reported considering the elimination of freshmen and allowing only a few sophomores in the program in another year.

The other types of programs, illustrated in Table III, page 39, by their very nature are selective on an individual student basis. Most are open to qualified students in the upper three grades with only three indicating the enrollment of ninth grade students.

Some of the customary standards and criteria considered and methods used in selecting students to participate in a selective program are:

1. Academic achievement and potential
2. Personal interests
3. Standardized tests
4. Career interests
5. Recommendations by faculty members
6. Appraisal by faculty members of an application or petition
7. Personal characteristics of initiative, responsibility,
self-control, perseverance, and dependability
8. Parental approval
9. Personal interview between student and selected faculty member

Table VI shows the grade levels of independent study enrollment and those that have enrollment on a selective and non-selective or open basis. Cross reference with Table III, page 39, will correlate the enrollment summary in Table VI with the different types of programs.

Evaluation Procedures

Evaluation analysis is separated into two areas. The first is a summary of methods and procedures used in evaluating student achievement in independent study, and the second is concerned with the evaluations of the various school programs.

Thirteen programs placed the primary responsibility for student evaluation on the teacher-advisor working with the individual student.

Two of the thirteen also provided for a student self-evaluation. The evaluation is typically based upon the student's project or the written report of his study plus his achievement on customary evaluating procedures, in cases where independent study is part of regular subject matter classes. These are occasionally coupled with periodic student-teacher conferences.

Three programs, Highland, Illinois, High School; Highland Park; and Topeka West, have their students submit to an oral examination by a faculty committee as a standard procedure. In addition, this committee customarily evaluates the written report or the project of the study. In addition to evaluating the student's achievement, the oral examination gives the student valuable experience in presenting and

TABLE VI
GRADE LEVELS OF ENROLLMENT IN INDEPENDENT STUDY
ON SELECTIVE AND NON-SELECTIVE BASES

School	Selective Enrollment				Non-Selective Enrollment				No Information Available
	9	10	11	12	9	10	11	12	
Barrington									
Bend							X	X	
Burlingame		X	X	X		X	X	X	
Defiance-Paulding	X	X	X	X					
Emporia			X	X					
Evanston			X	X					
Hall									
Hialeah		X	X	X					X
Highland	X	X	X	X					
Highland Park				X					
Holton	X	X	X	X					
Lawrence		X	X	X					
Lompoc									
Orange				X					X
Penn		see note							
Pine Bluff		see note							
Ridgewood					X	X	X	X	
Shoreline		X	X	X					
Stillwater			X	X					
Topeka West		X*	X	X					
University		X	X	X					

NOTE: Correspondence indicated enrollment was selective, but no grade levels given.

*Second semester sophomores.

defending his study to a group. It also gives him a feeling that his undertaking is of real importance. Reports from some who have served on such evaluating committees indicate that the experiences have been rewarding to them and to the other faculty members serving as well as to the students. One such comment was that "teachers benefit as much as students."

In some cases evaluation and grading of student achievement in independent study is played down. In such cases the student participants are the more academically capable and the grade is of minor importance in relation to the numerous desirable outcomes of independent study, which are not easily amenable to customary grading procedures. This position is revealed by a statement in the correspondence received from Robert W. Jonas, Principal of Penn High School. He stated:

When a student is involved in independent research, he is often not tested with the other students in the course but merely guaranteed an "A" for that period of time so he can go work on the important things. As students are moved in and out of such independent projects, when compared with the other youngsters in achievement, they do as well, if not better, than before they were involved in independent study. In fact, essay type questions reveal that reasoning and the ability to put together their ideas in an effective manner improve greatly.

The remaining number of schools in the study either reported no information pertaining to methods of evaluating student achievement, primarily because of the newness of their programs, or else they had programs of the unsupervised study nature in which there were no specific study or project requirements to evaluate.

The second area of evaluation is the appraisal of the school program of independent study.

Several of the schools in the study are in their first or second year of providing independent study and have made no attempt, as yet, to formalize any evaluation techniques or procedures. Most of the schools, however, report a subjective evaluation or response from various groups - students, faculty, parents, and occasionally graduates. In a few cases this evaluation is obtained from structured questionnaires. However, Bend, Oregon, High School reported interviewing every tenth student. Most of the evaluation at this time, however, appears to be not only subjective in nature but gathered from casual or informal types of discussions with people in these various groups.

Two schools, Highland High School and Ridgewood High School, report plans to use standardized achievement tests as part of their evaluation procedures, but have not done so as yet. These are schools where the independent study program is either an integral part of a regular course offering as in Ridgewood or where selected students complete a regular course of study on an independent study basis, as at Highland. Thus standardized achievement tests in the subject field fit into the evaluation plan. Highland reports plans to compare the achievement of students in independent study with others taking the same subjects under the regular classroom procedures. These same two schools also reported the use of outside consultants as part of their evaluation plans.

Another somewhat objective technique reported was library usage statistics. Eugene R. Howard, Superintendent at Ridgewood, reports the library statistics there indicate that students check out significantly more books than do the students of other comparable schools surveyed. Although he states they are not sure what this means, they like to think of it as an indication of progress towards self-directiveness.² In reporting on the evaluation of independent study at Shoreline, Harold Huseby, Director of Secondary Education, wrote in a personal letter that their "school librarians report considerable increase in the use of their libraries and feel the quality of library work has been improved."

Table VII gives summary statements representing the responses various groups have expressed toward the independent study opportunities in their respective schools. These are expressed in terms given by the respondents or in terms which seems to appropriately summarize the remarks made by the respondents.

While the comments in Table VII are summaries of various important and key aspects of the independent study opportunities in the twenty-one schools responding to initial inquiries, the following are more complete descriptions of selected programs. One program representing each of the six classifications in Table III, page 39 is presented. Completeness of information available was the major criterion used in selecting the

²Eugene R. Howard, "Experimentation in Progress--Program Flexibility," A progress report to the North Central Association, April 8, 1964. (Mimeographed).

TABLE VII
EVALUATION SUMMARY OF INDEPENDENT STUDY PROGRAMS AS MADE
BY VARIOUS GROUPS

School	Students	Faculty	Parents of Participants	Graduates in College
Barrington	positive	generally very receptive		
Bent	very positive		positive with reservations by a few	very favorable in helping adjust to college
Burlingame				
Defiance-Paulding	positive	good degree of accept- ance but some reluctant to excuse students from class	good degree of acceptance	
Emporia				
Evanston	positive	positive	positive	
Hall				
Hialeah	enthusiastic	enthusiastic		

TABLE VII (continued)

School	Students	Faculty	Parents of Participants	Graduates in College
Highland	very responsive	enthusiasm by those directly involved-reservations by those not directly involved	general enthusiasm	
Highland Park	positive	positive		helpful experience in transition to college
Holton	positive and enthusiastic	conservative acceptance	cautious acceptance	
Lawrence				
Lompoc				
Orange Co.	enthusiasm		enthusiasm	
Penn	initial re-action - "hard work" enthusiasm followed involvement	positive		
Pine Bluff	high interest			

TABLE VII (continued)

School	Students	Faculty	Parents of Participants	Graduates in College
Ridgewood	positive	some difficulty experienced in understanding the concept of quest study	positive	positive
Shoreline	like and respect for the program	generally favorable with few favoring controlled study situations in con- trast to independent study	generally favorable	
Stillwater	affirmative	positive		affirmative
Topeka West	favorable	initial hesitancy but ultimate enthusiasm	limited response but all favorable	appreciative for the opportunity
University	enthusiasm	positive	enthusiasm	positive

school and its program to represent each of the six classifications. Each, however, is representative of the types of programs in the respective classification.

The Topeka West Program

The quest study type of independent study program is illustrated by the one at Topeka West High School. While quest study may be a limited phase of certain other types of instructional programs, such as the team teaching - flexible scheduling programs offered in several schools, student independent study at Topeka West is solely of a quest nature and not a part of a regular curricular or subject offering. Such is the distinguishing characteristic of the programs classified under quest in Table III, page 39.

While some schools may limit the quest study to certain curriculum oriented fields, quest is an opportunity for students to study in depth, experiment, or develop projects in areas or on topics of major interest to them personally. The major emphasis in quest study is upon inquiry and intellectual curiosity, and the programs are designed to let curious students seek satisfaction for this curiosity by permitting them to pursue work in more depth than is possible through regular classroom pursuits. In such independent study pursuits the students are to have definite objectives in mind, however, lest they attempt to research everything and study nothing.

The information relative to the Topeka West program was received through correspondence and personal visits with Principal Owen Henson,

Richard E. Barrett, teacher in the social science department, and Robert D. Jennings, Counselor-Director. All three of these persons are deeply interested in independent study.

Independent study at Topeka West is in its third year of operation. Originally it was limited to seniors, but is now open to juniors and second semester sophomores as well. Enrollment is on an approval basis and there were no reported problems with the juniors and sophomores who have undertaken an independent study project.

The objectives, as stated in the program description, are to provide students with an opportunity to expand and enrich their study in areas where they are both interested and capable and at the same time to permit them more self-direction in their educational preparation. The program is open to topics or projects in all curriculum areas.

To be eligible for the program a student must have an "A" or "B" grade average in the subject area of his proposed study and have written approval of his parents.

Teachers are involved on a voluntary basis. Those teachers interested in participating are asked to submit to the counselor early in each semester the list of topics and subjects in which they are qualified, interested, and with which they are willing to assist students on an individual depth study basis. A combined list of topics or offerings is published. Interested students then apply for the privilege of studying one of the topics under the guidance of the teacher listing it. A copy of the application form is on page 102 in the appendix, and a

copy of the acceptance form is on page 103 of the appendix. Enrollment in a specific independent study topic depends upon the mutual agreement of the student and teacher involved.

If a qualified student has an interest in studying a topic which is not published he may discuss his interest with a selected teacher. If the teacher approves and is willing to assist in the study the student is allowed to undertake it.

Following acceptance and enrollment, each independent study student is asked to write a description of the project or study he is going to undertake and the procedure he will follow. This brief "description of purpose" is filed with the counselor. Appendix page 104 illustrates the suggested guide students are asked to follow in the preparation of proposals.

The content and nature of the assignments in each independent study course are developed mutually by the student and the teacher. The student, however, directs as much of the study as possible. Studies generally result in a paper or project and a final copy of all papers is filed in the school library.

Most studies are set up on a one semester basis with a few extending beyond. No student is permitted to enroll for more than one such study a semester. Grade and credit on the basis of one-half credit for each completed study are granted. An entry on the student's permanent record is made for completion of each study.

A student enrolled in independent study reports during an assigned period each day to the teacher with whom he is working. Much of the time the student studies during this period in the teacher's classroom while the teacher is conducting another class. On other occasions the student may work in the library or leave the campus to utilize other community resources. On these occasions the student is required to obtain a pass from his independent study teacher. The student and the teacher are expected to confer as often as needs arise with a general understanding that in most cases a minimum of one conference a week will be necessary.

Following completion of the study or project, the teacher arranges for the student to meet a "review committee" for the purpose of evaluating the student's work. This oral examination committee is selected cooperatively by the teacher and student; however, it must be composed of (1) the teacher-advisor, (2) another teacher in the same subject area, (3) a teacher in a different subject area, and (4) an administrator. The purpose of this committee is to conduct an informal discussion of the study, not to "trap" the student. A copy of the evaluation form used by each member of the committee is on page 105 in the appendix.

Principal Henson reported that thirty to forty students are usually enrolled in independent study each year and the response from both students and parents, while limited, has all been favorable. Informal and casual reports from former students, who are now in college, indicate appreciation for having had the opportunities in independent study.

Instruments to evaluate the program more formally and systematically are being designed by Mr. Barrett. These instruments will be designed to have graduates, students currently enrolled, and participating teachers evaluate the effectiveness of the program.

The Highland High School Program

Highland High School in Highland, Illinois, in September 1964, started an independent study program which falls into the honors classification with major emphasis on self-directed learning. This is an experimental program in cooperation with the Illinois State Department of Education. Its purpose is to demonstrate the effectiveness of the independent study approach as a method of teaching the gifted student. Students in grades nine through twelve are enrolled.

A total of eighty-four students out of a school enrollment of five hundred were enrolled in independent study at the opening of school. The subjects open to independent study and the initial number of students enrolled in each are as follows:

English - 9-10-11-12 - - - - -	-33
American History - - - - -	-10
World History - - - - -	6
Senior Problems- - - - -	-13
Biology I- - - - -	2
Biology II - - - - -	2
Chemistry - - - - -	-17
Physics- - - - -	<u>- 2</u>
	85*

*Note: One student is enrolled in two subjects -

English and social science.

All students are free to apply for the privilege to study one of the courses by the independent study method, but the candidates are screened very carefully. To be accepted a student must have a "B" grade average, a satisfactory score on the full battery of the Iowa Test of Educational Development, and the recommendation of the faculty.

Enrollment to complete a course by the independent study method is in lieu of that course taught by the customary classroom instructional procedures. All courses offered by independent study are also regular curriculum offerings at Highland except Biology II, which is offered only through independent study.

The administrative structure of the program has one teacher assigned as an advisor in each of the three major subject matter areas - English, science, and social science. Each of these advisors, except

in science, has three periods a day free from other teaching duties to devote to working with the independent study students in his subject field. The science advisor devotes two periods to the program daily.

Each advisor is responsible for developing the various course outlines for students to follow in independent study. The advisor is to see that each student is given an outline of requirements and essentials he is expected to meet and to help him where and when needed. In addition to the essential or basic coverage of the course, the students are encouraged to develop special interest projects related to the subject. This phase of the program is similar to the quest type of independent study only on a more limited basis than the programs principally designed as quest programs.

Each advisor tries to meet daily with all of the students assigned to him. Many times this daily contact is very brief and serves only as a check to see if the students need his assistance and if they are progressing satisfactorily. On other occasions, generally once or twice a week, he will meet with the students as a group to discuss various topics important to the course.

The evaluation of each student's achievement consists of achievement examinations, both oral and written. The oral examinations are administered both individually by the subject advisor and by a committee composed of all three program advisors, the guidance counselor, and the principal. Attempts are made to have each student come before the committee

three times a year. Some of these committee orals, however, may be with small groups of students in the same subject rather than all being on an individual student basis.

Paul Diefenbach, Principal, reported that the students in the program have responded very well and that the parents have been complimentary and enthusiastic toward it. He reported, however, that a few students initially selected dropped of their own accord and a few were dropped by the committee because they were not ready for this type of experience and were unable to budget their time properly. The two enrollees in physics dropped of their own volition early in the year because, in the appraisal of the science advisor, "physics is not too adapted to the independent study method due to the mathematical concepts allied to physics."

A systematic program evaluation is being planned for later use. This will involve the use of consultants from the State Department of Education, a survey of this year's graduates late in the fall after they have been enrolled in college for a few weeks, and a critical self-appraisal by the independent study committee and the faculty. Consideration is also being given to a standardized re-test using an alternate form of the Iowa Test of Educational Development.

The Evanston, Hialeah, and Urbana Programs
of Released Time from Class

Independent study programs of the third classification type - released time from subject classes - are illustrated by the opportunities in the programs at Evanston, Hialeah, and Urbana.

David L. Colton, Director of Demonstration Center for the Education of Gifted Students, Evanston, Illinois, reported briefly in personal correspondence on such a provision in their Combined Studies Department. This is a combined course of English and social studies taught by a single teacher. He reported that in this department independent study is a regular part of the curricular requirements where students develop their own projects along their own interests.

An outline of innovations at Hialeah High School for 1964-1965 reveals that, in addition to honors courses and seminars where independent study is an integral part, encouraging independence in learning for all students is the goal of many individual teachers and teacher groups. Faculty thinking and classroom instruction relative to independent study are being enriched by experimental procedures which are enabling students to work on an independent basis on individual topics. Students who have finished their classroom assignments, or who contract to complete the class work on their own using programmed materials, are released to the library to work independently on selected problem areas which are suited to the varied levels of individual ability.

Based upon the results of a study conducted for two years in the fourth-year French classes at the University of Illinois High School in Urbana, independent study is now a regular part of the fourth-year French program. Research showed that in fourth-year French the students can learn as much from two classes per week with the teacher plus three classes of independent study as they can in the conventional five classes per week with the teacher. These students used books, phonograph records, and specially prepared tapes during periods of independent study. The results of this experiment, particularly in seeing the extent to which students can learn to work independently, led to the decision to include the fourth-year French course under such a schedule as a regular part of the foreign language program.³

The teacher who conducted the research summarized the student skills needed to support a fourth-year course with much independent study as follows:

1. Considerable oral-aural work, some of it with records and tapes.
2. Ability to take notes in French and transcribe French dictation.
3. Strong foundation in French grammar.
4. An extensive French vocabulary and well-developed dictionary skills.
5. Resourcefulness in problem solving.

³Jackson, Shoemaker, and Westmeyer, op. cit., p. 207.

6. Willingness to cooperate with the group and to discipline himself when necessary.

7. Attitudes of self-reliance, so that he can bridge the gap created by the absence of a teacher to whom he may turn each time he has minor difficulties.⁴

Team Teaching with Independent Study and the Ridgewood Plan

Concepts of education as proposed in the "Trump Plan" call for considerable emphasis on independent study. Opportunities for independent study are built into the class schedules of the students through flexible class schedules with teachers working in teams in the different subject areas. Such an approach provides a multiple instructional method program consisting of four different phases of instruction. These phases are: (1) large group instruction, (2) small group discussion or seminars, (3) laboratory work, and (4) independent study. This flexible scheduling is accomplished by having the school day set up on fifteen to twenty minute modules of time instead of the customary fifty-five to sixty minute periods.

Since independent study is a recognized part of team teaching - flexible scheduling programs, it is classified as one of the types of independent study opportunities in this study. However, since this study is limited to independent study opportunities any extensive elaboration on the other phases of the "Trump Plan" will not be made.

⁴Jackson, Shoemaker, and Westmeyer, op. cit., p. 208.

Reference may be made to the bibliography for books authored and co-authored by Dr. J. Lloyd Trump for more details relative to the other instructional phases of the Trump Plan.

The Ridgewood High School is a practical application of the team teaching - flexible scheduling program of instruction. Considerable emphasis is given throughout the system to self-directed study. The slogan carried on the school letterhead is "Professionalized Teaching - Individualized Learning," and Dr. Roger Kampschroer, Administrative Assistant, commented that a basic goal of its particular type of instructional program was "individualization of instruction through depth and quest."

The school day at Ridgewood is divided into 20 twenty-minute modules of time and one ten-minute module, which is used for homeroom activities, announcements, and attendance procedures at the beginning of each school day.

Most courses are on a three track basis - A, B, and C. The "A" level is composed of the more advanced students. While all three levels have some self-directed or independent study time incorporated into their programs, the "A" level provides the most.

Self-directed study as used in Ridgewood is of two types. One type is where the student has free time to work individually on basic course requirements. This free time may be supervised or unsupervised depending upon student need and behavior. In Ridgewood this type is termed "individual study" in contrast to "independent study," which has

more of a depth and quest character. Independent study of depth and quest is where capable students are permitted and encouraged to inquire into topics not a required part of a course but, nevertheless, related to the course.

A student generally undertakes a depth and quest topic pertaining to a certain unit of study after he has satisfactorily accomplished the basic objectives and requirements of that unit of study. When he undertakes a depth and quest study he receives the approval of his teacher to be temporarily assigned to more time in the library or laboratory in order to develop his study. He thus devotes less time to the other three phases of the instructional program during this period of time.

Students who have demonstrated to the faculty that they are mature enough to assume the required amount of responsibility for planning their own time are awarded honors passes. Students possessing these passes are free to schedule their own individual and independent study time. Students not possessing honors passes are scheduled and directly supervised for their individual and independent study as well as for the other three phases of their course instruction--large group discussions, seminars, and laboratories. Students who are most able to use self-directed study time profitably are given a larger proportion of their schedule in this phase. Those least responsible are scheduled in groups with close teacher supervision. The general range of school time for self-directed study, however, is from ten to thirty percent.

Programmed Instruction and Correspondence Study -

The Lawrence Program

The relationship of programmed instruction and correspondence study to independent study is largely self-explanatory. Basically it is where students are given the opportunity to study, either for credit or enrichment, courses which are available through programmed materials or correspondence from college extension services.

Dan Kahler, Principal, Lawrence, Kansas, High School, reported in personal correspondence on the limited and experimental independent study program under his personal supervision. He reported that the program is based entirely on student need as it becomes apparent through student-counselor and student-principal conferences. He has had students for independent study in Practical English, Effective Writing, Vocabulary Development, American Government, Theme Writing, and Plane Geometry.

Most of the students who were enrolled in these courses used programmed materials and supplementary assignments, such as reading, writing, and investigating. Each was required to make a weekly appointment with Principal Kahler for a thirty minute discussion of his progress made during the week.

The only rules the students were to follow were to do the necessary work and not bother anyone. With these rules in mind, the students had license to roam the building or go outside if they were bored or needed to "walk for reflection." Directions to students who went on

writing trips were to "sit, observe, reflect, and write."

While this program is quite limited to this point in the number of students involved - nine during 1963-64, and three the first semester 1964-65--Principal Kahler reported that he hoped to see the program expand.

Unsupervised Study Period - The Barrington Program

Independent study as used in Barrington High School is of the sixth classification used in this study. This type of program is basically an unsupervised study period in the student's school day which he may use for study, laboratory research, browsing, or loafing. It is designed to encourage students to assume responsibility for their own study and behavior.

Information relative to the program at Barrington was received in a personal interview with Principal J. Walter Gillis during the Association for Supervision and Curriculum Development national convention in Chicago in March, 1965.

Each student at Barrington High School, grades nine through twelve, is assigned a daily program of six classes, including one in physical education, and one study period.

The privilege of independent study during the scheduled study period was initially started three years ago and involved all students in four grades, nine through twelve. This current year the program was limited to eleventh and twelfth grade students. Two reasons were given

for eliminating the ninth and tenth grade students this year. First was a space factor due to an increased enrollment and the confusion which would have resulted with a greater number of students having this freedom. Second was apparently the result of experience in the first two years of the program and the opinion that the ninth and tenth grade students lack the necessary maturity to handle the freedom involved.

All students in grades eleven and twelve are granted the privilege of independent study and are so assigned at the beginning of each school year. Those who break the policies of the program, and thus indicate that they are unable to handle the freedom properly, have the privilege withdrawn and are assigned to a supervised study hall. Less than ten percent of the students fell into this category, according to Principal Gillis.

Students having the independent study privilege have no special project or research study. They may do their homework, enrichment study, creative work, reflective thinking, or browsing during this period. They are generally restricted to the campus but special permits are available for those who may have a valid reason to leave the campus.

Students have free access to any school facility and equipment not in use during their independent study period. However, those who do not wish to study, but who prefer to browse or roam, are permitted to do so only in designated areas and hallways.

The freedom granted in independent study is a built in feature of the total instructional program at Berrington and as such no special

parental approval for student participation is requested. If, however, a parent does not desire that his child participate in it, the student is assigned to a supervised study hall.

Principal Gillis reported that there has been no evidence of a decrease in academic achievement as a result of the unsupervised study period and that school discipline cases have declined as a result. He stated that students respect the freedom and self-responsibility which goes with independent study and treat the privilege as an honor. The self-responsibility for freedom the students are expected to assume for their behavior improves the self-concept of even the underachievers, who may tend to be discipline cases. This is the factor which improves their behavior, in the opinion of Principal Gillis.

From the standpoint of achievement, Principal Gillis feels that the students who use the period for study are able to study in more individually appropriate ways than if they were restricted to a customary study hall. The privilege of using appropriate laboratories, listening stations, specialized areas such as art and music, as well as the library, during this period provides more individually desirable ways for study.

Principal Gillis reported that as a general rule the teachers in the high school were very receptive to the program.

CHAPTER IV

SALINA PROGRAM OF INDEPENDENT STUDY

During the 1963-1964 school year some of the school administrators and an interested teacher discussed the need for and the advisability of opening more doors to learning through some sort of a student independent study program in the senior high school. It was recognized that the curriculum at Salina Senior High School, while comprehensive, was nevertheless unable to meet all the diverse interest and aptitude needs of all students under the customary classroom scheduling procedures. Scheduling of separate classes for a very limited number of students having similar special needs was impractical. Furthermore, many needs are strictly individual. Thus it was felt that a program of independent study could be designed to afford each of these students an opportunity to study in depth, or in breadth, an area of special interest for which he or she had the aptitude, willingness, and the responsibility to undertake.

The enrichment or knowledge to be learned as part of an independent study project, while a very important objective, was but one of the desired objectives for such a program. Other recognized needs of students and desired outcomes were the development of good independent study habits, self-responsibility for learning, initiative, resourcefulness, and the understanding of some methods of scholarly research. Such are some of the vital elements today's students will need for continuous lifetime

learning essential in the modern world of exploding knowledge and rapid change.

The program for the first year was to be on an experimental basis with a limited number of selected students. It was to have the services of one teacher for one period a day to serve as a general advisor to the students selected. The period to which the students were to be assigned to independent study was the last period of the school day. This period was selected so that the students would be free to leave the school campus to utilize community resources free of concern for returning to another class that day.

The general administrative policies of the program were agreed upon and initiated as follows:

1. The last period of each school day of the general advisor is devoted to the independent study program and in counseling with the students enrolled. In addition to individual counseling, group meetings to discuss common problems are held periodically.
2. Students enrolled for independent study are free to utilize the period to develop their study in any appropriate way they desire.
3. The students are free and encouraged to use off campus resources such as university libraries, professional libraries, and professional and business laboratories and facilities. The general advisor has the responsibility for obtaining

prior approval for the use of such off campus resources from the appropriate persons. Students also have access to the school library and laboratories not in use.

4. Students may, with the approval of the general advisor, select a co-advisor in the field of specialized interest. This co-advisor is to be a faculty member in Salina Senior High School.
5. The first year students were limited to fourteen in number and selected from the senior class. The study topics were limited to the areas of English, mathematics, science and social science.
6. All studies were undertaken on a two semester basis.
7. A meeting of interested students and their parents to outline the purposes, objectives, and procedures of the program was held prior to the enrollment of any students in the program.
8. Written approval was required of the parents of all students before they were accepted. A copy of the approval form may be found on page 109 in the appendix.
9. The cost of equipment, supplies, and other expenses such as transportation and admissions, outside that normally furnished by the school, was to be assumed by the student.
10. An advisory committee was established to evaluate the students' applications for admission, select those to be approved, evaluate each student's final study, and evaluate the experimental program at the end of the year. This committee was

composed of the following: (1) general advisor, (2) senior high school principal, (3) senior counselor, (4) co-advisors, if any, (5) coordinator of secondary education, and (6) assistant superintendent of schools, when available. The school librarian served as an advisory member to the committee on matters of library resources.

The student selection criteria and procedures were as follows:

1. To be eligible to apply for independent study students needed an approximate grade average of "B" or higher.
2. Any interested eligible student was asked to apply for enrollment in independent study by submitting a written outline of his proposed study to the general advisor. Appendix pages 106-108 illustrate the form used. These were reviewed by the advisory committee and the selections made. In addition to the written outline some were asked to personally discuss their proposals with the advisory committee.
3. The selection criteria were as follows:
 - (a) Interest of the student in undertaking the study
 - (b) Worthiness or merit of the proposed study to the student and to the school
 - (c) Availability and expense of resource materials and facilities to complete the study
 - (d) Ability of the student in relation to his proposed study and also in relation to his other school and outside work load

(e) Previous achievement

(f) Previously displayed characteristics of:

(1) Responsibility

(2) Reliability

(3) Initiative

(4) Dependability

4. Any student who failed to adjust to objectives of the course could be dropped at any time upon the recommendation of the general advisor and approval of the advisory committee.

The evaluation procedures for the first year program were as follows:

1. The responsibility for the evaluation of each student's final work and achievement is delegated to the advisory committee. A copy of the evaluation sheets used is on pages 110-111 in the appendix.
2. Each student is required to complete a written report of his study and submit it to the committee for review. One copy of each report is to be bound and placed in the high school library.
3. The final evaluation may, at the discretion of the committee, include an oral examination by the committee.
4. The final evaluation of each study is in the form of a letter grade with consideration by the committee of additional credit for exceptional studies. All studies completed satisfactorily

are granted one unit of credit and exceptional studies may be granted an additional one-half unit credit.

5. The transcript of each student completing a study will show "Independent Study" along with the topic studied and the grade and credit granted.

The program commenced in September, 1964, with the fourteen students selected the previous spring. Several of the students did some preliminary study during the summer months and as a result had their topics and problems fairly well defined and limited. These students moved into their study projects at the opening of school. The other students spent the first several weeks of the school term surveying the literature related to their studies before realizing that they had to delimit their topics in order to make them workable projects.

All fourteen students continued with their independent study projects and studies through both semesters. Extensive use was made of community resources; university libraries; state and regional institutions and agencies; and correspondence with college professors and business personnel.

The topics of study undertaken by the fourteen students are listed below.

The Significance of Speech Difficulties in Children
 Significance of the Inferiority Complex
 Coherent Light
 Biological Effects of Radiation Upon Planarians and Man
 Social and Emotional Problems of Children Ages 1-6
 Egyptian Dynasty 1550-1350 B.C.
 Chromatography
 Cytology

Photography
Cryogenics
Effects of Thyroid Extract on White Rats
Aerospace
Engineering Survey-Spacecraft
Study of Astronomy

The policies and procedures outlined earlier in this chapter were followed with a few minor modifications. Because of the interest of parents, a mid-term group meeting of participating students and their parents was held. This was an informal meeting at which refreshments were served and at which each student gave a 5-8 minute description of his project or study, a report on how he was progressing with it, and some of the expected outcomes. This was a desirable addition to the procedural outline. It gave a clearer overview of the total program to the parents than they previously had from observing only their own child at work. It also gave opportunity for parents to share thoughts with each other as well as with the school advisors and administrators working in the program. Thus, confidence in the experimental program on the part of parents was reinforced, and the exchange of thoughts and the expression of continued interest and appreciation by the parents was reassuring to the faculty.

Another modification in the original procedures was to give the students a choice in the type of final evaluation. They were given the choice between an oral examination before the committee, as outlined originally; presenting a report of their study before subject related classes; or presenting their study in a seminar type of situation involving

interested students and faculty members. One student selected the class presentation. Another student not only presented her study to five different classes but also requested the committee oral examination. The remainder elected the committee oral examination.

A third minor modification to the original procedures was the enlargement of the orals committee in some instances. Interested faculty members served on the committee in a few cases and in one case two professional persons from the community participated.

Each student turned in a written report of his study. This report along with the oral presentation to the committee or class were evaluated by the committee members, and the composite mark of all the evaluators was the final mark the student received. In addition to the mark, the committee determined the amount of credit to be granted for each study. The distribution of marks and credit are as follows.

<u>Mark</u>	<u>Credit Units</u>	<u>Number of Students</u>
A	1 1/2	2
A	1	6
B	1	3
C	1	1
None	None	2

To help evaluate the independent study program in its experimental year, the students who participated and their parents were requested to complete evaluation questionnaires. These questionnaires asked for appraisal of such a method of learning and of the Salina program in particular. In order to obtain as frank, free, and objective answers as possible

respondents were specifically asked to return the questionnaires anonymously, either through the mail or to leave them with the office secretary. The questionnaires used and a copy of the cover letter to the parents requesting evaluation are found in the appendix pages 112-118. Replies were received from thirteen students and twelve parents.

Response to the evaluation questionnaires were very positive and highly favorable to the program of independent study on the part of both the participants and their parents. A few constructive recommendations relating to procedures were given and these are incorporated in the list of recommendations in the last chapter.

In addition to the planned evaluation through the questionnaire, several students commented on the merits of independent study in the concluding remarks in their research papers. These comments were unsolicited by anyone connected with the program and represent a free expression of opinion by the respective students. Two such concluding remarks follow.

The first was by a boy whose topic of study was A Study of the Biological Effects of Radiation Upon Planarians and Man. His comments were:

In doing this project, it was not my purpose to make an astounding discovery. Perhaps what findings I have made will add support to previous work. Perhaps this report will provide some useful information to anyone wishing to study the planarian and/or radiation. Perhaps someone will be able to benefit from my mistakes.

As for myself, I feel that this project has been of great benefit to me. I have learned how to approach and attack a problem, and then carry it through to completion. I have learned how to

meet failure and overcome it. I have learned how to use the scientific method of solving problems in research, and I have learned that I must keep pushing myself to completion after completion. In addition to all of these things, I have gained a deeper and broader knowledge of a particular subject which will be of value in the future.

Many questions have been left unanswered and many more have arisen, but is not the purpose of research to answer questions while, at the same time, posing more?

The second unsolicited comment was taken from the paper of a boy who did an extensive study on photography. He commented as follows:

No single factor weighs so much on our education as the teaching methods and environment that encompass our learning. Independent Study, on the high school level, represents the quest of modern educators to update these teaching methods and improve the pupil's learning environment. Through self-regulated study and freedom to seek one's own places of learning, the modern student learns to define and meet his own problems. These techniques spread throughout his whole being, entering every phase of his life. The Independent Studies' student develops self-determination and self-confidence. He becomes a leader of himself, and, hence, a leader of men. He learns to do by doing, improvise by improvising, cope by coping, and to succeed by succeeding.

Reactions to the program on the part of faculty members were also positive and all who have been requested to serve in a co-advisory capacity during the second year of the program responded enthusiastically. As a result numerous additional faculty members will be directly involved in the second year of the program.

Favorable acceptance of the merits of independent study is also evident from the number of students in the Junior class who, after observing the program in its experimental year, applied for admission for their Senior year. Over thirty have been accepted in contrast to the fourteen admitted the first year.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The primary purposes of this study were to determine, in a general way, the attention being given to planned programs of independent study in high schools and to analyze selected ones in helping to evaluate the experimental program in Salina. Responses from numerous educators throughout the United States, the analysis of the programs located, information discovered in the literature and local evaluation procedures all indicate that the Salina program of independent study is fundamentally and educationally sound. However, there are areas which evidence indicates need for modification and improvement in order to strengthen the program.

The study indicates that organized programs of independent study or school curriculums where self-directed or independent study receives planned emphasis do not appear to be very numerous. However, evidence points to a genuine interest in many places to developing such programs or to giving greater attention and emphasis to incorporating such opportunities in existing curricular structures. Evidence supporting this conclusion is taken from letters received from school officials in several systems not presently offering independent study programs. The following are excerpts from a few such letters:

From Highland Park Independent School District in Dallas, Texas, Margaret Wesson, Director of Instruction wrote, "I am very much interested

in the account which you sent of the work being done in Salina High School and I hope that in some future date we, too, will take this forward step."

Marjory Farrell, Director of Special Education, the School District of Kansas City, Missouri wrote, "The plan that you have under operation is one that I believe has great value to the responsible, self-educating student."

Grace M. Smith, Assistant Supervisor Special Education for the Virginia State Board of Education wrote that several schools in Virginia had asked for assistance in Independent Study projects. A similar comment was received from Chas. P. Haggerty of the Oregon State Department of Education.

After reading a copy of the Salina independent study program outline, Margaret O. Bynum of the Georgia State Department of Education wrote that "This is a program that I hope to see develop in many of our school systems."

Thus, planned programs of independent study seem to be on the threshold waiting to be placed in operation in an increasing number of schools. Experience in working with the Salina program and a review of programs, opportunities, and comments summarized in this study support a conclusion that independent study has a place in the secondary school curriculum today. While approaches, methods, and procedures may vary from school to school, the objectives and outcomes are vital to the education of today's students for tomorrow's world of rapid and constant

change. In the world of tomorrow, today's students will be forced to continue much of their education on a self-directed basis in order to maintain themselves educationally.

The evaluation of any experimental program needs to identify both the strengths and the areas of weaknesses. The strengths need to be identified in order that they may not be cast aside through carelessness or ignorance, but rather that they be retained with confidence. The identified weaknesses need to be accompanied with recommendations for correction or improvement.

The summary of strengths, weaknesses, and recommendations which follow are concluded from the three prime sources of information - study of the literature, correspondence with educators, and local evaluation procedures.

The summary of strengths identified as a result of the research study and supported by all three of the sources of information are as follows:

1. A well qualified faculty member is assigned as a general advisor to all students in independent study and has released time from the classroom to devote to the program and to the students on an individual basis.
2. Selection of enrollees is based upon several criteria rather than an intelligence factor alone. Criteria include past achievement record; traits of initiative, motivation, interest, responsibility, and reliability as observed by the counselors and teachers; and written permission of the parents.

3. The application procedure followed in Selina for admission to independent study is practiced in several schools offering such study opportunities. Such a practice emphasizes the seriousness of the program.
4. The use of the advisory committee which reviews the applications, approves those to participate, and conducts the oral examinations adds stature to the program. The oral examination gives valuable experience to the student participants in presenting, discussing, and defending their individual studies. The fact that several faculty members -- teachers and administrators -- take time to listen to the reports and discuss them with the participants enhances the meaningfulness of self-directed study.
5. Encouragement is given and procedures are provided for students to be free to leave the school campus to utilize community resources and consult with specialized personnel. Many use local university libraries, the city library, professional and personal libraries and laboratories such as the doctor's laboratory and X-ray equipment, State university libraries, and consultations with numerous professional persons in the quest for knowledge.
6. Freedom is granted students to select topics for study. While the criteria for determining whether or not this freedom is a strength would be determined by the type of

program of independent study and its objectives, it does appear to be a strength in the programs under the classification of "quest study."

Additional strengths identified solely through the local evaluation procedures are as follows.

1. An orientation meeting with students and their parents to outline the program of independent study and its objectives is a requirement outlined in the program policies and procedures. A mid-term meeting was also scheduled as referred to in Chapter IV. Many parents expressed appreciation for these informational meetings.
2. Student participants and their parents were involved in the program evaluation process. Through such involvement, direct first-hand concerns and suggestions for program improvement were obtained. Reassurance that the program of independent study served a useful purpose and was so recognized by students and their parents was obtained.

The following are identified areas of weaknesses in which improvement is in order that the Salina program of independent study may be strengthened.

1. As indicated by the subject areas in Table IV, page 40, as well as from the literature and correspondence from Owen Henson, Principal at Topeka West, many subject matter areas beyond those permitted in the Salina experimental program

are adaptable to independent study. Thus, the Salina program is too restricted in this regard.

2. A study of the other programs of the quest classification indicate that in general progress reports were required from the students more frequently than at Salina. Comments from some of the Salina participants and a few of the parents also indicated that requiring more frequent progress reports might enhance the study outcomes. However, care should be maintained not to take student self-responsibility away from the participants.
3. The oral examination committees in the schools which conduct such examinations included at least one person from the related field of specialization. While attempts were made in Salina to include such persons on the different oral examination committees it was not always possible because of late planning. This weakness became evident to the program advisory committee and was also mentioned in some student and parent evaluations.
4. Most of the programs studied had more teacher involvement in the program of independent study than a single general advisor and an occasional co-advisor, as practiced in Salina. Self-evaluation also indicated that it would be highly desirable to get more teacher involvement by having as many different teachers as possible serve as co-advisors to students conducting

studies in the teachers' respective subject related fields.

5. An inherent weakness of quest study divorced, from a regular subject or classroom situation, such as the Salina program, is not communicating the results of the study with other persons, except to those who may read the reports. This weakness has been identified in other schools and corrected by having the students participate in periodic seminars and by orally reporting their study findings to subject related classes and to interested civic groups.

The remaining areas of weaknesses were identified solely through the local evaluation procedures.

6. All students in the experimental program started out with topics too broad. Several did summer study prior to fall enrollment and delimited their topics to workable limits. The others floundered for the first several weeks of the fall semester before getting their studies launched. While a desirable outcome of this might be that each discovered for himself that fields of knowledge are much more extensive than realized, it was felt by the students and advisors that too much time was wasted in this floundering process.
7. Students who conducted biological research studies did not have adequate preparation in the use of laboratory equipment and techniques. As a result some biological research studies were not as complete as they would have been with this preparation.

8. A weakness identified by the students was an inadequacy of school library materials.
9. Students who were not enrolled in College Preparatory English 12, needed instruction in research procedures and report writing.

The recommendations for improving the nine identified areas of weakness follow in respective order.

1. The subject related areas in which students may undertake an independent study should be opened to all curricular areas and not restricted to the fields of English, Mathematics, Science and Social Science which were limitations in the experimental program.
2. Students in independent study should, early in the fall term, be required to develop with their advisors a procedural outline of their study with target dates for the various phases. Students should then be required to give satisfactory evidence of their progress on each of the target dates. While the number and frequency of such reports will vary with individual needs, students need to establish intermediate goals and direct their efforts toward these as steps in the accomplishment of their final goals.
3. The composition of each oral examination committee should include at least one faculty member from the related subject field. The committee assignments should be definite and made

far enough in advance of the examination so that each committee member may adequately prepare for the examination. A firm date for the examination should be established several weeks in advance and it needs to be made certain that the date and time is open on each member's calendar. Furthermore, each committee member should feel committed to this responsibility.

4. Each participating student should select, in cooperation with the general advisor, a co-advisor in the subject field related to the study and get the co-advisor's consent to serve in this capacity. This will increase the degree of teacher involvement which will not only serve to provide specialized assistance to the students, but it will also encourage the teachers to read and study in order to stay with the students in their pursuits in depth. In addition it will illustrate to the teachers the merits of independent study and may extend some of the more rigid traditional knowledge dispensing classroom routines.
5. Procedures should be established where the participating students are encouraged, and possibly required, to present the findings of their studies to other groups such as subject related classes or seminars of interested students and faculty members. Presentations to community organizations, such as civic clubs and P.T.A. groups or over a local radio station

may also be desirable considerations. This type of presentation would be in addition to the oral examination.

6. Students should be encouraged to do a little preliminary work on their study topics during the summer months preceding their senior year enrollment in order to delimit their study topics and have a procedure outline in their minds. In addition, a practice used by Highland Park High School would be beneficial in getting the students started on their studies. This is a brief unit on library research methods taught to all the independent study students by the school librarian during the initial two weeks of school.
7. A short course in laboratory techniques should be taught to all independent study students undertaking a study in the biological science field. This may be taught during the first semester of the senior year.
8. Attention needs to be given to enlarging the library holdings and facilities for independent study projects. The development of a learning laboratory with electronic viewing and listening equipment and individual study carrels would be a stimulus to the program of independent study.
9. A unit on research report writing should be taught to all independent study students not enrolled in College Preparatory English 12 before they commence writing their final papers. In addition, handbooks on research writing should be readily

available as a reference for the students to use during the writing phase.

While the following are not weaknesses of the program as structured, they were items identified through the literature and correspondence as possibilities for future study which may add additional significance to the program.

1. The possibility of providing more flexibility in the amount of credit given should be studied. At the present time all studies completed satisfactorily receive one unit of credit with an option by the committee of awarding an additional one-half unit for exceptional studies. Some studies, even though they are conducted for two semesters, may not be of sufficient depth and coverage to justly earn a full unit. Such studies might, however, justify a high grade with less than one unit of credit.
2. A profitable independent study venture might be to encourage, in some instances, two or three students to cooperatively develop a topic or project of common interest. Such joint ventures would allow students to share ideas and participate in valuable discussions pertaining to their common field of interest.

A general recommendation for possible program improvement is to conduct a follow-up study next year of the fourteen students who completed the program. Their evaluation of the independent study experiences as

they relate to preparation for college may provide additional insights for strengthening the program.

In conclusion it appears evident that, while several phases of the Salina program can and will be strengthened, independent study has been found to serve an important role in the total instructional program. In addition to the internal merits of the program itself, perhaps the concepts and principles of education underlying independent study will be reflected in the methods of classroom teaching throughout the high school and in the attitudes which other students will develop toward learning. This, then, may be a partial answer to the weakness of secondary education as stated by Sterling M. McMurrin and cited in Chapter II, page 14, because independent study does help to induct students into some of the foundations of knowledge, to discipline their intellect, to cultivate their intellectual curiosity, and to incite an adventurous quest for truth.

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APPENDIX

TOPEKA WEST HIGH SCHOOL
2001 Fairlawn Road
Topeka, Kansas

ENROLLMENT BLANK FOR INDEPENDENT STUDY

Name of Student _____ Date _____
Class _____ Little School _____
Independent study topic desired _____
(See list posted on Guidance Office window)
Choice of teacher for Independent Study _____
Signature of Parent _____

Fill out and return this blank to the Counselor-Director of your little school.

To be considered for independent study you must have a high school grade average of an "A" or "B" in the subject area in which you are making your study.

If you are accepted for independent study you will be assigned to your independent study teacher during your study hall. In most cases, the study should result in a paper or project of some kind. You will receive 1/2 credit when you complete the study.

TOPEKA WEST HIGH SCHOOL
2001 Fairlawn Road
Topeka, Kansas

INDEPENDENT STUDY ACCEPTANCE FORM

Attached is the application blank of _____ who wishes to work as an independent study under your supervision. The records of this student have been checked and do indicate a high school grade average of a "B" or better in this subject field.

The next step would be for you to contact the student for a conference to discuss the project. The purpose of the conference is for you to meet the student and decide whether or not you wish to work with the student on the project. This meeting also gives an opportunity for you and the student to come to a mutual understanding concerning the undertaking of the project should you decide to accept the student.

Please fill out the bottom of this sheet after the conference and return to the appropriate guidance office.

I will accept this student for Independent Study.

I do not accept this student for Independent Study.

Signed _____

TOPEKA WEST HIGH SCHOOL
2001 Fairlawn Road
Topeka, Kansas

SUGGESTED GUIDE FOR PREPARATION OF PROPOSAL
FOR
INDEPENDENT STUDY

- I. This section should contain the following data
 - a. Your name, age, classification.
 - b. List of courses, and experiences related to your subject area.
 - c. Statement of topic (state as title of manuscript).
 - d. Reason for enrolling in independent study, and reason for selection of this topic.
- II. State purpose you desire to accomplish by your work in this program.
- III. Do you plan, as a result of your study, to submit recommendations pertinent to the area of your research?
- IV. List at least ten sources you may refer to in beginning your research on this subject.

NOTE: Prepare 3 copies; 1 original, and 2 carbons.

TOPEKA WEST HIGH SCHOOL
2001 Fairlawn Road
Topeka, Kansas

INDEPENDENT STUDY EVALUATION FORM

Student's Name _____ Independent Study Topic _____

1. Identification & Limitation of Problem:

Excellent _____ Good _____ Average _____ Below Average _____ Unsatisfactory _____

Comments:

2. Achievement of Stated Purpose:

Excellent _____ Good _____ Average _____ Below Average _____ Unsatisfactory _____

Comments:

3. Research Skills & Procedures:

Strengths:

Weaknesses:

4. Final Project:

Strengths:

Weaknesses:

5. Additional Comments:

6. Letter Grade _____

Date _____ Teacher _____

Application for Enrollment in Independent Study
Salina Senior High School
Salina, Kansas

Name _____ Age _____ Date _____

Address _____ Telephone _____

Parents Name _____ Occupation _____

Address (if different) _____

List subjects you have taken during past 5 semesters							
Freshman	Grade		Sophomore	Grade		Junior	Grade
	1st	2nd		1st	2nd		1st
	sem.	sem.		sem.	sem.		sem.
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

List the subjects you have found most interesting.

1. _____ 2. _____ 3. _____

List your hobbies:

Describe how you have spent the past two summers:

Do you have any employment outside of school, if so describe duties:

List the school and community organizations to which you belong.

List any honors you have received:

List any state scholarship tests you have taken and honors, if any:

Do you plan to attend college?____, If so, which one is your
preference?_____

What course of study do you expect to follow in college?

Give the field in which you would like to do Independent Study:_____

Describe the particular project or study you would like to undertake
and tell why.

Describe how you would plan to conduct the study you propose - methods and procedures to be used, equipment and facilities needed, availability of library resources, etc.

Do you desire a co-advisor? _____ If so, who? _____

Have you discussed the Independent Studies program with your parents? _____

Will they give their consent for your enrollment in the program? _____

----- (do not write below this line) -----

Committee Action

Remarks:

Approval _____ Disapproval _____ Co-Advisor _____

SALINA SENIOR HIGH SCHOOL
SALINA, KANSAS

INDEPENDENT STUDY CONSENT FORM

We, the parents of _____, approve and consent that _____ engage in the Independent Study program of Salina Senior High School for the school year 1965-1966. We agree to assume
he or she
any and all additional costs and expenses incident to this study, above the regular school fee; and further to assume all risk and cost of injury which may result from being away from the regular school building while excused for the purpose of independent study or engaged in the pursuit of the project or investigation.

STUDENT EVALUATION IN INDEPENDENT STUDY

Students Name _____ Date of Evaluation _____

Independent study topic _____

1. Identification and limitation of problem:

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

2. Achievement of purpose for participating in independent study:

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

3. Attitude and initiative displayed toward self-directed learning:

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

4. Development of new perceptions and deeper understandings relative to the field of study:

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

5. Self-responsibility, good use of time, and behavior displayed during the study.

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

6. Development of research skills and procedures. Skills of seeking, finding, analyzing, synthesizing, and summarizing pertinent information; appropriateness of methods used, validity of information used, accuracy of observations made, and completeness of using available information.

Excellent _____ Good _____ Fair _____ Poor _____

Strengths:

:
:
:
:
:
:
:

Weaknesses:

7. Final project or report -- neatness, orderliness, thoroughness, English usage, style, etc.

Excellent _____ Good _____ Fair _____ Poor _____

Strengths:

:
:
:
:
:
:
:

Weaknesses:

8. Additional Comments:

9. Letter grade _____

Committee member _____

Student Questionnaire for the Evaluation of the Independent Study
Program at Salina Senior High School
1964-1965

Please fill in all appropriate questions completely; then place in the unmarked envelope and leave with the secretary in the west office. We hope that you will feel free to make your comments as frank as possible. The final question will provide you with an opportunity to comment on any of the previous questions in the questionnaire.

1. Subject matter area of your study (check one)

☐ English
☐ Mathematics
☐ Science
☐ Social Science

2. Why did you select the particular field or topic you did? (check the most appropriate answer)

☐ I was planning on majoring in that area in college.
☐ I was planning on working in that area after high school.
☐ It just seemed interesting to me at the time.
☐ I wanted to know more about the subject area.
☐ I don't really know, I guess I just talked myself into it.
☐ I don't really know, I guess someone just talked me into it.
☐ I felt it would help me in college or my work even though I wasn't going to enter that particular field.
☐ Other reasons are: _____

3. Average number of conferences per month with your advisor. (check one)

<input type="checkbox"/> 1-2	<input type="checkbox"/> 7-8	<input type="checkbox"/> more than 12
<input type="checkbox"/> 3-4	<input type="checkbox"/> 9-10	
<input type="checkbox"/> 5-6	<input type="checkbox"/> 11-12	

4. How do you feel about the amount of supervision and/or conferences with your advisor? (check one)

☐ There was ample supervision and an ample number of conferences.
☐ There were not enough opportunities for conferences with advisor or co-advisor.
☐ I could see my advisor or co-advisor at any time I wished, but I wish I had been required to see him/her more often.
☐ I was too closely supervised. I wish there had been fewer conferences.

5. Did you feel that credit was a fair arrangement for the work involved? (check one)

☐ It was too much credit.

☐ It was just about the right amount.

☐ It was too little credit.

☐ Not interested in receiving credit for independent study.

If you feel credit was too much or too little, how much would you suggest be given for completion of such a project? _____

6. Estimate the hours per week you were involved in extracurricular activities connected with school.

☐ 1-2

☐ 3-4

☐ 5-6

☐ 7-8

☐ 9-10

☐ more than 10

7. (a) How many hours per week, on the average, did you devote to regular class assignments while enrolled in independent study? _____
 (b) Would you have spent (more, less, same) amount of time studying the regular courses if you had not taken independent study? (circle one)

(c) If your answer in 7b was either more or less, how many hours more or less? _____

8. (a) Which forms of final evaluation did you select?

☐ oral examination by the committee

☐ seminar presentation

☐ class presentation

(b) What value do you feel this aspect of the program had for you?

9. How did you make use of the class period during which you were enrolled in independent study? (check one)

☐ I used it to work on my project all of the time.

☐ I used it to work on my project most of the time.

☐ I used it to work on my project when I did not have other school work to do.

☐ I very seldom made use of it for the project.

10. Were the resources for research in your area adequate? (check one)

☐ Very adequate.
☐ Adequate.
☐ A little adequate.
☐ Inadequate.
☐ Very inadequate.

11. List the facilities you used in your research (check the appropriate ones)

☐ Salina High Library
☐ Salina Public Library
☐ Kansas Wesleyan Library
☐ Marymount Library
☐ Professional library of a local professional or business person
☐ Personal library
☐ Science laboratory at Salina High
☐ Laboratory or facilities at Kansas Wesleyan (other than library)
☐ Laboratory or facilities at Marymount (other than library)
☐ Laboratory or facilities in some local professional office or business (other than library)
☐ Personal interviews
☐ Other - (Please name)
☐ Other - (Please name)

12. Did you feel Salina High's library was adequate? (check one)

☐ Very adequate
☐ Adequate
☐ A little inadequate
☐ Inadequate
☐ Very Inadequate

13. Did you feel you were prepared adequately enough to properly use library facilities:

☐ yes

☐ no

14. During your process of enrollment in the program, did you feel you were informed so that you knew what to expect from the program and what was expected from you? (check one)

☐ I was very well informed.
☐ I was adequately informed.
☐ I was uninformed about some things.
☐ I was uninformed about most things.

15. What grade level students in school would you recommend be allowed to enroll in this program? (check one)

☐ Seniors only.
☐ Juniors and Seniors.
☐ Juniors, Seniors, and Sophomores

16. Has the knowledge you gained academically in the study been beneficial to you?

☐ Very much so.
☐ Yes, somewhat.
☐ A little.
☐ Very little.
☐ None at all.

17. In what way do you feel the knowledge gained will be beneficial to you?

☐ In college.
☐ In my work (future occupation).
☐ In my hobby.
☐ Other _____

18. Have the work or study skills you gained in the study been beneficial to you?

☐ Very much so.
☐ Yes, somewhat.
☐ A little.
☐ Very little.
☐ None at all.

19. List the work and study skills you feel you have developed or improved as a result of taking independent study this year.

20. In what ways have or will the skills gained be beneficial?

☐ In high school.
☐ In college.
☐ In my work (occupation).
☐ In my hobby.
☐ Other _____

21. What was the main value of independent study to you other than academic?
22. What was the biggest weakness of the program in your opinion?
23. Summarize what you felt were the school's objectives for offering the program.
24. In your own words describe your feelings concerning the value of the independent study program. Make any additional comments you wish to make. If you wish to comment on any of the foregoing questions, write the number of the question down and then make your comments. Feel free to use the other side of the page.

THE SALINA PUBLIC SCHOOLS
Salina, Kansas

Dean L. Oberhelman
Coordinator of Secondary Education

Washington Building
May 10, 1965

Dear Parent:

May we express our appreciation for your cooperation during the past year in permitting your child to enroll in the course called "Independent Study."

As you are undoubtedly aware, this was an entirely new approach and study in Salina High School; and as such it had some strengths and some weaknesses of which we are aware and there are undoubtedly some of which we are not aware.

It is our desire to make such changes that will lead to an improvement in the program. For that reason we ask your help by completing and returning the enclosed questionnaire. We are sincere in asking for your frank expression of appraisal of the program as you may have observed it through the enrollment of your child. Only through you can we learn something of the weaknesses and strengths from the parents' viewpoint.

We have not included a place for your name because we desire this to be as objective as possible. The students have also been asked to evaluate the program through questionnaires and to return them anonymously.

Again may we thank you for your cooperation in the past year and for the completion of the enclosed form.

Sincerely,

W. E. Simpson, Advisor

Dean Oberhelman,
Coordinator of Secondary Education

PARENT EVALUATION OF INDEPENDENT STUDIES
Salina Senior High School
1964-1965

1. Have you followed the development of the study throughout the year?
Yes _____ No _____
2. From a parent's viewpoint, do you feel that your child benefitted from the course of Independent Studies?
Decidedly _____ Average _____ Little _____ Don't know _____
3. Do you feel that the study required too much of the student's time?
Yes _____ No _____ Uncertain _____
4. Do you feel that he manifested the same interest and enthusiasm at the end of the study as at the beginning?
Yes _____ No _____ Uncertain _____
5. If you were given the opportunity to go back a year in time, with your present information, would you recommend that your child again enroll in Independent Studies?
Yes _____ No _____ Uncertain _____
6. Do you feel that the students were given too much freedom?
Yes _____ No _____ Uncertain _____
7. From your observation and in your own words, please comment relative to any strengths and weaknesses in the program of Independent Study.
8. Can you suggest areas in which the course might be improved?

A COMPARATIVE INVESTIGATION OF INDEPENDENT STUDY PROGRAMS
IN SELECTED SENIOR HIGH SCHOOLS IN THE UNITED STATES
WITH RECOMMENDATIONS FOR THE SALINA PROGRAM

by

DEAN LOUIS OBERHELMAN

B. S., Kansas State University, 1948
M. Ed., Colorado State University, 1961

AN ABSTRACT OF A SPECIALIST'S FIELD STUDY

submitted in partial fulfillment of the

requirements for the degree

SPECIALIST IN EDUCATION

College of Education

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Manhattan, Kansas

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There are many contemporary forces causing a need for secondary school educators to continuously appraise and reappraise the learning opportunities being provided students. As a result of this appraisal process a program of Independent Study was added to the Salina Senior High School curriculum in September 1964. The purposes of this research were to investigate the extensiveness of such programs in senior high schools throughout the United States and to analyze and compare selected ones to the experimental program in Salina as part of an evaluation process of the program.

Information for the study was obtained from a survey of the literature, from correspondence with numerous professional organizations and educational agencies, and from personal visits in several schools. Letters of inquiry seeking this information were sent to officials in the State Office of Education in each of the forty-eight states of the mainland United States and in the District of Columbia, and to sixty school systems in twenty-one states.

From the inquiries sent to the sixty school systems twenty-one planned programs of independent study were located. These were found in schools of various sizes in ten different states. A study of these programs revealed a wide variety of independent study programs and included all the curriculum areas. While most of the schools programs had enrollment on a selective basis, three indicated no criteria for admission to their particular types of independent study programs. The information revealed a limited number of the schools offering independent

study to ninth grade students with an increasing number opening up such opportunities in grades ten, eleven, and twelve.

From the program descriptions obtained from the school officials, the independent study opportunities being offered were grouped into six classifications. The classifications are: (1) quest and depth study opportunities divorced from any specific or regular subject offering, (2) seminars, honors classes, or accelerated subject matter classes which place emphasis on independent study within the framework of the class, (3) released time from regular subject matter classes for students to do independent study in the subject area, (4) team teaching programs where independent study is designed into the subject matter areas as an integral part of the curriculum, (5) opportunities for students to study programmed material or pursue correspondence work independently on school time, and (6) unsupervised free time or honor study hall. Programs representing each of these six classifications were selected and described.

A summary of program objectives, stated or inferred, were grouped into six areas. These areas are: (1) instill the desire for learning, (2) develop skills for self-directiveness, (3) develop self-responsibility for learning, (4) develop self-discipline, (5) provide opportunities for maximum individual development, and (6) provide opportunities for students to study courses not included in the regular curricular program. Number five was the most frequently identified objective and number six was referred to the least number of times in the correspondence and program descriptions.

Information obtained from the study was related to the experimental program in Salina to identify areas of strengths and weaknesses.

The areas of strengths were: (1) program supervision by a general advisor, (2) student enrollment by application with selection based upon several criteria, (3) use of a faculty advisory committee to review applications and conduct the oral examinations, (4) freedom for students to select their own study topics and to use community resources in conducting the investigations, and (5) involvement of parents and students in orientation meetings and in evaluating the program.

The areas of weaknesses identified were: (1) subject matter areas which were open to independent study too limited, (2) student progress reports too infrequent, (3) inadequate planning for the oral examinations, (4) too few teachers involved as co-advisors, (5) inadequate dissemination of the results of the studies, (6) insufficient student preparation for independent study and research report writing, and (7) inadequacy of school library resources for depth and quest independent study.

While the study gives evidence that planned programs of independent study are in limited operation at this time, it revealed that there is an extensive interest and a recognized need for providing learning opportunities of this nature. The types of such opportunities may be quite varied but there are common objectives the attainment of which strengthens the total curricular program of a school.