

FACTORS IN AN OPINIONMAINT OF INDIVIDUALIZED INSTRUCTION
SENT TO SELECTED MONTANA HIGH SCHOOL EDUCATORS

By

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A Professional Paper Presented to the College of Education
In Partial Fulfillment of the Requirements for the Degree

of

Master of Education

in

School Administration

MONTANA STATE UNIVERSITY
Bozeman, Montana

August 2, 1969

THESES

P378

B769

ACKNOWLEDGEMENT

The investigator wishes to thank Dr. Robert J. Thibeault, Dr. Albert Suvak, Dr. Gordon Simpson, and Dr. Milford Franks for their helpful guidance and assistance in the construction of this paper.

L.K.B.

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CHAPTER I

INTRODUCTION

In a recent journal article Abraham Maslow (6: 688-716), President of the American Psychological Association, suggested that there is currently a great revolution in the thoughts of our society toward its image of man, society itself and religion. Maslow said that as a reaction against the inadequacies of behavioristic and Freudian psychologies in their treatment of the higher nature of man, the developing existentialistic concept of man has a place for higher-order elements of the personality such as altruism, dignity, and the search for truth and beauty. Maslow said that traditionally science has been defined in terms of objectivity, detachment, and procedures which never tell how to find human ends. The revolutionary concept of man, religion, and society involves a different concept of self-- an essence, of intrinsic worth, of a kind of animal nature, a kind of subtleness not necessarily conscious, which has to be sought for, and which has to be uncovered and then built upon, actualized and educated. Maslow continued to emphasize that the job of the teacher (or the psychotherapist) is to help a person find out what is already in him rather than to reinforce him or shape or teach him into a prearranged form. Each person's innate individuality and his human "sameness" are very important, and Maslow stated strongly that the purpose of education is to provide each individual with meaningful and personal experiences that will help the individual understand his own potentials, free choice, and dignity.

While current educational journals may reflect a more intense interest in the individuality of each student, especially today since the growth of militancy in our society appears to be here to stay, the idea of individual human worth and development is not a new concept in American education. The Trump Plan, the Melbourne Plan, and the "Contract of Study" method have all been attempts to do a better job of providing for individual differences. Even in the face of the rapid technological and social changes in contemporary America, however, many educators express that education must emphasize the molding of the youth of the country through more rigid applications of programs of subject matter. The high school and college in the United States seem to have been influenced very little by either the individualistic theories of past educational philosophers or the experimental programs of the past. The teaching of subject matter content to groups of students at generally tightly-scheduled times seems to continue to be the educational pattern in secondary and higher education.

Although change in education has generally come about slowly and sporadically in the past, it seems important to closely scrutinize the goals of our educational system in terms of the offerings made to each individual student. For this writer four years of high school teaching experience and curriculum work led to an interest in the effectiveness of previous individualized programs. The general philosophy of individualized education has in the past been very laudable. Major efforts to experiment with new programs of individualized education are not

frequent in the literature, however. This researcher was most interested in major characteristics of programs that have been used and what teachers think about the effectiveness of these programs. Philosophies of programs that had been used at least four years were of major interest to this researcher.

The framework of the Continuous Progress Program used at Ingraham High School in the Seattle Public School system is indicative of the philosophy of individualized education that was of most interest to this writer. The general need for individualized instruction is listed below:

Pressures exerted by expanding fields of knowledge require a much more efficient use of student time than a graded hierarchy allows. The student must be placed in an environment where he is individually and actively engaged in learning, and such learning being measured by his making some form of behavioral change.

The student must be made increasingly aware of his stake in the learning process. He must learn that he is not a passive receptacle into which all knowledge can be poured by a skilled teacher, but rather that he is active agent, who, when taught well the basic skills and understanding of an organized field of knowledge, can expand his learning beyond any classroom confinement. He must be given the opportunity to develop this required initiative He must be given the opportunity to work at his own pace so that, though he does not amble aimlessly, he also does not stumble and fall in seeking to catch the fleetest runner. (5:12)

The emphasis on the importance of the individual's potentials seems very evident here. This approach seems to emphasize the teaching of skills as a means for the individual to discover in himself a potential for growth.

Emphasis on the growth and adaptability of the individual rather

than upon the application of subject matter content is also part of the educational philosophy of the eminent Carl R. Rogers (11:717-731), the educator, counselor, and member of the Western Behavioral Sciences Institute, La Jolla, California. He says that the world is changing at an exponential rate. If our society is to meet the challenge of the many changes in science, technology, communications, and social relationships, we cannot rest on the answers provided by the past, but must put our trust in the processes by which new problems are met. He continues to say that change so quickly overtakes us that answers, knowledge, methods, and skills become obsolete at the moment of their achievement.

If there truly is today some serious concern about the image of man, society, and religion, there must be a deep interest in developing a better and more effective educational system to meet new demands. The literature has many articles on efforts of innovative teachers to improve secondary education. There are no examples of widespread efforts to evaluate existing innovative programs or to attempt major changes in educational philosophies at the secondary level to bring about more emphasis on the development of the individual self-concepts of students. This study is to begin a broad investigation of the opinions of teachers who are familiar with individualized education.

The Problem

Statement of the Problem. It was the purpose of this study to work with the opinions of selected teachers and administrators regarding

major characteristics and philosophies of individualized educational programs. The problem of the study was to construct an opinionnaire on the theories and practices of individualized instruction and to identify factors from the results of the administered opinionnaire.

Importance of the Study. Since the classroom teacher is ultimately in control of what happens in the classroom to individual students, the opinions of the classroom teacher should be important to the researcher interested in facilitating the development of student-centered educational programs. The opinionnaire produced for this study may be of use in obtaining general teacher attitudes toward individualized instruction. This study was necessarily limited to surveying the opinions of educators at the secondary level, and English teachers as a rule, who had either been involved in using or planning an individualized program. Two schools administered the opinionnaire to all their faculty and the instrument was also given to administrators in the participating schools. Development of additional opinionnaires based on the factors obtained through this instrument should have wider applications in surveying attitudes of teachers at various levels of education. Teachers must be able to believe in what they are doing as well as being capable of making a method succeed, especially when intensive involvement with individuals is concerned. There was no mention in the literature which this writer had access to of studies having been made concerning secondary teachers' opinions on individualized instruction. There seem to be few publications of studies dealing with attitudes of educators who have been involved with new individualized educational

concepts. Many schools had begun to work toward an individualized approach, but there seemed to be much work left to do.

Procedures of the Study

From a review of the literature on individualized instruction the writer constructed a list of major features and philosophies of individualized instruction. From this list of features and philosophies of individualized instruction he made a first draft of an opinionnaire to submit to teachers. Names of Montana schools working with individualized instruction were obtained from the Montana State Department of Public Instruction. Conferences were arranged with the participating school administrators and the chairmen of their English departments. In conferences with these people the writer consulted them about their developing programs in individualized instruction. He recorded details of each school's approach and philosophy of individualized instruction. The writer explained the nature of the first draft of his opinionnaire to the committees of the various schools. He explained that the opinionnaire was to be expanded with philosophies or features from the participating schools. The opinionnaire was constructed to determine in Group I of the instrument what theories the teachers felt were the most desirable and least desirable. In Group II of the opinionnaire the purpose was to determine which practices of individualized instruction were easily put into practice in the classroom and most difficult to put into practice. Details of the conferences were summarized and the opinionnaire was expanded with those features and

philosophies of individualized instruction obtained in the conferences. The instrument was sent to each of the schools and seventy percent were returned. The results were given to the Montana State University Computer Center. Correlation coefficients for the items were used to determine factor loadings for the items and factors for Group I and II of the opinionnaire were obtained.

An attempt was made to include in the study all schools in Montana that were using or planning a program of individualized instruction. However, the list of schools selected for this study may not be complete. The State Department of Public Instruction's Supervisor of English, Miss Ruth Harpel, gave the writer the names of those schools she was aware of that were developing individualized programs. The writer went to those schools personally to ask them to participate in the project. Secondary schools in seven cities and towns participated in the study. Four schools agreed to participate but no opinionnaires were returned. The selected schools were secondary schools in Billings, Great Falls, Missoula, Shelby, Sidney, Medicine Lake, Fairfield, Forsyth, Libby, Superior, and Miles City. Schools in the last four cities did not return opinionnaires. Of the participating secondary schools Great Falls High School, Great Falls C.M. Russell High School, Missoula Hellgate High School, Missoula Sentinel High School, Billings Senior High School, and Billings West High School are larger secondary schools with enrollments above 1500 students. Shelby High School, Sidney High School, Medicine Lake High School, and Fairfield High School are

smaller high schools with enrollments of less than 200 students. Of the participating schools 89.5 percent of the responses were from educators working in the six larger schools and 10.5 percent of the responses were from educators working in the smaller schools. The sample included 238 responses, which was seventy percent of those opinionnaire response sheets sent to the participating schools.

Definition of Terms

Individualized Education. In this study individualized education, individualized instruction, continuous progress program, and student-centered instruction all have overlapping connotations concerning a kind of educational program which emphasizes the development of each individual at his own rate as he discovers inductively his own potentials, weaknesses, choices, and dignity. Content in subject matter has been secondary in many individualized programs, but it is not always. Within the concept of individualized instruction, however, there is an existential concept of man. The inner self is important. The teacher is a guide rather than a source of motivation and information.

Continuous Progress Education. A basic characteristic of continuous progress education is that the student progresses at his own rate without failing. He is not rigidly placed into an academic year or "grade" because he works through contracts of study as he is ready. Emphasis is placed on the teacher's working with the counselor, and as a counselor the teacher helps the student who lags behind to understand his situation. Continuous progress education is in most model schools

ungraded, yet this does not necessarily imply that the performances of tasks is not evaluated.

Limitations of the Study

This study was limited to determining factors in an opinionnaire summarizing theories and practices of individualized instruction. The administration of the instrument was limited to teachers and administrators in secondary schools in Montana where programs of individualized instruction were being planned or used. Individualized instruction programs in Montana high schools had not been in use (beyond the planning stages) for more than two years in any participating schools. Most programs in advanced planning or in actual use were in secondary language arts. Consequently, over eighty percent of the teachers responding were English teachers. The opinionnaire was administered only to educators familiar with some features of individualized instruction in schools planning or using individualized programs. Determining factors relevant to individualized instruction was considered the first step in a larger study aimed at evaluating teacher attitudes toward individualized instruction.

In the literature there was not consistent agreement on the meaning of individualized instruction. This study was limited to factors Montana educators familiar with some aspects of individualized instruction would consider as significant.

CHAPTER II

REVIEW OF THE LITERATURE

Organizing the curriculum to take care of the wide range in abilities of students has long been a problem. Terman's studies of gifted children in the 1920's were an early approach to this problem. With the emphasis of the Conant study, staff utilization studies, and other independent experimental studies, new approaches are being made to meet individual differences. The advent of space exploration has also brought about a change in the attitude of the public in regard to ability grouping and curriculum organization. (10:126)

As class instruction became prominent in American education, resourceful teachers tried to meet the special individual needs of the slow learner and the very bright student. The beginnings of progressive education had individualized practices in mind. In attempting to make education a part of a vast humanitarian effort to apply the promise of American life--the ideal of government by, of, and for the people--to the puzzling new urban-industrial civilization that came into being during the latter half of the nineteenth century, educators of this time had to broaden their programs to include direct concern for health, vocation, and the quality of family and community life. Second, they had to apply in the classroom the pedagogical principles derived from new scientific research in psychology and the social sciences. Third, they had to tailor instruction more and more to the different kinds and

classes of children who were being brought to the schools. The revolution Horace Mann had sparked a generation before--the revolution inherent in the idea that everyone ought to be educated--had created both the problem and the opportunity for these progressive educators. If everyone were to attend school, the Progressives contended, not only the methods but the very meaning of education would have to change. Educators who failed to recognize the need for change saw students leaving the schools feeling that they were irrelevant to the world of here and now. Finally, Progressivism implied the radical faith that culture could be democratized without being vulgarized, the faith that everyone could share not only in the benefits of the new sciences but in the pursuit of the arts as well. This progressive movement in America began following the Civil War and gained widespread appeal among intellectuals at the turn of the century. It gathered political momentum during the decade before World War I and exerted impact on American schools and colleges, public and private, until its fragmentation during the 1920's and 1930's. After World War II it experienced its ultimate collapse. The movement was marked from the very beginning by a pluralistic, frequently contradictory, character because progressive education meant different things to different people. What happened was clearly part of a much larger worldwide response to industrialism.

(3:viii-x)

The most widely accepted plan of school organization today is the graded school plan in which each grade level represents a pre-determined

year of work, and subject content for all pupils is approximately the same. Despite numerous attempts to change this basic organizational structure, the schools in our country with a few exceptions have maintained this traditional graded structure for well over a century. Not long after the graded concept claimed popularity in this country, the first attempts to modify that basic, rigid pattern were formulated. These early attempts, as well as those that followed throughout the remainder of the nineteenth and into the early decades of the twentieth century, were usually efforts to vary the instructional program within the framework of the graded school. Pupil failure became a problem of very serious concern, especially during the 1920's when some of our large eastern cities were reporting failure rates for first grade pupils as high as forty percent. (1:3-11) Several school systems created plans of more frequent promotion which they hoped would offset failure. Most of the early innovations based on the first graded schools were concerned with the lock-step pace in which all children proceeded through the schools. Although grade programs did not vary, the children did vary widely in many ways. Educators began to vary the curriculum to cope with these extremes. However, the programs were still little changed except for the fact that the children were being placed in ability groups, and the length of time each group spent on any particular phase of the curriculum could vary. The focus on individual student development began to become a concern of some educators.

In 1888 Preston W. Search developed a plan of instruction to provide for individual differences among pupils on the secondary level. This was known as the Pueblo Plan after the high school at Pueblo, Colorado. It was a plan for grouping pupils into relatively small homogeneous ability groups which were permitted to work and progress at their own rates. Individual work with a minimum amount of teacher assistance was stressed. This homogeneous grouping was based upon the ability criteria rather than on age or grade. (7:106) The work of each high school subject was outlined so that each student could progress at his own rate in each subject. All units in each course were studied by every student but at varying rates. No marks were given, the concept of nonpromotion was eliminated, and teachers' records simply indicated the number of units completed satisfactorily. Emphasis was upon individual work and progress as opposed to group work and group progress. While this plan was applied most extensively in high school, Search believed that it could be used in the elementary school. (1:11)

Another early plan of individualized instruction originated in Batavia, New York, in 1898. This plan was a combination of group and individualized instruction by which an extra teacher was employed in the same room with another to give special help to the slow learners. (8:161-172) A Mrs. Marietta Pierce Johnson became involved in an educational experiment at Fairhope, Alabama, in 1907 which had elements of individualized instruction. The aim of the school was to "minister to the health of the body, develop the finest mental grasp, and preserve the

sincerity and unconsciousness of the emotional life." (3:149) Mrs. Johnson called her school the Organic School since her curriculum was designed for a unit organism which had to have good health in one part of the organism to have good health in another. Achievement groupings in this school were abandoned in favor of a simple classification based on age. "Children were never compared; they were judged only in terms of their own abilities. And all extrinsic rewards were eliminated in favor of the inner satisfaction that is supposed to derive from 'whole-hearted disinterested service!'" (3:149) Mrs. Johnson's program included kindergarten, three divisions of elementary school, a junior high school, and a high school. She borrowed Dewey's idea that more formal studies should grow out of activities and occupations intrinsically interesting to children. She emphasized that the program included no examinations, no tests, no failures, no rewards, no self-consciousness. And she stressed the development of sincerity, freedom of children to live their lives straight out with no double motives or temptation to cheat, and morality. The Fairhope experiment was discussed by John Dewey at length in Schools of Tomorrow as a living embodiment of Rousseauan pedagogical principles. He made the following concluding remarks:

The program has demonstrated that it is possible for children to lead the same natural lives in school that they lead in good homes outside of school hours; to progress bodily, mentally, and morally in school without factitious pressure, rewards, examinations, grades, or promotions, while they acquire sufficient control of the conventional tools of learning and of study of books--reading, writing, and figuring--to be able to use them independently. (3:151)

As an effort to implement Dewey's plan for the school to adapt to the circumstances, needs, and opportunities of industrial civilization, William Wirt was hired as superintendent by the school board of Gary, Indiana, in 1907. Wirt, who had been a student of Dewey had begun to work out a plan whereby the local schools remained in session twelve months a year in an effort to further as much flexibility as possible in program and organization. Wirt's idea was not only to afford each child vastly extended educational opportunity--in playgrounds, gardens, libraries, gymnasiums and swimming pools, art and music rooms, science laboratories, machine shops, and assembly halls--but to make the school "the center of the artistic and intellectual life of the neighborhood."
(3:155)

This program was based on the school philosophy that the curriculum must be adjusted to the child and that it must be flexible in the form of schedule and objectives. This was an idea leading to individualized instruction by the organization of platoons. A platoon is a group which may be studying the fundamentals of arithmetic, language, spelling, reading, writing, and social studies in the homeroom and the activity program was carried out in the special rooms. Continuous utilization of all school facilities was secured by having one platoon do classroom work while the other engaged in the activities of athletics, shopwork, and others. The advocates of the Gary Plan or the Platoon System insisted that this dual organization favored progressive methods which were designed for the individual. (7:507)

While the program received great acclaim, the two-platoon plan had not always worked out in practice. Some of the activities in the auditorium had been perfunctory and wasteful; some of those in the gymnasium and park had been good fun but not particularly educative. Schools records kept by students were sloppy; poor spelling, arithmetical errors, and grave omissions passed unchallenged. The immediate educative effect was often lost, and students were becoming habituated to inferior performance. Classroom instruction in history, geography, mathematics, and the language arts was found to be meager and formal. "It is one thing to propose a new philosophy," one survey suggested, "but quite another to find teachers who are first committed to it and then able to carry it through. For all its novelty and pioneering, the Gary program left much to be desired" (3:159-160)

The Morrison Plan appeared a little later in the early part of the century. It was designed to plan the work in the form of units. It was organized into five steps. These steps were exploration, presentation, assimilation, organization, and recitation. In the first step it was determined what the pupils knew about a given subject to inform the teacher where the pupils were and where to begin the teaching of the particular topic or subject. In the second step the pupils were to investigate, study and pass the mastery test. In the fourth step they were to summarize and pull together the results of their work. In the final step, recitation was given by those who had mastered the material and the rest were the audience. These five steps served as drill without

the child thinking of it as such and also, in the final step, used the most capable pupils as leaders in presenting the material in recitations. Assignments were based on abilities. (3:170-173)

The Dalton Plan was first introduced in 1919 by Helen Parkhurst in an ungraded school for crippled children. The next year it was adopted by a high school in Dalton, Massachusetts, from which it took its name. Although both the Dalton Plan and the Pueblo Plan placed great emphasis upon the individual, the former was mostly concerned with the individual's performance in group situations. The Dalton Plan consisted of subjects of study being divided into academic and vocational groups. Academic subjects were organized sequentially, and students worked and progressed on an individual basis. The individual job-sheet-unit conference technique was employed. The work of each grade in each of the academic subjects was laid out by a series of related jobs or contracts, each of these consisting of a number of smaller units. The learning tasks were identified for each child, and he was permitted to progress to the completion of his requirements, which were determined through a checking conference with his teacher. There were specialized teachers and facilities, and students were grouped on a nongraded basis. Pupils had considerable freedom of choice regarding the units of work they undertook. While each pupil was free to determine his own pace, each was required to complete the corresponding grade-level units for a subject before moving on to advanced work in a single subject area. (1:11-12)

The Dalton Plan was the earliest plan for changing the one-class-per-teacher arrangement through the use of departmentalization. Instruction in the fundamental subjects was provided by the homeroom teacher for one group while opportunities for activity were available to the other group. Except for auditorium and gymnasium periods, the grade level structure was maintained. By limiting the number of areas that a teacher taught, this plan assumed that the teacher would become more proficient in her area of concentration thereby improving the educational program. Departmentalization, as an outgrowth of the Platoon System, gained widespread acceptance, during the 1920's and 1930's, particularly at the high school level. "To date, departmentalization has had a more lasting impact on education than any other organizational innovation except for the basic graded plan." (1:13)

The Winnetka Plan was very closely related to the Dalton Plan and perhaps better known. It derived its name from the work of Carleton Washburn in Winnetka, Illinois, where he carried on the ideas introduced by Frederick Burle in California. As in the Dalton Plan, the individualized task approach was emphasized. The Winnetka Plan allowed for individualized instruction, or the laboratory method as it is sometimes called, by dividing the curriculum into two parts. One part consisted of common essentials such as arithmetic, reading, spelling, language, writing, and social sciences. The other division was in the social and creative activities group. The pupils worked individually at their own rates on the first part largely by means of

workbooks or other similarly designed materials. In the social and creative areas no attempt was made to measure achievement. Group work was designed to broaden the pupil's social traits and habits. Provision was made for promotion in the individual subjects, but this did not necessarily mean changing rooms but merely continuing from the completed unit in any subject to the next unit in that subject. Assignment booklets, mastery tests, student goal cards, and time budget sheets were used. The materials selected were appropriate to each child's capacity for his project assignment. Tests were administered at appropriate times to measure academic achievement. Established standards had to be met before successive units of work could be taken. (13:12)

One of the developments encouraged by an emphasis on individualized instruction was that of school guidance and counseling programs. Muse (7:504) stated that "the Dalton Plan was revised by Miss Parkhurst so as to provide more teacher guidance than originally was deemed necessary." Washburne also made the following statement (13:16), "The Winnetka Schools were among the first in the country to recognize the value of psychiatric help in some cases, and trained psychologists have been on the staff for approximately twenty years."

Team teaching was attempted during the 1930's as departmentalization continued to expand. The Cooperative Group Plan was constructed at this time as an attempt to have groups of teachers, each a subject matter specialist with a classroom designed for his specialty, work cooperatively

to coordinate their efforts in planning and evaluating the work of students. The plan's primary purpose was to provide for the individual differences of both the pupils and the teachers. Pupils in a given group usually ranged across several grade levels so that multi-age group instruction and some degree of continuous education were possible. The Cooperative Group Plan quickly disappeared, however, and remained undercover until it was rejuvenated in the mid 1950's in the form of team teaching. (1:14)

The programs briefly described in the preceding pages do not tell the entire story of early individualized instruction. But those mentioned are examples of the programs described in the literature. From the period of 1900 to the present considerable discussion and action relating to inadequacies of the graded plan had resulted in little agreement regarding an improved structural framework for teaching and learning. Beggs (1:15) makes the following statement regarding the main reason these programs failed:

"Because the variety of attempts (at providing for individualized instruction) which had been made were all efforts to cope with the situation from the vantage point of a graded approach, they were, from the beginning, off to a wrong start. The evils of graded organizations cannot be taken away if any form of the graded structure is preserved.

The graded school then, as now, simply was not in harmony with the basic purpose of American education; namely that every child should have an opportunity to develop his talents to the fullest extent."

The nongraded school as a concept did not actually gain acceptance until after 1960. Lawrence A. Cremin (3:347-352) discusses reasons

why interest in progressive education (leading to discussions of the nongraded and individualized instruction idea) ended abruptly in the 1950's. Cremin suggests reasons why progressive education failed. He said that distortion of progressive ideas resulted. The pluralistic society of the thirties and forties developed ideologic factions which often made cartoon jokes of progressive education. He also said that "like many protestors against injustice, the early progressives knew better what they were against than what they were for." (3:348) He emphasized that progressive educators many times worked for acceptance of terms such as "the whole child" or "creative self expression" without making guides for positive classroom action. A third reason Lawrence A.

lists for the failure of the progressive education movement is that the progressives prescribed inordinate demands on the teacher's time and ability. When the work was not done well, the situation was worse than before with formal education. Fourth, much of what the movement preached was incorporated into the schools at large. Cremin (3:349) stated, "Once the schools did change progressives found themselves wedded to specific programs, unable to formulate the next steps." There was also a general swing in United States society toward conservatism in postwar political and social thought. Another reason the movement failed was because the professionals behind the movement failed to continue to maintain nonprofessional support during the fifties. Cremin felt a most important reason for the collapse was because the movement failed to keep pace with the continuing transformation of

American society. "The continued advance of mass media, the proliferation of social welfare agencies under public and quasi-public sponsorship, and the rigid extension of industry-sponsored education programs--the classrooms in the factories that Harold Clarke and Harold Sloan labelled the real pedagogical revolution of the time - had literally transformed the balance of forces in education." (3:351) The arguments of the citizen's conferences of our time were often based on defining the school's responsibilities rather than to expand the scope of the schools.

Cremin felt, however, that even though the progressive education movement died, there would be long range remnants of it. He made the following statement regarding these long range effects:

"... the transformation they (the progressives) had wrought in the schools was in many ways irreversible as the larger industrial transformation of which it had been part. And for all the talk about pedagogical breakthroughs and crash programs, the authentic progressive vision remained strongly pertinent to the problems of mid-century America. Perhaps it only awaited the reformulation and resuscitation that would ultimately derive from a larger resurgence of reform in American life and thought." (3:353)

It appears that interest in changes in education toward somewhat progressive ends have continued in the form of interest in the ungraded school and other recent developments. There are many new curriculum programs in the various districts throughout the United States. Glen F. Ovard mentions that new programs are significant in that they have influence on general educational improvement. If the schools are publicized, they may have local, state, or national influence. (10:118)

American education has been, is now, and will continue to be criticized for its deficiencies. During the 1950's, there developed an increased national interest in education. Russian launching of the first orbiting satellite brought criticism to our education because the United States was not the first to orbit the earth. During this period James B. Conant published his report entitled The American High School Today. This study made recommendations to strengthen and improve the organizational structure of secondary education in America. The recommendations included the following statements:

- (1) Every student should have a planned individualized program based on his needs....
- (2) In the required courses and those elective courses in which a wide range of ability would be present, the students would be grouped according to ability by subject.
- (3) The school day should be organized so that there will be at least six periods in addition to physical education and driver's education. Laboratory classes should be scheduled for double periods under a seven period day. (10:125)

A later report was published through the National Association of Secondary School Principals. The report written by Lloyd J. Trump was entitled Images of the Future, a New Approach to Secondary Schools. On the basis of experimental studies, it was proposed that the secondary school of the future would be different in the following ways:

- (1) The school would no longer be organized in the traditional standard classes, daily schedules, and departmentalized instruction. The school would be organized around large-group instruction, small-group discussion, and individual study.
- (2) The future class schedule would call for students to be in class groups only 18 hours a week instead of 30. Twelve of the eighteen hours would be in large-group instruction and six hours would be in small-group discussion. The student would spend twelve hours in individual study. This

type of organization would teach the student to study, think and solve problems on his own.

- (3) The instructional staff would consist of (a) professional teachers . . . , (b) instructional assistant . . . , (c) clerks . . . , (d) general aides . . . , (e) community consultants, and (f) staff specialists. Trump gives a breakdown of the instructional staff based on a 400-pupil school. (10:126)

Organization of the curriculum for better use of the student's time is basic to recent attempts to provide for individual differences. Glen F. Ovard (10:126) mentioned that the organization of the curriculum into tracks and levels or phases is receiving attention. In many high schools, a three phase program is used: a slow-learning group, an average group, and a rapid-learning group. Currently the emphasis is placed primarily in areas in which a student will profit most according to his ability. Ovard said, "The increased knowledge of intelligence tests has (1) demonstrated more convincingly the extent of individual differences, and (2) made possible to classify children more accurately on the basis of native ability." (10:128)

B. Frank Brown (2:4) stated in his book The Appropriate Placement School: A Sophisticated Nongraded Curriculum, "In the contemporary industrial and social setting, the schools can no longer afford to be indifferent to change Advocates of graded education are denouncing the introduction of new innovations " Brown maintains that for individualized instruction to come about, the organization of the school and curriculum must be changed. Brown designed a program for Melbourne (Florida) High School that is a nongraded structure

organized around five phases of learning based on skills.

The Continuous Progress Plan at the Brigham Young University Laboratory school and further adaptations of the plan as used by the Seattle Public School system are other attempts to organize the students for better instructional programs. The emphasis is almost totally on the individual and his growth and achievement. (10:130)

Many adaptations and combinations of the plan for individualizing instruction are now being tried by secondary schools. It appears that Lawrence A. Cremin's statement on a reformulation of Progressive Education ideas is being made. This paper sought to begin a study of teacher opinions toward many of these ideas.

CHAPTER III

CONSTRUCTION AND ADMINISTRATION OF THE OPINIONNAIRE

Construction of the Opinionnaire

The opinionnaire was made by selecting theories and practices used in programs of individualized instruction since 1888 when Preston W. Search developed the Pueblo Plan as discussed in Chapter II. Major characteristics of individualized instruction were taken from the Pueblo Plan, the Batavia Plan, the Fairhope Plan, Dewey's Chicago Laboratory School Plan, the Gary Plan, the Morrison Plan, the Dalton Plan, the Cooperative Group Plan. Additional features of individualized instruction were taken from nongraded school programs such as B. Frank Brown's Appropriate Placement School, Seattle's Continuous Progress Plan, and others. Consideration was given to educational philosophy, organizational structures, curriculum concepts and sequences, individual differences, student activity and freedom, creativity, student grouping and placement, educational psychology, instructional methods, approaches to discipline, leveling of students, and marking or evaluation. A major portion of the items of educational psychology included in the opinionnaire were taken from Don E. Hamachek's educational psychology resource called Human Dynamics in Psychology and Education. The first chapter of Hamachek's book included fifty propositions upon which psychologists of all schools consistently agree. (4:4-10)

The statements were taken from the literature as they were stated.

The purpose was to bring together all major theories and practices of individualized instruction since 1900 and especially since 1960. The writer was interested in determining what factors were most significant in all of the issues in the literature of individualized instruction.

The statements taken from the literature were divided into two general categories. One category included theories of individualized instruction or the philosophical considerations governing the development of individualized programs. The other category was concerned more with actual practices or applications of theories. It was desired that educators respond to the theories on the basis of their desirableness and to the practices on the basis of their difficulty to put into practice in schools today. The items were assembled as they appeared to alternate into different topics. Questionnaire Design and Attitude Measurement by Abraham Oppenheim (9:1-48) was used to make the form of the instrument and Scales for the Measurement of Attitudes (12:59) by Marvin E. Shaw was used to design the response scale with five parts from least to most is an adaptation of the Likert Scale.

A first draft of the opinionnaire was constructed from the review of the literature. Copies of the instrument were submitted to a panel of eight experts in psychology or education at Montana State University to be considered for completeness, item ability to provoke attitudes, and wording. The experts included Dr. Milford Franks, Dr. George Hossack, Dr. Jess Lair, Dr. Earl Ringo, Dr. S. Gordon Simpson, Dr. Albert Suvak, and Dr. Robert J. Thibeault. Additions and revisions

were made in the directions given in the instrument.

The instrument was then taken by the author personally to each of the schools selected to participate in the study. In an interview with the principals and or superintendents of the schools and the chairmen of the English departments, the writer explained how the opinionnaire included major theories and practices of individualized instruction as obtained from the literature. Further points of interest in individualized instruction were requested from the educators interviewed. The desire of the writer was to expand the opinionnaire with special interests of the educators interviewed so the instrument would provide them with a means of determining how other educators in the state working with individualized instruction might feel about specific points. Topics of special concern to the interviewed educators included the student's responsibility for his own education, modular scheduling, student motivation, learning centers, relevancy of content, computer scheduling, analysis of curriculum outcomes, existentialism in today's educational philosophy, individualized instruction materials, instruction in large and small groups, teacher cooperation, student choices and incentives in school, letter marking, teacher preparation, and others. Statements not covered already in the opinionnaire were constructed and included in the finished instrument.

Administration of the Opinionnaire

Each principal of the participating schools was called by telephone before the writer visited the schools. Each principal was

asked if he were interested in participating in the study. All principals were interested in participating. Arrangements were made for a conference at each school between the principal and/or superintendent of the school, the chairman of the English department of the school, and the writer. Part of the business of each conference was to interest one of the members of the committee in the study so that he would wish to see that the instruments were distributed and returned. In conferences with the administration of the Missoula County High Schools and with the principal of Billings Senior High School requests were made by those administrators to include the entire faculty in the study. All participating administrators expressed interest in exposing their faculties to the wide range of theories and practices in the opinionnaire for the sake of discussion, development, and evaluation of the existing Montana programs.

The opinionnaire was sent to each school and administered by the principal or English chairman of each school. Results were returned by June of 1969.

CHAPTER IV

FACTORS IDENTIFIED FROM THE RESULTS OF THE OPINIONNAIRE

The results of the opinionnaire were processed by the computer center at Montana State University. Factor loadings were determined for each item in Group I of the opinionnaire, Theories of Individualized Instruction, and for each item in Group II of the opinionnaire, Practices of Individualized Instruction. The sign of the factor loadings indicated only the kind of relationship a given item had with a given factor. Factors were obtained for Groups I and II by the computer. Those items related to a factor with a factor loading of above .39 were selected for discussion in this paper. In Group I eight factors were determined. These factors are summarized in the following tables.

TABLE 1. FACTOR I GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
2	School instruction should meet the needs of all of the children of all of the people.	.675
1	Programs of instruction should be carefully evaluated in terms of their offerings to each student because their will be in every group of learners wide differences in quality, desire, and intent concerning learning.	
38	The range of content of any high school program must be wide enough to accomodate the range of variations of the interests of the student population.	.579
37	The school's program of study should be more important for what it does to students than for what it is itself.	.555
5	Teachers should teach in areas of content that are their individual specialties.	.461
		.410

Factor loadings above .39 for items in Factor I of Group I are given in Table 1. The items seem to best relate to the importance of meeting the needs of the individual student. Six items in addition to those on the chart were determined by computer analysis to be related to Factor I, but these were not included in Table 1 because of their lesser significance. Items 6, 8, 12, 29, 65, and 68 had factor loadings between .20 and .40.

TABLE 2. FACTOR II GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
44	A degree of frustration will be beneficial in helping the student learn.	-.561
43	Because criticism, failure, and discouragement in school are damaging to the individual's sense of worth, they should be eliminated.	-.572
15	Elimination of pressures will produce a relaxed learning situation conducive to good mental health.	.453

Factor loadings above .39 for items in Factor II of Group I are given in Table 2. The items seem to best relate to the pressures on students exerted by frustration of letter marking, criticism, and failure. Six items in addition to those on the chart were determined by computer analysis to be related to Factor II, but these were not included in Table 2 because of their lesser significance. Items 3, 40, 42, 46, 59, and 61 had factor loadings between .20 and .40.

TABLE 3. FACTOR III GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
54	Emphasis should be placed on the cooperation of teachers within departments to make joint decisions.	-.785
53	Each content area should have a learning sequence organized around a related concept or unitary skill, requiring students to move from simple to complex skills and ideas.	-.707
64	A student may progress more rapidly in some subjects than he might in others.	-.697
55	Curriculum revision will be a continual need.	-.682
58	The responsibility for learning should be placed on the learner who actively is helped to set his own instructional goals and to carry out his individual learning activities.	-.600
68	Each student should be considered as unique in his needs and although his needs may be similar to some other student's needs, a learning program should be made for the individual rather than for the group.	-.597
57	Change in a school program will be brought about as the methods used by the teachers change.	-.565
49	The flexible or modular schedule should be able to organize a school day so that varying amounts of time can be spent on different subjects, so that students have blocks of time for individual study, and so that the school program is based on small group instruction.	-.535
66	A student's willingness to advance to a new learning situation should be a most important aspect of his readiness.	-.508
65	A modular schedule will be able to facilitate meaningful teacher conferences.	-.507
51	The teaching faculty should make educational objectives which will be the reference points from which all decisions will be made about teaching and learning.	-.483
59	Evaluation of the student's work will be a continual process which will not require the use of letter marks.	-.476
56	The building principal should give leadership and attention to changes in the school's instructional program, because he will be the school's instructional leader.	-.474
69	No student should be judged by the median performance of a nonselected group.	-.424

Factor loadings above .39 for items in Factor III of Group I are given in Table 3. The items seem to best relate to the cooperation of administrators, teachers, and students in making programs for individual students. Twenty items in addition to those in Table 3 were determined by computer analysis to be related to Factor III, but these were not included in Table 3 because of their lesser significance. Items 8, 12, 29, 30, 32, 33, 37, 38, 39, 42, 45, 50, 60, 61, 62, 63, 71, 73, and 74 had factor loadings between .20 and .40.

TABLE 4. FACTOR IV GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
75	There will be a growing need for teachers to become educational specialists in diagnosing learning problems; teachers should first be well-trained as educational psychologists and then concern themselves with content studies.	-.614
73	New methods of individualizing instruction for all students must be investigated because in most classes teachers as well as students will reject the one to three "isolate" pupils who are not chosen for friendships, parties, or committees.	-.524
74	Group interaction sessions (T-groups or sensitivity groups) will be useful in helping students who have become "isolates" help each other and the school to find a meaningful place for these students.	-.466
72	A general belief that the human being must control himself to avoid being evil will be more significant in retarding growth of individualized instruction programs than poor systems of school organization.	-.431

Factor loadings above .39 for items in Factor IV of Group I are given in Table 4. The items seem to best relate to new methods for teachers to use to reach individuals whose needs have not been met. Nine items in addition to those given in Table 4 were determined by computer analysis to be related to Factor IV, but these were not included in Table 4 because of their lesser significance. Items 16, 42, 47, 50, 62, 63, 66, 70, and 71 had factor loadings between .20 and .40.

TABLE 5. FACTOR V GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
11	The content of education is important but should be, at best, only a means to develop thinking, judging, and creating abilities.	.663
10	Teacher time will be saved and put to better use if technological aids are used.	.509
12	The fostering of student initiative and creativity should have priority in plans for school programs.	.467

Factor loadings above .39 for items in Factor V of Group I are given in Table 5. The items seem to best relate to the fostering of student and teacher initiative and creativity. Ten items in addition to those given in Table 5 were determined by computer analysis to be related to Factor V, but these were not included in Table 5 because of their lesser significance. Items 3, 8, 26, 29, 36, 37, 41, 47, 50, 51, and 63 had factor loadings between .20 and .40.

TABLE 6. FACTOR VI GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
21	Pupils will be able to learn much from each other; those who have been together for years will be able to learn new material more easily from one of their own group than they would from strangers.	-.469
7	The focus of the school program should be on the material to be covered within limits decided upon by faculty consensus.	-.444
48	Decisions on curriculum revision should be made by administrative specialists.	-.430

Factor loadings above .39 for items in Factor VI of Group I are given in Table 6. The items seem to best relate to what group will be the center from which learning will develop, administrators, teachers, or students. Three items in addition to those given in Table 6 were determined by computer analysis to be related to Factor VI, but they were not included in Table 6 because of their lesser significance. Items 23, 30, and 71 had factor loadings between .20 and .40.

TABLE 7. FACTOR VII GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
60	Letter marks should help the student learn because the marks will provide a means of comparison among students.	.698
40	Letter marking should be discarded because the type of reward which has the greatest transfer value to other life situations is the kind one gives oneself--the sense of satisfaction in achieving purposes.	-.665
13	The term "grade" (referring here as in all further items to grade level--as in sophomore, junior, or senior levels) should no longer be used in education since the term connotes a single fixed standard of achievement for all children at a given chronological age.	-.595
14	A student should not fail or repeat a study. If he does not achieve in proportion to his ability, the cause must be studied and his program should be adjusted to fit his needs.	-.548
59	Evaluation of the student's work will be a continual process which will not require the use of letter marks.	-.526

Factor loadings above .39 for items in Factor VII of Group I are given in Table 7. The items seem to best relate to methods of evaluating students' work. Twelve items in addition to those given in Table 7 were determined by computer analysis to be related to Factor VII, but these were not included in Table 7 because of their lesser significance. Items 3, 15, 22, 25, 26, 27, 36, 37, 43, 47, 63, and 68 had factor loadings between .20 and .40.

TABLE 8. FACTOR VIII GROUP I

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
35	The secondary school program should have sufficient breadth to expose students to the full range of human knowledge, and narrow specialization should be left to education beyond the high school.	-.550
36	Subject offerings should be more interdisciplinary in content than specifically departmentalized.	-.442
34	No school subjects should be considered markedly superior to others for building up generalizations about principles and concepts.	-.416

Factor loadings above .39 for items in Factor VIII of Group I are given in Table 8. The items seem to best relate to the breadth and depth of subject matter offerings. Seven items in addition to those given in Table 8 were determined by computer analysis to be related to Factor VIII, but these were not included in Table 8 because of their lesser significance. Items 24, 26, 28, 29, 33, 41, and 42 had factor loadings between .20 and .40.

In Group II of the opinionnaire, Practices of Individualized Instruction, one general factor was determined. This general factor included all items in Group II with the exception of two items, 5 and 53. Factor loadings above .39 for items in Factor I of Group II are given in Table 9. One item, 34, in addition to those given in Table 9 was determined by computer analysis to be related to Factor I, but it was not included in Table 9 because of its lesser significance. It had a factor loading of .260.

TABLE 9. FACTOR I GROUP II

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
104	"Phase" the program so that students may progress from remedial help to functional skills, and then to basic concepts, depth studies, and independent studies.	.661
103	Each student plans with the teacher short term programs or contracts of study toward definite goals of the individual student.	.624
123	Determine learning activities by readiness, not by chronological age.	.590
102	Make a plan which makes the students discipline themselves for the most part.	.572
84	Organize each content area learning sequence around a related concept or unitary skill which is developed from simple to complex skills and ideas.	.564
121	Make subject offerings more interdisciplinary in content than specifically departmentalized.	.564
100	Use programmed learning materials extensively to release the teacher from group teaching so that he can work with individual students.	.549
86	Continually revise the curriculum through representative committees of faculty members and administrators.	.547
81	Use the modular schedule or flexible schedule.	.531
130	A traditional school can be converted to a nongraded school.	.526
93	Free students to move ahead so that when a student has developed one skill or mastered one concept, he is free to move to the next, regardless of the progress of others or the time of the year.	.522
108	Make an adjustment in the group and activity for each student whenever a teacher discovers that a pupil no longer fits comfortably into a particular group.	.515
92	Let students approach instructional goals for a content area in different ways and to varying degrees of depth.	.512
117	Organize the school day so that teachers meet together during school hours to do the planning, and evaluating necessary for the program.	.511
122	Use tests, either written or performance, of ability to use ideas or skills to assist students in assessing their potentials and to assist teachers in making study recommendations.	.505

TABLE 9 (Continued)

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
99	Use able students interested in teaching as a career as teacher aides to help students learn basic skills and to help students formulate study plans.	.501
98	Make it possible for students to spend most of their time during the day in the library, resource rooms, or in individual study carrels.	.499
83	Have the teaching faculty make educational objectives which will be the reference points from which all teachers within the school shall make decisions about learning and teaching.	.496
96	Adapt all course content to a continuous, sequential, open-ended program.	.485
82	Use team teaching.	.483
90	Offer students unlimited numbers of subjects to study during the school year.	.481
95	Intrinsically motivate each student to work to his full potential by facing him with problem-solving situations at his level of competence and capacity.	.480
97	Give students access to classroom libraries, including paperback collections.	.475
119	Make as many sequences in each subject as different sequences can be organized in the subject.	.473
94	Make a time for students to meet together in small discussion groups.	.468
106	Give students individual study supervision by home room teachers who have broad-fields or multiple-fields backgrounds.	.466
116	Take advantage of in-service programs.	.463
118	Plan each sequence within a subject discipline to have stated objectives, established sequences of basic understandings or skills to be mastered, and suggestions for varieties of learning activities.	.463
120	Plan the secondary program to have sufficient breadth to expose students to the full range of human knowledge, but leave narrow specialization to education beyond the high school.	.461
107	Keep specific records of individual student programs and progress to pass on to succeeding teachers of each student.	.447

TABLE 9 (Continued)

Item Number	Statement of the Item from the Opinionnaire	Factor Loading
89	Evaluate students according to their personal progress toward personal goals.	.445
76	Make the range of content in your high school program of study wide enough to accomodate the range of variations of the interests of the student population.	.439
112	Use teaching machines so that one student can study a topic at a different time from other students.	.438
85	Have teachers cooperate within departments to make joint decisions about programs.	.433
105	Make it possible for teachers to teach in areas of content that are their individual specialties.	.433
87	Teachers meet with students some of the time in large groups and in some discussion groups, but most of the time is spent in individual conferences with students.	.425
77	Discard letter marking (A,B,C, etc.).	.422
88	Place the responsibility for learning on the learner who is active during the day rather than passive.	.411
91	Let students perform learning tasks that they have chosen to do.	.408
124	School instruction meets the needs of all of the children of all of the people.	.405
78	Eliminate criticism, failure, and discouragement.	.402

The items in Factor I of Group II seem to best relate to general methods of individualizing instruction.

The negative signs on the factor loadings for the items in the factor tables should not be confused with negative correlations on teacher opinions on a particular item. This study sought only to determine factors within the opinionnaire. Positive and negative opinions on particular items were not indicated by factor loadings. The negative factor loading only specified the kind of relationship an item had.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

American educators have tried for many years to meet the needs of every individual student. While many programs of instruction have been developed since 1900, and especially since 1960, there is not in the literature a consistent definition of "individualized instruction." Instead there are many varied theories and practices that have been offered to put an emphasis on developing the potential of each individual at a rate that will fit his own capacity.

There seems to be a growing body of objective knowledge in educational psychology which may be helpful to educators as they try to understand individuals and groups. However, this researcher found results of no studies which identified factors related to opinions of educators working with what they called individualized instruction. In talking with educators in Montana who were working toward this kind of instruction, this researcher found that all educators first wanted a definition of what he thought individualized instruction was. This issue was of concern to all of the people interviewed for this study before further discussion proceeded. Discussions of individualized instruction in the literature and in the discussions this researcher had with selected Montana educators revolved around seemingly diverse topics such as independent study, team teaching, large group interaction, or closed-circuit television and electronically developed study carrels. One might say that there did not appear to be a thing called individualized instruction.

Rather, there did appear to be a large group of instructional programs designed to better try to develop the individual than to try to relay education content to groups of students. Some programs seemed more intent on developing each individual's potential than did others. At least some professed to have individual development as a goal.

This study involved the preparation of an opinionnaire which summarized major theories and practices of individualized instruction. The opinionnaire was revised and expanded to include all issues considered especially important to Montana educators leading in individualizing instruction in 1968. The opinionnaire was administered to selected educators who were working with individualized programs in Montana. The problem of this study was to determine factors in the opinionnaire that was constructed.

The opinionnaire developed for this study included two groups of items. Group I of the opinionnaire was seventy-five statements of theories of individualized instruction, and Group II of the opinionnaire was fifty-five statements of practices designed to individualize instruction. Educators from secondary schools in seven cities in Montana responded to the items. Group I items were responded to on the basis of their desirability. Group II items were responded to on the basis of how difficult they would be for teachers to put them into practice. The opinionnaire was sent to participating schools in May of 1969. The results, seventy percent of the opinionnaires sent, were returned by June 30, 1969. The results were analyzed for correlation coefficients among items and then for factors.

Conclusions

In Group I of the opinionnaire eight factors were determined. Items in the factors with factor loadings above .39 were selected for discussion. The factors appeared to best relate to topics including the importance of meeting the needs of the individual student; the pressures on students exerted by frustration, criticism, and failure; the cooperation of administrators, teachers, and students in making individual student study programs; new methods for teachers to use to reach individual needs that haven't been met; the fostering of student and teacher initiative and creativity; the student, teacher, or administrator as the center from which learning develops; methods of evaluating student work; and breadth and specialization in subject matter offerings.

In Group II of the opinionnaire one factor was determined. Items in the factor with factor loadings above .39 were selected for discussion. The factor seemed to best relate to methods used to individualize instruction.

Computer analysis of data produced additional unidentified factors with very low factor loadings (below .39). These factors were discarded for the discussion of factors in this paper because these unidentified factors had such low factor loadings.

Recommendations

It appeared that those factors determined in Groups I and II should be further studied. A study should be made to obtain from each identified factor a total factor score. Adding responses to each item in each factor will yield this score. Factor scores among different groups of people could then be determined and comparisons of respondent groups could be made.

Reliability and validity tests should be made on the instrument. The refined instrument should be useful in comparing educator attitudes toward the theories and practices included in the instrument. By comparing the attitudes of educators who have worked successfully with programs which included features like those in the opinionnaire with the opinions of other groups of educators, some meaningful projections should be possible. The success of trying a new program, as far as teacher attitudes toward theories and practices in any new program relate to the program's success, should be determinable.

SELECTED REFERENCES

1. Beggs, David W. III, and Edward G. Buffie. Nongraded Schools in Action: Bold New Adventure. Bloomington: Indiana University Press, 1967. 322 pp.
A complete and well-developed presentation of major nongraded programs put into use since 1960. This was a major resource used in this paper for obtaining opinionnaire items. Beggs felt that the nongraded school concept would better meet the needs of students of all levels of achievement.
2. Brown, B. Frank. The Appropriate Placement School: A Sophisticated Nongraded Curriculum. West Nyack, New York: Parker Publishing Company, Inc., 1965. 198 pp.
A first report of the M. I. T. Conference by the Panel for Educational Research and Development of the President's Science Advisory Committee in 1963. The book fervently advocates the nongraded plan to bring about a nongraded secondary school. The book includes a complete discussion of the organization of Melbourne High School, where Brown has developed a model high school. This source was used to gain an example of a current individualized instruction program in action.
3. Cremin, Lawrence A. The Transformation of the School: Progressivism in American Education, 1876-1957. New York: Random House, Inc., 1961. 387 pp.
A scholarly work explaining in detail the development of progressive education, including an emphasis on providing for individual differences. This book was a basic source of early programs professing to emphasize individualized instruction. Cremin looked critically, but productively, at the Progressive Movement and suggested that the future would see the return of many ideas of the movement.
4. Hamachek, Don E. Human Dynamics in Psychology and Education. New York: Allyn and Bacon, Inc., 1968. 692 pp.
A readable collection of articles on educational psychology suitable as a resource for a university educational psychology class. The first chapter of this book was of most use in this study. The chapter included fifty points of educational psychology that contemporary psychologists agreed upon. Some of these points were used as items in the opinionnaire of this study.
5. Harman, Beth. "LAG Program Research Proposal." Seattle: Seattle Public School's Ingraham High School, 1963. (mimeographed) 72 pp.
A portion of Ingraham High School's continuous progress curriculum plan. The plan was used in this study for an example of the rationale behind an individualized program. Some of the opinionnaire items also came from this plan.

6. Maslow, Abraham. "Some Educational Implications of the Humanistic Psychologies," The Harvard Educational Review, XXXVIII (Fall, 1968), 688-716.

A rather scholarly article adapted from a speech by the President of the American Psychological Association. Maslow felt that there was in education a growing concern and appreciation for the expansion of the subjective inner man. This article was used to introduce the topic of the study.

7. Muse, Maude B. Guiding Learning Experiences. New York: The Macmillan Company, 1950. 567 pp.

A source of limited use because of its date presenting in detail discussions of various older programs designed to guide students through programs they had designed. The Pueblo Plan discussion was taken from this source.

8. Otto, H. J. "Historical Sketches of Administration Innovations," Educational Administration and Supervision, XX (March, 1934), 161-172.

An article briefly summarizing the major features of early plans for individualizing instruction. Otto's discussion of the Batavia Plan was used in this paper.

9. Oppenheim, Abraham. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966. 298 pp.

A clearly presented resource explaining procedures to follow for the construction of opinionnaires or questionnaires. This source was used in the preparation of materials from which opinionnaire items were selected.

10. Ovard, Glen F. Administration of the Changing Secondary School. New York: The Macmillan Company, 1966. 522 pp.

A recent, practical, and detailed text presenting theories and practices of school administration at the secondary level. Chapters of particular interest to this study included "Curriculum Programs and Organizational Structure" and "Schedule Making" in part II "The Changing Instructional Programs."

11. Rogers, Carl R. "Plan for Self-Directed Change in an Educational System," Educational Leadership, XXIV (May, 1967), 717-31.

An article by an eminent educator and counselor who emphasized that our educational goals must change from those aimed toward communicating the answers of the past to those aimed toward trusting processes by which problems may be met.

12. Shaw, Marvin E. Scales for the Measurement of Attitudes. New York: McGraw-Hill, Inc., 1967. 604 pp.

A good resource book for examples of many kinds of questionnaires. This book was used to develop the opinionnaire used in this study.

13. Washburne, Carleton W. A Living Philosophy of Education. New York: John Day Company, 1940. 322pp.

A book not unlike B. Frank Brown's books on Melbourne High School explaining how the Winnetka Plan worked. This book reads very much like those written since 1960 on individualized programs. It was used in this study as a resource for the discussion on the Winnetka Plan.

APPENDIX

AN OPINIONNAIRE ON
INDIVIDUALIZED INSTRUCTION

May 16, 1969

To: Montana School Administrators and High School Teachers Working
with Individualized Instruction Plans

From: Larry K. Bright, Graduate Student, College of Education, Montana
State University (Advisor: Dr. Robert J. Thibeault)

Re: The Sharing of Montana Educators' Opinions Concerning Individualized
Instruction

For the past several months I have been exploring ideas concerning individualized instruction with many Montana school administrators and teachers. It appears that an opinionnaire which summarizes many theories and practices of programs aimed at individualizing instruction may be useful to some Montana schools at this time. Few of us have time to study all kinds of programs of instruction long enough to be able to list the significant issues and then to decide how we feel about all of them. I hope that an opinionnaire that presents many theories and practices of individualized instruction can be useful to Montana educators in discussing their opinions and in developing programs.

The enclosed opinionnaire is a doctoral pilot study aimed at the construction of an opinionnaire which can be helpful to schools as they try to develop individualized programs by sharing opinions. The items in the opinionnaire are divided into two groups, one pertaining to theories of instruction and one pertaining to features of programs. The statements are similar to those which are found in articles and books describing programs of individualized instruction. The statements reflect varying degrees of boldness. Many times they are full of conditions. The items represent many programs, some old and some new, but all of the items have been or are part of real programs.

It is very important that each respondent consider the items in the opinionnaire on the basis of what he thinks a program of individualized instruction SHOULD HAVE as theories and features. The issue in this opinionnaire is not whether or not programs in existence in Montana schools do now use the theories in Group I, but rather whether or not the theories WOULD BE desirable if the respondent were to make a program for his school.

Cumulative results will be available. Also each individual school will receive its own results separately. Evaluation of the results will be returned in the fall and a follow-up study will be made on those items marked as very desirable but most difficult to put into practice.

Thank you sincerely for participating in the study.

No name is necessary on the answer sheet, but please be sure to write the name of your school on the answer sheet so separate results may be returned. Also write the name of the department in which you work.

OPINIONS OF SELECTED MONTANA HIGH SCHOOL EDUCATORS TOWARD THEORIES AND
FEATURES OF PROGRAMS OF INDIVIDUALIZED
INSTRUCTION

Instructions for Group I

Imagine that you are making a theory of individualized instruction. Group I includes a wide variety of statements concerning instruction. For these statements decide how desirable each would be as part of your general theory of individualized instruction. Remember to consider the items on the basis of what you think a program SHOULD HAVE as aspects of theory.

For the statements of theory in Group I please decide how desirable the item would be to a part of your theory of individualized instruction. A computer answer sheet is provided for your responses. Make a pencil mark between the lines following the number that best represents your opinion on the desirability of the item. For Group I please use the following number designations for your responses:

In Group I

- | | |
|--------|---------------------------|
| MARK | (1) VERY UNDESIRABLE |
| ONE | (2) UNDESIRABLE |
| CHOICE | (3) NEITHER DESIRABLE NOR |
| ONLY | UNDESIRABLE |
| | (4) DESIRABLE |
| | (5) VERY DESIRABLE |

Some of the items will involve more than one condition. Please respond to the item as a whole. Immediate reactions are desired.

(1)VERY UNDESIRABLE, (2)UNDESIRABLE, (3)NEITHER, (4)DESIRABLE, (5)VERY DESIRABLE

Group I

How desirable would these statements be as part of your theory of instruction?

1. Programs of instruction should be carefully evaluated in terms of their offerings to each student because there will be in every group of learners, wide differences in quality, desire, and intent concerning learning.
2. School instruction should meet the needs of all of the children of all of the people.
3. Discipline problems will be less frequent when students are allowed to discipline themselves.
4. A block of time (or a course of six or nine weeks) for study of particular skills and concepts in content areas will provide time for the student to get a complete understanding of fundamental skills.
5. Teachers should teach in areas of content that are their individual specialties.
6. Students should be helped to plan their general educational goals by a teacher or counselor who does not have a specialized background.
7. The focus of the school program should be on the material to be covered within time limits decided upon by faculty consensus.
8. Students working independently will be in need of large blocks of free time and access to all learning materials provided for students.
9. Systems of organizing student time into equal units will generally decrease student freedom of choice and also student initiative and creativity.
10. Teacher time will be saved and put to better use if technological aids are used.
11. The content of education is important but should be, at best, only a means to develop thinking, judging, and creating abilities.
12. The fostering of student initiative and creativity should have priority in plans for school programs.
13. The term "grade" (referring here, as in all further items, to grade level--as in sophomore, junior, or senior levels) should no longer be used in education since the term connotes a single fixed standard of achievement for all children at a given chronological age.
14. A student should not fail or repeat a study. If he does not achieve

in proportion to his ability, the cause must be studied and his program should be adjusted to fit his needs.

15. Elimination of pressures will produce a relaxed learning situation conducive to good mental health.

16. Students grouped heterogeneously should learn better because they are in a more natural environment.

17. Students doing independent study should learn better when grouped homogeneously because they learn from each other.

18. New programs of individualized instruction must be tried for longer than three years to be evaluated because when a program is being initiated, problems in learning and discipline will increase as curricular and organizational restrictions are only partially removed, but as these restrictions are lessened the problems will decrease.

19. Many innovative school plans have failed (and will fail) because the organization of the schools into departments prohibited long range success.

20. Grouping of students will be detrimental to the success of an individualized program.

21. Pupils will be able to learn much from each other; those who have been together for years will be able to learn new material more easily from one of their own group than they would from strangers.

22. There will be a beneficial acceptance of individual differences on the part of students when chronological age limits are not used to establish grade levels.

23. Students of any high school age can benefit from taking any high school course.

24. Ability in reading should be a basic criteria used in placing high school students.

25. Morale in an individualized program should be greater since the basis for contention, rivalry, and competition with the rest of the class is largely removed.

26. Restrictions on the content in a subject area will be reduced when the school's program does not follow any specific series of textbooks, anthologies, or workbooks.

27. Programs should have required concepts but not required readings.

28. Some readings and courses should be required for all students.
29. An in-service program of professional study will be a continuous demand in the inauguration and maintenance of an individualized program.
30. The teacher should know his students intimately to diagnose the students' learning problems and instructional requirements.
31. Teachers who are not easily comfortable in a flexible, experimental situation will have little success in adapting; they should not teach in a program of this kind.
32. Almost all teachers can eventually adapt to an individualized program and find teaching in the program to be satisfying.
33. Learning sequences should be structured to organize content into manageable form so that content can be prescribed by the teacher to students of varying abilities and interests.
34. No school subjects should be considered markedly superior to others for building up generalizations about principles and concepts.
35. The secondary school program should have sufficient breadth to expose students to the full range of human knowledge, and narrow specialization should be left to education beyond the high school.
36. Subject offerings should be more interdisciplinary in content than specifically departmentalized.
37. The school's program of study should be more important for what it does to students than for what it is itself.
38. The range of content of any high school program must be wide enough to accommodate the range of variations of the interests of the student population.
39. Repetition of exercises without accompanying indications of improvement or reinforcement should be avoided because this is a poor way to attempt to learn.
40. Letter marking should be discarded because the type of reward which has the greatest transfer value to other life situations is the kind one gives oneself--the sense of satisfaction in achieving purposes.
41. Opportunity for fresh, novel, stimulating experience will be a kind of reward which is quite effective in conditioning and learning.
42. Students grouped by ability on any kind of test will vary over a range of several grades in other abilities and traits.

43. Because criticism, failure, and discouragement in school are damaging to the individuals sense of worth, they should be eliminated.
44. A degree of frustration will be beneficial in helping the student learn.
45. Students will throw themselves more wholeheartedly into any project when they have participated in the selection and planning of the enterprise.
46. When groups act for a common goal there will be better cooperation and more friendliness than when individuals in the group are engaged in competitive rivalry with one another.
47. Schools with tight restrictions in discipline will be associated with more conformity, anxiety, shyness, and acquiescence in children; greater permissiveness will be associated with more initiative and creativity in students.
48. Decisions on curriculum revision should be made by administrative specialists.
49. The flexible or modular schedule should be able to organize a school day so that varying amounts of time can be spent on different subjects, so that students have large blocks of time for individual study, and so that the school program is based on small group instruction.
50. Team teaching should be a priority item in the list of requirements for an individualized program.
51. The teaching faculty should make educational objectives which will be the reference points from which all decisions will be made about teaching and learning.
52. The individual teacher should have no obligation to follow procedures and programs used by other teachers within a department.
53. Each content area should have a learning sequence organized around a related concept or unitary skill, requiring students to move from simple to complex skills and ideas.
54. Emphasis should be placed on the cooperation of teachers within departments to make joint decisions.
55. Curriculum revision will be a continual need.
56. The building principal should give leadership and attention to changes in the school's instructional leader.

57. Change in a school program will be brought about as the methods used by the teachers change.

58. The responsibility for learning should be placed on the learner who actively is helped to set his own instructional goals and to carry out his individual learning activities.

59. Evaluation of the student's work will be a continual process which will not require the use of letter marks.

60. Letter marks should help the student learn because the marks will provide reinforcement and a means of comparison among students.

61. Emphasis should be placed on the process of learning rather than on the products of learning.

62. Since teachers spend a large portion of their day listening to students and advising students, a greater need will be placed on the teacher to have a counseling background.

63. The knowledge of the needs of every student should be more significant than the knowledge of a content area.

64. A student may progress more rapidly in some subjects or in some units within a subject than he might in others.

65. A modular schedule will be able to facilitate meaningful teacher conferences.

66. A student's willingness to advance to a new learning experience should be a most important aspect of his readiness.

67. The graded (leveled) school should be considered as a static organizational reference being imposed on a dynamic evolving process.

68. Each student should be considered as unique in his needs and although his needs may be similar to some other student's needs, a learning program should be made for the individual rather than for the group.

69. No student should be judged by the median performance of a non-selected group.

70. Any subject can be taught effectively in some intellectually honest form to any student at any stage of development.

71. In a program with a modular schedule, teachers will do more preparation because they have more time to prepare.

72. A general belief that the human being must control himself to avoid being evil will be more significant in retarding growth of individualized

instruction programs than poor systems of school organization.

73. New methods of individualizing instruction for all students must be investigated because in most classes teachers as well as students will reject the one to three "isolate" pupils who are not chosen for friendships, parties, or committees.

74. Group interaction sessions (T-groups or sensitivity groups) will be useful in helping students who have become "isolates" help each other and the school to find a meaningful place for these students.

75. There will be a growing need for teachers to become educational specialists in diagnosing learning problems; teachers should first be well-trained as educational psychologists and then concern themselves with content studies.

Instructions for Group II

For the statements of various features of individualized instruction in Group II please decide how difficult the item would be to put into practice in your classroom or school right now. Many issues will again be involved, but consider the many issues as a whole. For Group II please use the following number designations for your responses on the answer sheet:

	In Group II
MARK	(1) VERY DIFFICULT TO PUT INTO PRACTICE
ONE	(2) DIFFICULT TO PUT INTO PRACTICE
CHOICE	(3) NEITHER DIFFICULT NOR EASY
ONLY	(4) EASY TO PUT INTO PRACTICE
	(5) VERY EASY TO PUT INTO PRACTICE

76. Make the range of content in your high school program of study wide enough to accomodate the range of variations of the interests of the student population.

77. Discard letter marking (A, B, C, etc.).

78. Eliminate criticism, failure, and discouragement.

79. Have students participate in the selection and planning of the school programs.

80. Have administrative specialists make the major decisions on curriculum revision.

81. Use the modular schedule or flexible schedule.

82. Use team teaching.
83. Have the teaching faculty make educational objectives which will be the reference points from which all teachers within the school make decisions about programs.
84. Organize each content area learning sequence around a related concept or unitary skill which is developed from simple to complex skills and ideas.
85. Have teachers cooperate within departments to make joint decisions about programs.
86. Continually revise the curriculum through representative committees of faculty members and administrators.
87. Teachers meet with students some of the time in large groups and in some discussion groups, but most of the time is spent in individual conferences with students.
88. Place the responsibility for learning on the learner who is active during the day rather than passive.
89. Evaluate students according to their personal progress toward personal goals.
90. Offer students unlimited numbers of subjects to study during the school year.
91. Let students perform learning tasks that they have chosen to do.
92. Let students approach instructional goals for a content area in different ways and to varying degrees of depth.
93. Free students to move ahead so that when a student has developed one skill or mastered one concept, he is free to move to the next, regardless of the progress of others or the time of the year.
94. Make time for students to meet together in small discussion groups.
95. Intrinsically motivate each student to work to his full capacity by facing him with problem-solving situations at his level of competence and capacity.
96. Adapt all course content to a continuous, sequential, open-ended program.
97. Give students access to classroom libraries, including paperback collections.

98. Make it possible for students to spend most of their time during the day in the library, resource rooms, or in individual study carrels.
99. Use able students interested in teaching as a career as teacher aides to help students learn basic skills and to help students formulate study plans.
100. Use programmed learning materials extensively to release the teacher from group teaching so that he can work with individual students.
101. Use a block of time, such as six or nine weeks for a "course," for the study of particular skills and concepts to give the student complete understanding of fundamental skills.
102. Make a plan which makes students discipline themselves for the most part.
103. Each student plans with the teacher short term programs or contracts of study toward definite goals of the individual student.
104. "Phase" the program so that students may progress from remedial help to functional skills, and then to basic concepts, depth studies, and independent study.
105. Make it possible for teachers to teach in areas of content that are their individual specialties.
106. Give students individual study supervision by home room teachers who have broad fields or multiple-fields backgrounds.
107. Keep specific records of individual student programs and progress to pass on to succeeding teachers of each student.
108. Make an adjustment in group and activity for each student whenever a teacher discovers that a pupil no longer fits comfortably into a particular group.
109. Group students heterogeneously.
110. Group students homogeneously.
111. Let students listen to records or tapes, and see films privately.
112. Use teaching machines so that one student can study a topic at a different time from other students.
113. Don't make the school's program follow any specific series of textbooks, anthologies, or workbooks.
114. Construct programs to have required concepts, but not required readings.

115. Rearrange school building spaces to include instructional materials centers and teacher offices.
116. Take advantage of in-service programs.
117. Organize the school day so that teachers meet together during school hours to do the planning and evaluating necessary for the program.
118. Plan each sequence within a subject discipline to have stated objectives, established sequences of basic understandings or skills to be mastered, and suggestions for varieties of learning activities.
119. Make as many sequences in each subject as different sequences can be organized in the subject.
120. Plan the secondary program to have sufficient breadth to expose students to the full range of human knowledge, but leave narrow specialization to education beyond high school.
121. Make subject offerings more interdisciplinary in content than specifically departmentalized.
122. Use tests, either written or performance, of ability to use ideas or skills to assist students in assessing their potentials and to assist teachers in making study recommendations.
123. Determine learning activities by readiness, not by chronological age.
124. School instruction meets the needs of all of the children of all of the people.
125. The free choice environment of the school is similar to the environment of society.
126. Students have descriptions of courses before they register.
127. Students choose whether or not they will study, read, visit in small groups, go to conferences, or go to classes during a particular period.
128. Students have the choice to fail to use their time well.
129. Study rooms are monitored by students.
130. A traditional school can be converted to a nongraded school.

***** End of Group II *****

131. Please mark (1) if you are a teacher, (2) if you are an administrator, (3) if you are a counselor, (4) if you are a graduate student, (5) other.

132. Please mark (1) if your school has not begun a program change but is planning, (2) if one or more pilot groups are being used in one or more departments, (3) if one or more subject areas is completely individualized, (4) if all departments have some action program in individualized instruction, and (5) if none of these apply.

133. Please mark (1) if you are not impressed with current thinking in individualized instruction, (2) if you are somewhat interested in the programs that you have heard about, and (3) if you are very impressed with programs that you have heard about.

134. Please mark (1) if you have not worked in a program aimed at individualized instruction, (2) if you have worked in a program of individualized instruction, and (3) if you have helped plan a program of individualized instruction. (Mark more than one if they apply.)

135. Please mark the category that applies to you as an educator:

- (1) one to three years of experience,
- (2) four to six years of experience,
- (3) seven to ten years of experience,
- (4) eleven to fifteen years of experience,
- (5) over fifteen years of experience.