By Davis, Harold S.

INDEPENDENT STUDY, AN ANNOTATED BIBLIOGRAPHY.

Educational Research Council of Greater Cleveland, Ohio.

Pub Date 66

Note-30p.

Available from Educational Research Council of Greater Cleveland, Rockefeller Bldg., Cleveland, Ohio 44113 ($1.00).

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors:*ANNOTATED BIBLIOGRAPHIES, CURRICULUM DEVELOPMENT, ELEMENTARY SCHOOLS, ENGLISH INSTRUCTION, FLEXIBLE SCHEDULING, HIGHER EDUCATION, *INDEPENDENT STUDY, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS CENTERS, JUNIOR HIGH SCHOOLS, LANGUAGE INSTRUCTION, MATHEMATICS INSTRUCTION, NONGRADED SYSTEM, SCIENCE INSTRUCTION, SOCIAL SCIENCES, STUDY SKILLS, TEAM TEACHING.

This annotated bibliography on independent study lists 150 books, pamphlets, and articles published between 1929 and 1966, with most of the entries dated after 1960. Entries also cover independent study in relation to team teaching, nongraded schools, instructional materials centers, individualized instruction, flexible scheduling, curriculum needs, and various specialized subject areas. The levels covered are elementary, secondary and higher education. (TT)
Independent Study

AN ANNOTATED BIBLIOGRAPHY

DR. HAROLD S. DAVIS, Director
In-Service Education and Staff Utilization
EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND
Participating School Districts*

SCHOOL DISTRICTS
Aurora Public Schools
Avon Lake Public Schools
Bay Village
Berea
Board of Catholic Education (Cleveland Diocese)
Bradford Area Schools (Bradford, Pennsylvania)
Brecksville
Brockton Public Schools (Brockton, Massachusetts)
Brooklyn
Cleveland Heights
Independence
Kirtland
Lakewood
Laurel School
Lutheran Schools (Greater Cleveland)
Mayfield
Muskegon Public Schools (Muskegon, Michigan)
Niles Public Schools (Niles, Michigan)
North Olmsted
Olmsted Falls
Orange
Owatonna Public Schools (Owatonna, Minnesota)
Rocky River
Shaker Heights
South Euclid-Lyndhurst
Springfield Local Schools (Ontario, Ohio)
University School
Washington Township Schools (Centerville, Ohio)
Westlake
Wickliffe

CHIEF EXECUTIVES
Dr. Robert G. Salisbury
Mr. Robert J. Robinson
Dr. Robert C. Cawse
Dr. Paul C. Gallaher
The Most Rev. C.E. Elwell
Mr. George A. Bell
Dr. Merton J. Merring
Mr. Edwin A. Nelson
Mr. Clarence L. Rice
Dr. Arthur R. Williamson
Dr. John R. Thorson
Dr. Frank W. Barr
Mr. Stanley E. Skoczen
Mr. Douglas McClintock
Dr. John Ellis
Mr. Daniel O.S. Jennings
Dr. E.F. Sagehorn
Mr. Joseph L. Baird
Mr. William L. Austin
Mr. Richard B. Warren
Dr. Robert Van Auken
Dr. Donald Cobb
Dr. Harold W. Fulk
Mr. C.P. Mickelson
Mr. Lewis L. Burkhard
Dr. John H. Lawson
Dr. Marvin H. Maier
Mr. D. D. Rummel
Mr. Rowland P. McKinley, Jr.
Mr. Richard Preston
Dr. Franklin B. Walter
Mr. Gerald H. Michel

*October, 1966

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY HAROLD S. LEVINS TO ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."
FOREWORD

The growing emphasis upon individualized learning has caused a resurgence of interest in programs of independent study. This bibliography reviews the literature.

Research shows that most independent study programs consist of "honors courses" for high school or college students. With the advent of team teaching, however, independent study has been extended to a wide range of pupils at all levels of instruction. For information about such programs, in which independent study plays an important but not predominant role, the reader is advised to use the comprehensive Team Teaching Bibliography, (Cleveland: Educational Research Council of Greater Cleveland, 1966), 54 pages.

An instructional materials center is normally required to support a good program of independent study. Administrators, librarians and teachers interested in learning how to staff and operate an IMC are advised to read The Instructional Materials Center: An Annotated Bibliography, (Cleveland: Educational Research Council of Greater Cleveland, 1965), 34 pages.

Most books, pamphlets and articles listed herein are available at the office of the Director, In-Service Education. Although magazines must be studied on the premises, books and pamphlets may be borrowed by members of Educational Research Council schools.

Harold S. Davis
BOOKS AND PAMPHLETS

The author describes the development of honors courses in American colleges and universities. One chapter, pages 147-60, is devoted to honors work in secondary schools. 177 pages.


Chapter III, "Space Requirements for Team Teaching" devotes several pages to the need for independent study. 221 pages.


A summary of research into the effectiveness of independent study. Several experimental programs are described. 18 pages.


The purpose of independent study in a team teaching program is explained on pages 90, 91, and 174. 188 pages.


Twelve chapters, each by a different author, provide a wealth of ideas for developing programs of independent study. 217 pages.


Twenty college and university independent study plans are described. Special attention is given to the required program at The College of Wooster. 247 pages.


Pages 71-98 explain how libraries of the future will meet the needs of those engaged in independent study. 168 pages.

Chapter V, pages 97-122, provides a detailed description of independent study in the nongraded school. Many of the ideas are applicable to students at all grade levels. 216 pages.


Some principles of efficient study are presented briefly. The manual is intended for college students. 67 pages.


This guide forms a basis for teaching those work-study skills which Shaker Heights considers necessary. 137 pages.


Guidelines for encouraging independent activities in the elementary school. 110 pages.


Pages 53-56 explain how to provide time, space, and materials for independent study.


A resource for locating information about planning, staffing, and operating instructional materials centers for independent study.


On pages 15-23, Dr. J. Lloyd Trump presents a variety of ideas for implementing independent study. 23 pages.
   Pages 31-32 discuss independent study and "honors" plans. 32 pages.

   A source of information for those interested in designing facilities for independent study. 139 pages.

   An examination of the scope, context and economics of independent study programs in higher education. 36 pages.

   A strong case is made for individualizing instruction. Some procedures intended to provide for individual differences are described in chapters 11-14. 327 pages.

   Although independent study is not specifically discussed, many ideas are presented for individualizing work. 168 pages.

   An examination of honors programs for teachers. The point is made that people tend to teach the way they were taught. 79 pages.

   Pages 24-25 describe the purpose and function of independent study. 184 pages.

Chapter XI, "Independent Study Skills," gives attention to the gathering and organizing of information. 610 pages.


Three recommendations (Numbers 28, 30 and 33) explain the need for facilities and equipment designed for independent study. 146 pages.


Page 11 describes two basic types of self-directed study. 20 pages.


A program for developing study skills. The author's premise is that few students are as effective in their study habits as they would like to be. 278 pages.


This report gives some guidelines for the design and location of independent study facilities. 55 pages.


A publication of the Inter-University Committee on the Superior Student (ICSS). Each edition of this newsletter was devoted to encouraging honors programs in the colleges and universities. The final edition appeared in August, 1965.

Chapter VI, "Personal Inquiry" reports some experiences with pupils who were freed to inquire into matters of interest to them. Examples were selected from the Laboratory School of the University of Chicago. 219 pages.


The report includes progress made during the third year of the study and an overview of the entire three years. 40 pages.


Pages 26-29 deal specifically with independent study. Other parts of the book explain facilities needed, scheduling, and activities to be encouraged during independent study. 147 pages.


Pages 24-25 explain the importance of independent study. 33 pages.


The first half of this book contains a detailed account of the "Winnetka Plan" as developed by Superintendent Washburne. The second half describes how "the plan" was revived and revised by Superintendent Marland. 391 pages.

Instruction should be individualized and resource centers must be provided for independent study.

"Are Study Carrels Practical in Elementary Schools?" *School Management*, VII (June, 1963), 55-57.

The superintendent of schools in Shaker Heights, Ohio, explains why "A well-equipped learning center is a prerequisite to independent study."


A journalist describes the advantages of nongrading and independent study at Melbourne High School, Melbourne, Florida.


Independent study experiments at Antioch College showed that students learned and retained as much as those who attended traditional classes.


An explanation of why study carrels are necessary for independent study.


Using the language laboratory for individualized instruction and independent study.


Bonthius, Robert H., Davis, F. James, and Drushal, J. Garber. "Independent Study Programs," Journal of Higher Education, XXV (November, 1954), 411-16, 455-56. A survey of types of independent study programs common in colleges and universities. Survey was based upon catalogues of 1086 four-year colleges and universities in the U.S. which grant the Bachelor's degree.

Brannon, M. J. "Individual Mathematics Study Plan," Mathematics Teacher, LV (January, 1962), 52-56. Selected pupils are allowed to move ahead at their own rate. Three semesters of work may be covered in one year.


Bunting, Mary I. "The Radcliffe Institute for Independent Study," The Educational Record, XLII (October, 1961), 279-86. A program designed for gifted women (with graduate degrees) who wish to carry on independent projects on a part-time basis.

This unique curriculum at the University of Oklahoma combines independent study, comprehensive evaluation, and small-group seminars into a creative academic program.

Carnell, Paul H. "Independent Study Programs for Freshmen," *Journal of Chemical Education*, XXXV (May, 1958), 251-54.

Of 208 colleges, only 26 offered independent study programs in chemistry to freshmen. Twenty-three others expressed a favorable attitude toward such programs. The program at Albion College is discussed briefly.


A study in which college students taking "Introductory Psychology" in regular classes were compared to students studying the same course independently without any instruction.


The author describes an individualized reading-composition program at the high school level.


Some findings of an experiment at Goddard College in which students were given a large degree of independence.


Pros and cons of independent study programs at the college level.

This school in Munster, Indiana, replaced the library with a "research center" designed for independent study.


A report of the experimental independent study program at The University of Chicago Laboratory School.


The author says: "The school must become a flexible institution where students can come and go."

He recommends elimination of the custodial responsibility.


A description of the independent study program developed at the University of Chicago Laboratory High School.


An experimental program at the University of Chicago Laboratory School in which students were given independent study time and an opportunity for individualized programs.


Ten academically talented senior high school students were released one period per day to work on individual projects.


The author emphasizes the value of homework.

The writer explains why and how he checks independent study assignments. Such assignments are very similar to essay-type questions and typically are required to be written out in notebooks.


A plea for using modern media to foster the development of independent study skills.


A brief report of eight years of experience with a required program of independent study at Wooster College.


An experiment at Wisconsin State University. Student interest and knowledge was approximately the same as in traditional classes.


Six girls at the Powell County High School participated in an independent study experiment in English.


The principal of John Marshall High School in Richmond, Virginia, describes an independent study project conducted with a small group of selected students.


Chippewa Valley High School offers team teaching, flexible scheduling and independent study. Twenty-two students were allowed to take special courses requiring totally independent research and study.

An editorial plea for a higher degree of independence on the part of students and in the administrative arrangements for instruction.


Independent study research is reported on pages 309-10.


An experiment aimed at individualizing instruction by means of a "continuous progress" program.

Emery, Donald G. "Hard Facts about Shaker Heights' Experiment," *Instructor*, LXXIV (June, 1965), 68.

A research project designed to improve independent study skills in the elementary school.


The IMC at Peabody Laboratory School was designed to facilitate independent study at the elementary school level.


Courses were cut from three to two meetings per week to allow more time for independent study.


The president of the Fund for the Advancement of Education recommends that superior students be given an opportunity for independent work.

To meet the strain of rising enrollments and to improve the effectiveness of education, the writer suggests several ideas including independent study.


Although practices vary, this study of several hundred American colleges and universities showed that students engaged in independent study for credit were allowed maximum freedom.

Ford, James M. "Independent Study in Teaching Biology," Improving College and University Teaching, XIII (Spring, 1965), 76-78.

A description of an experimental course in General Biological Science at Skagit Valley College.


Various approaches to study are compared.

Goldsmith, Edward L. "Independent Study in the Junior High School," Education Digest, XXX (February, 1965), 40-42.

Selected ninth-grade students were allowed to pursue a program of independent study in a subject area of their own choice.


The 8 mm cartridge-loaded, automatic film projector is recommended for independent study.


Modern media used to individualize instruction for ninth-grade retarded readers at Palo Verde High School in Tucson, Arizona.
Examples of individual study projects conducted at Wayland High School in Massachusetts.

The author presents a program for improving libraries to meet the needs of pupils engaged in independent study.

Pupils work in the library, on independent research projects, four days per week. They meet with their instructor on the fifth day.

Hayward, Sumner C. "New Approaches to Collegiate Liberal Arts, Part II: College-Wide Independent Study," Liberal Education, XLV (May, 1959), 227-41.
The author presents several plans of independent study and raises questions about each. Research into such plans is recommended.

If independent study is to be stressed, appropriate facilities must be provided.

A junior "Great Books" program conducted after school hours with the help of parents and college students.

Examples of projects and reports completed by students in an Earth Science class.

The author provides guidelines for evaluating independent study projects in science.


An analysis of three types of projects, most of them undertaken by pupils: (1) problem-doing, (2) special reports, and (3) problem solving.


A tongue-in-cheek argument in favor of doing all college work independently and doing away with classrooms entirely.

"Independent Study at Mount Holyoke," *School and Society*, LXXXVII (February 28, 1959), 94.

Students, after the first semester of the freshman year, may carry on an independent study project for an extra hour of credit.


A study of 12 midwestern colleges shows that more students are engaged in independent study than ever before.


A brief article questioning whether or not to supervise study halls.


The language lab is made available to students for independent study during lunch and study hall periods.

Independent study projects in science and foreign language are described.


The hypothesis of these studies is that students learn more when a considerable portion of their time is spent on self-directed activities rather than in activities directed and planned by others.


Five projects, directed toward increasing students' responsibility for their own learning in science and foreign language.


A plea for the encouragement of self-education. The spirit of research indicates intellectual maturity.

"Keeping Abreast in Education," Phi Delta Kappan, XXXVIII (February, 1957), 222.

A short commentary about a Columbia University annual report which criticizes graduate school education. Less listening and more independent work are called for.


A college professor expresses concern about the value of unsupervised, nondirected independent study.

Report of a short study conducted with 124 students at the University of Michigan. Researchers seem to think that "students who fear failure prefer familiar well-structured situations such as lectures. . ."


Programmed instruction, properly used, can help make pupils into independent learners.


This experiment, designed to teach work-study skills to elementary school children, places a heavy emphasis on independent study.


The Navy Target Plan was used to help students acquire independent study skills.


The counselors role in the school of the future. Independent learning in materials centers will be commonplace.


A professor of psychology at Antioch College explains how individual study is enriched when supplemented by small-group discussion.
Winnetka is designing a learning laboratory to promote "self-instruction, self-motivation and independent inquiry."

Twenty-three students in Valhalla, New York, are engaged in a program which stresses student projects, student planning and close staff guidance.

A review of several college experiments which have been conducted to test the effectiveness of independent study.

Students at Kent School in Connecticut continue their English studies during summer months through participation in an independent study program.

To improve effectiveness, a certain degree of independent study is recommended but the author sees it mainly as "homework."

The author feels that study halls waste everyone's time. He says "Let's put study time where it belongs — in the classroom of the pertinent instructor."

A novel summer independent study program in high school algebra.
Direct ed independent study is necessary for the development of creative individuals.

Two goals of education should be to encourage students toward independent study and to free them from the disadvantages of large classes. Independent study would help achieve both goals.

A botany course at Purdue University uses a combination of large-group instruction, individual laboratory work, tape recorded instruction and independent study.

A model made up of three types of learning. One type is student centered and based upon developing independence.

Sacramento City College uses an "Independent Study Form" to guide students in biology laboratory work. A copy of the form is shown in the article.

Fifteen top science students at Rockford West High School pursue individual research projects. They periodically meet in seminars where they report progress.

A high school science project in Colorado designed to develop independent study habits, inquiry and creativity. Special study carrels were built to facilitate the program.
   An independent study course entitled "Introduction to the Social Sciences."

   A description of an independent study course entitled "Introduction to the Social Sciences."

   A controlled study with 125 children showed elaborative thinking exercises could be performed better in small groups than individually.

   The basic thesis is "teaching and learning of physics are incomplete and inadequate unless they include, to a significant extent, student experience in independent study and research."

   The writer believes all lessons on reading for information should grow out of a need for information. He provides a list of 16 skills to be developed.

   A detailed description of the independent study program for qualified juniors and seniors at Franklin College.

Smith, Benjamin F. "The Book Reserve System," Improving College and University Teaching, XII (Spring, 1964), 83-86.
   Instructors are reluctant to replace the reserve book list with independent study. The present system of reserving books also robs students of mastering research techniques.
A short history of the modern electronic study carrel from conception to implementation.

The University of Georgia is exploring the practicability of an introductory independent study program for those who either prefer or are required by circumstances "to go it alone."

A recommendation for research into the value of independent study.

New techniques and technology, unknown when the Winnetka Plan was first tried, could make the plan work today.

At Colby College, the entire student body spent the month of January investigating subjects of their choice. Small-groups, exploring the same topic, met with instructors as necessary. Papers submitted at the end of the period were evaluated by the staff.

Tanner, Daniel. "Independent Study Programs and the Effective Use of College Faculty Resources," College and University, XXXIV (Spring, 1959), 291-94.
The writer doubts that independent study programs will lead to a reduction in the demand for faculty time.

The "Navy Target Plan" was used experimentally to teach American History. Results are analyzed.

An adaptation of a navy plan is used to teach pupils how to study.


A learning lab in Winnetka, Illinois, is used to encourage creative projects during independent study time.


A description of tomorrow's school in which students will spend approximately 40% of their time studying independently.


The junior high of the future will place an increasing emphasis on independent study and flexible grouping.


Traditionally organized libraries prevent effective programs of independent study.


The author compares day school and evening school education and says that lecturing is more appropriate to the former than the latter. He recommends more independent work for evening school and gives several examples of such activities.


A former school librarian describes a ninth grade elective course entitled "Independent Study." Enrollment is based upon an interest in reading.

The author recommends a body of knowledge to be studied independently by "superior" students.


An overview of education from 1880 through 1960 with an emphasis upon individualized instruction in the Winnetka schools.


An independent study program in Plainview, New York, takes 250 selected students out of the regular schedule and frees classroom space for the remaining pupils.


If independent study is emphasized, measures must be taken to narrow the gap between available and required library service.


An excellent program which could serve as a model for those interested in independent study at the high school level.


The author lists several criteria for evaluating independent study activities.


Secondary schools should produce students who have learned to manage their own time. Independence must be encouraged.
Wilson, O. Meredith. "Can We Have the Best of Both Worlds?" Liberal Education, LI (October, 1965), 351-60.

A university president recommends that American universities experiment with a modified tutorial plan. His suggestions regarding directed independent study are propounded on pages 357-60.


Students must be taught how to study and to love learning, but teachers must set the example.
Council Staff*

Dr. George H. Baird Executive Director
Mr. L. Romano Assistant Director
Mr. D. Vassiliou Assistant Director
Mr. L. Pendleton Assistant to Director
Dr. Harry S. Broudy Consultant, Curriculum
Mr. Lester V. Smith Research and Humanities
Mr. Leonard M. Sioninski Director, Health
Mr. Elmer F. Bowers Manager

Greater Cleveland Social Science Program

Mr. Raymond English Program Director
Mr. Ethel K. Howard Assistant Director, Special GCSSP
Mr. John W. Dye Administrative Head
Miss Mary Catherine McCarthy Editor
Mr. Theodore N. Ferris, Jr. Production Manager
Miss Agnes Michay Editorial Assistant
Mr. Harry G. Reeder, Jr. Research Associate
Miss Marie M. Richards Research Associate
Mr. Sherwood J. B. Sugden Research Associate
Mrs. Marlene D. Zwig Research Associate
Miss Dellores M. Beck Research Associate
Mrs. Nancy Bosick Research Assistant
Mrs. Elizabeth Colebrook Research Assistant
Mr. John E. Dalrymple Research Assistant
Mr. Robert H. Frenier Research Assistant
Mrs. Nancy Henderson Research Assistant
Mr. Charles C. Johnson Research Assistant

Greater Cleveland Mathematics Program

Mr. George S. Cunningham Program Director
Dr. William Hale Assistant Program Director
Dr. Charles Buck Research Associate
Dr. Lucy Davis Research Associate
Mr. S. Edwin Hamiston Research Associate
Miss Lucille McArai Research Associate
Miss Rae Marie Parsons Research Associate
Miss Margaret Russell Research Associate
Mr. Harold R. Frazier Research Associate
Mrs. Ruth Humiston Research Assistant
Mr. Stephen L. Meriel Research Assistant

Reading and i.t.a. Projects

Mr. Robert E. Wilford Coordinator
Mrs. Eleanor Zirzow Research Assistant

Greater Cleveland Science Program

Dr. Ted F. Andrews Director
Miss Betty J. Schaffer Administrative Assistant

Child and Educational Psychology – Preventive Psychiatry

Dr. Ralph H. Gjennmann Director
Dr. Karen Prichett Research Associate
Mr. Richard Morrell Research Assistant
Mr. David W. Hyde Research Assistant
Mrs. Melanie Timpson Research Assistant
Dr. Leon J. Saul Research Assistant
Dr. Silas Warner Research Assistant

Department of In-Service Education and Staff Utilization

Dr. Harold S. Davis Director
Mr. Mel H. Robb Research Assistant
Mr. John Wiegand Research Assistant
Dr. J. Lloyd Trump Consultant

Evaluation and Testing Department

Dr. Wai-Ching Ho Director
Dr. Thomas E. Bibler Research Associate
Mr. Thomas O'Brien Research Associate
Mr. Bernard Shapiro Research Associate
Mr. Albrecht Stallfield Research Assistant
Mr. Jack R. Kogala Manager
Mr. Frank G. Richards, Jr. Systems Manager
Mr. Richard Elrick Operations Manager

Data Processing Project

Mr. Jack R. Kogala Manager
Mr. Frank G. Richards, Jr. Operations Manager

Operations and Production

Mr. D. Vaicilien Assistant Manager
Mr. Leo F. Hamburger Chief Accountant

*October, 1966

Research Associate, Humanities
Research Associate, Curriculum Research
Research Associate, Special Projects
Research Assistant, Librarian