This is a report on Phase I of a two-phase project identifying the requirements of administrators, teachers, and school board members for implementing an individualized instruction program, identifying such programs in the United States, and selecting 48 for site visits. A preliminary questionnaire was administered to 21 Oregon public school superintendents and the data, with data from interviews with 38 members of the target audience, were used to construct a second questionnaire covering seven major areas—effects on students, operation of individualized programs, teachers, costs, facilities and equipment, materials, and implementation. This questionnaire was administered to all segments of the target audience in upper New York State, Maryland, mid-Texas, southern California, and the Northwest, with a further classification of school districts as small rural, large consolidated rural, suburban, and central city. On-going programs were identified through chief state school officers, directors of regional educational laboratories, colleges and universities, the U.S. Office of Education, and the National Education Association, to obtain a comprehensive view, compile a selected list of programs in each state, and select the most diversified for site visits. Appendixes provide examples and more detailed information on questionnaires, interviews, programs identified, program identifiers, and site visits. (MBM)
An Interpretive Study of Individualized Instructional Programs
Phase I - Analysis and Interpretation

Jack V. Edling
James E. Buck

Final Report - Phase I
Cost Reimbursement Contract No. OEC-0-9-470710-0776(010)
U. S. Department of Health, Education and Welfare
Office of Education

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Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon 97361
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ACKNOWLEDGEMENTS

This project was conceived by Dr. Wilbur Schramm, Chairman, Advisory Board, the ERIC Clearinghouse on Educational Media and Technology at the Institute for Communication Research, Stanford University. Dr. Schramm identified the need for more information on techniques to individualize instruction, and convinced the principal investigator that it was worth two years of his life to obtain the needed data and prepare case studies and related materials.

Mr. James E. Buck, project coordinator, handled all administrative arrangements. Beginning in the Fall of 1968 he identified school board members, school administrators and teachers in Oregon who would help identify the information needs of target audiences. He assisted in the preparation of data gathering instruments, conducted a national survey to obtain needed data, contacted all fifty chief state school officers, directors of regional laboratories, numerous colleges, institutes and foundations, scheduled fifty site visits and conducted a review of the literature on the need for individualized instruction.

Special appreciation is due those who contributed so freely of their time in supplying needed information. Of particular note are the National Advisory Committee, representatives of the target audiences who completed questionnaires, and individuals who supplied detailed information about on-going programs of individualized instruction.

Dr. William Paisley, Director, ERIC Clearinghouse on Educational Media and Technology hosted the meeting of the National Advisory Committee and provided invaluable guidance and advice in planning the dissemination phases of the project.

Jack V. Edling
Preface

There is no question of the reality of individual learner differences and there is considerable opinion that it is important to provide for these differences in instructional situations. However, how to provide individualized instruction within the structure of the typical elementary or secondary school to actually enhance learning is a significant unresolved problem. The current intensity of interest in the individualization of instruction requires that a rather major effort be made to collate as many of the ideas and programs as possible to identify the present status of knowledge, procedures, techniques, and materials relevant to the problem of individualization. Equally as important an effort must be made to discover the information needs for implementation of individualized instruction by school board members, administrators, and teachers.

The major activities of Phase I have been three-fold: (1) the identification of the information requirements for implementation of an individualized instruction program by administrators, teachers, and school board members; (2) the identification of many programs of individualized instruction throughout the United States; and (3) the selection and visitation of forty-eight of these programs for the purpose of collecting information desired by the target audiences.

This report is intended merely to describe activities in Phase I of the project. It deals with procedures and findings related to information requirements and places where desired data were obtained. Phase II will report on the details of individualized instructional programs. Appendices have been prepared which will provide examples and more detailed information on questionnaires, interviews, programs identified, program identifiers, and site visitations.
Chapter I

Information Needs of Target Audiences

The ultimate goal of the total project is to provide teachers, school board members, and school administrators with information that each would need to (a) evaluate the relevancy of individualized instruction (I.I.) for their particular situation, (b) plan an appropriate version of I.I. if it were considered relevant, and (c) implement a program that should logically enhance the educational program of the school in terms of learner satisfaction and achievement. The first step in achieving the final goal was to discover what information the target audiences (school administrators, school board members, and teachers) considered important for evaluating the relevancy of an I.I. program and implementing an appropriate version of an I.I. program.

The plan to discover the information needs of target audiences was initiated by interviewing three members of the education faculty of Oregon College of Education. With these interviews as a background several members of the instructional unit research staff of Teaching Research prepared a questionnaire for distribution to the Oregon Public School Superintendents' meeting on Friday, September 20, 1969. The week following, September 23-27, the project director, Jack V. Edling, and the project coordinator, James E. Buck, held interviews throughout the Willamette Valley area of Oregon with thirty-eight (38) individuals representing all segments of the target audience.

The interviews and the analyses of the superintendent's questionnaire provided the necessary information for the design of a revised questionnaire for national administration to determine whether the information needs of target audiences were consistent. The questionnaire contained questions related to seven major areas: (1) effects on students; (2) operation of individualized programs; (3) teachers; (4) costs; (5) facilities and equipment; (6) materials; and (7) implementation.

-2-
The revised questionnaire was sent to the U.S. Office of Education for approval. Immediately upon receiving approval it was administered to individuals representing all segments of the target audiences in five different geographical parts of the country. In each of these five areas, the target audience of four classifications of types of school districts of varying sizes and locations completed the questionnaire. The four districts were classified as (1) small rural school; (2) large consolidated school, rural setting; (3) suburban; and (4) central-city. The five geographical areas were: (1) upper New York State; (2) the State of Maryland; (3) mid-Texas; (4) southern California; and (5) the Northwest. In each area, the questionnaire was administered by college graduate students, except in the Northwest where Teaching Research handled the administration.

The directions for scoring instructed each member of the target audience in this manner.

The sequence of numbers (0,1,2) in front of each question is for the purpose of rating the relative importance you feel an answer to the question would have for your purposes. If you believe an answer to the question would be very important to you and your school district in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

In total four hundred and forty-nine (449) individuals completed the questionnaire. In order to interpret the mean scores reported in Appendix A-5, Part I, it is necessary to understand the meaning of the reported mean scores which are as follows:

A mean score of: Means that from a total of 449:
1.75-2.00 Fewer than 112 rated the item as only "somewhat helpful"
1.50-1.74 112-224 rated the item as only "somewhat helpful"
1.25-1.49 225-337* rated the item as only "somewhat helpful"

*Some individuals rated an item as of "no value" but the mean ratings are as indicated.
1.00 - 1.24 338 - 449* rated the item as only "somewhat helpful" below 1.00 The majority consider the item either of "no value" or only "somewhat helpful" 

Since scores above 1.00 indicate that information on that item is considered as "somewhat helpful" it is reasonable to conclude that the areas and specific concerns of the members of the target audience in Oregon are also areas and concerns of the target audience on a nationwide basis. In only one instance, Central City school board members, did a specific group feel that the information asked for by one question, number 23, was going to be less than "somewhat helpful" to them to implement a program of individualized instruction.

The seven major areas of the questionnaire, in the eyes of the target audience, were not of equal concern. The questions relating to "Effect on Students" and "Teacher" were the areas of greatest interest. The questions relating to "Implementation" and "Costs" of the program were of less interest. However, as Part E of Appendix A-5 illustrates, the target audiences in each of the four types of school districts (central city, suburban, etc) do not, except in the case of "Implementation," rank the areas in any consistent pattern.

The areas of most concern, from the results shown in Part A, Appendix A-5, have been verified by sampling opinions in the five (5) sections of the country listed previously. In the opinion of the advisory committee these five (5) sections would represent a fairly accurate estimate of opinion of information needs on a nationwide basis.

The following appendices contain data on the topics indicated:

*Some individuals rated an item as of "no value" but the mean ratings are as indicated.
Appendices

A-1 Superintendents' Questionnaire and Analysis
A-2 Interviewees and Interview Summaries
A-3 Questionnaire
A-4 Questionnaire Administration Centers and Participating School Districts
A-5 Part A - Mean Scores Target Audiences
  Part B - Target Audiences - Five Most Important Questions
  Part C - Target Audiences - Rankings of Each Section
  Part D - Target Audiences - Rankings by School Types
  Part E - Target Audiences - Rankings by Each Target Audience
Chapter II

Identification and Analysis of Individualized Instructional Programs

To meet the information needs of the target audiences, it was necessary to identify throughout the United States many on-going I.I. programs. It was also necessary to have a brief analysis of each program in order to select from among the many schools nominated, those schools which would provide information on a wide range of techniques, materials, organization and procedures.

Identification of I.I. programs was initiated by contacting the fifty (50) chief state school officers, the twenty (20) directors of regional educational laboratories, twenty-eight (28) colleges and universities in areas not adjacent to regional laboratories, nine (9) institutes and foundations interested in improving instruction, the U.S. Office of Education, and the National Educational Association. The officers and organizations were asked to recommend someone on their staff who could identify in their respective areas of operation, programs of I.I. These nominees were then contacted for the names, addresses, and person responsible, for each on-going I.I. program with which they were familiar.

Districts, schools, and/or departments or grade levels within schools with identified programs of I.I. were then contacted for a brief description of their program. Descriptions received from each program were analyzed to accomplish three purposes. First, to obtain a comprehensive view of what was happening with reference to I.I. on a nationwide basis. Second, to compile a selected list of programs in each state that appeared to offer an opportunity for future "close to home" visitation sites for school personnel interested in implementing an I.I. program. Third, to select the most diversified programs for site visitations.
The task of identifying ongoing individualized instructional programs was both difficult and rewarding. It was believed that many fine programs would not be identified because: (1) programs were known only to local people; (2) many state departments, regional educational laboratories, education associations, and foundations were not organized to have the necessary information; (3) the local and national elections and busy fall schedule would cut deeply into the time of those who had the needed information; and (4) some people asked would not feel the project to be of sufficient importance to warrant the time and effort required to cooperate. However, even with anticipated deficiencies it is believed that program identifiers performed a most creditable function. Programs which actually provided individualized instruction to learners were identified in the vast majority of states. Information received from each program was contributed without cost to the project. All of the over 800 men and women who contributed to program identification and to program information are due special appreciation from all those who will benefit from the new knowledge.

The following appendices contain data on the topics indicated:

Appendices

B-1 Part A - Letter Requesting Name of Knowledgeable Persons
Part B - List of Persons Contacted

B-2 Part A - Letter Requesting Location of Programs
Part B - List of Persons Contacted

B-3 Part A - Letter to Program Directors
Part B - Form to Gather Descriptive Data

B-4 Part A - Districts, Schools, and Programs Identified
Part B - Selected Sites "Close to Home"
Chapter III
Data Collection Tour - Site Visitations

More than 500 programs of I.I. were identified in the United States by various cooperating agencies, organizations, and departments. Detailed descriptive information was collected on a majority of these programs.

The process of selecting schools for site visitations was a two phase operation. First, an attempt was made to select several functioning programs of individualized instruction within each state. This was possible in the majority of states. It is recognized that it is possible that there were many programs of equal or superior quality that were not identified. However, because of the system employed it is believed that at least representative programs have been identified. This first step in the site-visitation selection will also serve as a "close to home" visitation guide for school board members, teachers, and administrators. Second, an attempt was made to select from the initially screened list, programs throughout the country that would: (1) meet the information needs as identified by the target audiences; (2) represent the widest spectrum of individualized instructional procedures at all levels, K through grade 12; (3) represent the four types of school districts (central city, suburban, large consolidated, and small rural); and (4) represent the major geographical and population areas of our country.

The result of the site visitations has been the collection of large amounts of information on each school visited. The collected information includes: (1) recorded and transcribed interviews with those responsible for the program; (2) over 1,500 35 mm slides illustrating materials, procedures, techniques, and facilities; (3) sample materials and schedules; and (4) statements of objectives, philosophy, etc. A wide variety of effective
techniques has been observed. The strength and weaknesses of various ar-
rangements and the condition under which each most effectively can be em-
ploved has been studied and analyzed.

Information gathered from site visitations, upon recommendation of a
National Advisory Committee, will be disseminated to local districts through
a plan that has been devised and is described in the proposal for Phase II.
This plan has potentialities to meet the ultimate objective of enhancing the
educational program in terms of learner satisfaction and achievement, as
well as teacher and parent satisfaction. By training specialists in
state departments and teacher education institutions and providing them the
materials necessary to hold seminars for school administrators and their
staffs, all schools may be provided the new knowledge necessary to devise
an I.I. program appropriate for their particular situation.

The following appendices contain data on the topics indicated:

Appendices

C-1 Site Visitation Request
C-2 List of Schools Visited
Chapter IV
Implications of Learner Differences

Section III of the Phase I proposal for the project began with the following statement,

"There is no question of the reality of individual learner differences, and there is considerable opinion that it is important to provide for these differences in instructional situations."

It is a curious fact, that in all communication to date on the project, no one asked the question, "Why individualize?" This group includes: (1) twenty-three (23) Oregon Public School Superintendents; (2) thirty-eight (38) target audience interviewees; (3) four hundred and forty-nine (449) members of the target audience; eight hundred (800) plus program identifiers and program information people; (4) the seven (7) members of our National Advisory Committee; and (5) the great number of people the project director talked with on his 16,473 mile data collection tour across the continental United States.

It appears from this sample of education minded Americans that it is not a question of "Why individualize?" but rather, "How can we individualize?" The reality of individual difference among students has, it appears, become an educational fact. Teachers, school administrators, school board members, parents, and community members believe that students differ in ways that are important for instructional purposes. A major problem now facing the classroom teacher and all those who support her is one of implementing programs that will enhance educational opportunities in terms of learner satisfaction and achievement. However, the implementation of I.I. programs is a major goal of the project and will be dealt with more specifically in Phase II.

Individual differences among learners have long been a complicating factor in the teaching of a group, and have caused the group-oriented teacher
problems. Differences among learners in intelligence, school achievement, special aptitudes and talents, personality, interests and values, and cognitive style have been recognized by teachers for many years as valid. However, except in a minority of classrooms, recognition of these differences does not express itself in the instructional program.

The six classes of differences listed above (with the possible exception of cognitive style) are acknowledged in educational psychology in that there are standardized techniques utilized in their measurement. Detailed information on each is available, with minor changes in order and emphasis, from a variety of basic educational psychology textbooks.

Additions and modifications to the classes of differences enumerated above have been made by various experts in differing contexts. In examining the "process of learning," Jensen (1967) classifies differences in the following manner: (1) intrinsic and extrinsic individual differences; (2) genotypes and phenotypes; (3) primary mental abilities; and (4) transfer and individual differences. Abrams (1966) states that intellectual, educational, neurological, physiological, psychological, and sociological differences in various patterns of interrelationships influence the "thinking process." Hefferon (1967) reports that in order for every learner to achieve his individual potential, educational leaders must identify and meet his diverse needs in: (1) the maturity of the learner; (2) his physical and social environment; (3) his family background; (4) his physical condition;

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and (5) his individual differences in ability, interest, aptitude, and aspiration. Grambs and Waetjen (1966) make a good case for their position that "it makes a significant difference whether the person we are teaching is a boy pupil or a girl pupil and that instructional provisions should be made accordingly. This supplemental listing to the "standard six" differences in learners could be expanded; however, the teacher, the educational psychologist, and the general public are all aware that children are different and it is possible to educate each one differently.

Individualized instruction has been taking place in some American classrooms since the days of the one room school. At the present time there appears to be a need and a desire to proceed from what has become "traditional" group based instruction to an individualized form of instruction, which actually was the earliest form of instruction. Shane (1966) states the following factors as having helped force I.I. to the forefront in this decade: "(1) vigorous debates over the quality of mass public instruction; (2) the rapid growth of pupil population at all levels, and the long sustained teacher shortage; (3) the increasing use and impact of education media; (4) federal funds for improvement of schools; (5) educational proposals to more personalized instruction which have gathered much public attention; (6) greater recognition and acceptance of the view that the United States can no longer afford the uneducated man."  

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If it is accepted that "(1) all pupils are not equal in their ability to do school work, (2) learning rates vary among students, (3) an appropriate sequence in a subject field for one student is not necessarily the best sequence for another student", and (4) the aspiration and values of learners differ then, what are the implications for education? John Garner (1964) expresses the idea that the goal for educators should be a lifetime of learning, "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education." The implications for method are equally extensive in that they force an almost complete re-orientation of teachers. It is the purpose of Phase II of the project to explore the many ways that individualization has actually influenced the goals of education, and the methods to attain those goals in schools of various sizes and locations at both the elementary and secondary levels. For additional information on individual differences and individualized instruction, the reader is referred to the bibliography in Appendix D.


APPENDICES A-1 and A-2

This appendix includes a copy of the questionnaire administered to twenty-one (21) Oregon public school superintendents.

The analysis indicates their ranking of an item as a result of mean score response.

The superintendents' questionnaire data together with interview data obtained from the individuals listed in Appendix A-2 were used to construct the questionnaire administered to a nationwide sample. Appendix A-2 also summarizes the key concepts expressed by the person interviewed.
APPENDIX A-1

INDIVIDUALIZED INSTRUCTION SURVEY GOALS QUESTIONNAIRE

The purpose of this questionnaire is to find out what you feel the goals of Teaching Research's nationwide survey of individualized instruction in grades K-12 should be. We at Teaching Research feel the only way the results of this survey can be meaningful to administrators, teachers, and school board members is to find out what questions these groups want answered. These questions, after national verification, will become the goals of the survey.

We are collecting data for determining the survey goals in two ways: (1) This questionnaire for the Oregon School Superintendents meeting Friday September 20, and (2) Interviews with administrators, teachers, and school board members from September 20 - September 27, 1968.

It is our hope that by using both of these data collection techniques we will have an accurate picture of what the teachers, administrators, and school board members interviewed would find most helpful in (1) making a decision whether to implement a program of individualized instruction or (2) improving current programs. We also realize that without your response this survey could possibly produce a large volume of data that would be meaningless to the public schools.

QUESTIONNAIRE

The sequence of numbers (0, 1, 2) in front of each question is for the purpose of rating the relative importance you feel the question should merit in determining the goals of the data collection tour. If you believe an answer to the question would be very important to you and your school district in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

We have provided space for the additional questions you feel should be asked during the questionnaire.

0 1 2 1. What are the advantages of individualized instruction for the students?

0 1 2 2. What can individualized instruction provide for the student that a self-contained classroom, as normally organized, cannot?

0 1 2 3. What is the student-teacher ratio in a program of individualized instruction?

0 1 2 4. How are students organized in an individualized instruction program?

0 1 2 5. What tests other than achievement and I.Q. are being used in individualized instruction for placement and/or evaluation.
6. What are the purposes of testing in individualized instruction?

Additional Questions:

7. Will any additional training be needed for our present staff to begin an individualized program?

8. Where is additional training available?

9. Are resource people available to bring into our district for inservice training in individualized instruction?

10. What kind of teacher organizational pattern is found in buildings with an individualized instruction program?

11. At what grade levels do you find individualized instruction?

12. Is individualized instruction usually found in separate classrooms or is it standard throughout a building?

13. In what parts of the curriculum is individualized instruction usually carried out?

14. What curriculum programs are available commercially that could be used directly in an individualized instruction program?

15. What curriculum programs are available commercially that could be modified for use in an individualized instruction program?

16. What materials are currently being used?

17. What kind of follow-through is being made to access this years program in relationship to what will happen next year?

18. Can an individualized instruction program be modified at any time?

Additional Questions:

19. What are the building requirements?
012 20. How have standard classrooms been modified to fulfill the needs of an individual instruction program?

012 21. What would be the cost of training our staff in an inservice program within our own district?

012 22. What would be the cost of training our staff on a college campus?

012 23. What is the cost per student in an individualized instruction program?

012 24. Where are the successful programs of individualized instruction in our area?

012 25. What are the problems encountered by classes, grade levels, and schools now using a program of individualized instruction?

012 26. How are school districts implementing programs of individualized instruction?

012 27. Who are the nationally known "experts" in individualized instruction?

012 28. Who are the people in our area who can help us get a program started?

012 29. Where can I find a good bibliography on individualized instruction?

012 30. How do you know individualized instruction will work?

012 31. What research has been done?

Additional Questions:

Comments:

Completed by: ____________________________
# Rank order of responses from 21 Oregon Public School Superintendents

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<tr>
<th>Mean Response</th>
<th>Question &amp; Number on Supt. Survey</th>
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<tr>
<td>1.857</td>
<td>1. What are the advantages of individualized instruction for the students?</td>
</tr>
<tr>
<td>1.857</td>
<td>25. What are the problems encountered by classes, grade levels, and schools now using a program of individualized instruction?</td>
</tr>
<tr>
<td>1.800</td>
<td>26. How are school districts implementing programs of individualized instruction?</td>
</tr>
<tr>
<td>1.762</td>
<td>4. How are students organized in an individualized instruction program?</td>
</tr>
<tr>
<td>1.762</td>
<td>24. Where are the successful programs of individualized instruction in our area?</td>
</tr>
<tr>
<td>1.750</td>
<td>30. How do you know individualized instruction will work?</td>
</tr>
<tr>
<td>1.750</td>
<td>31. What research has been done?</td>
</tr>
<tr>
<td>1.714</td>
<td>2. What can individualized instruction provide for the student that a self-contained classroom, as normally organized, cannot?</td>
</tr>
<tr>
<td>1.714</td>
<td>7. Will any additional training be needed for our present staff to begin an individualized program?</td>
</tr>
<tr>
<td>1.700</td>
<td>28. Who are the people in our area who can help us get a program started?</td>
</tr>
<tr>
<td>1.667</td>
<td>23. What is the cost per student in an individualized instruction program?</td>
</tr>
<tr>
<td>1.619</td>
<td>8. Where is additional training available?</td>
</tr>
<tr>
<td>1.619</td>
<td>9. Are resource people available to bring into our district for inservice training in individualized instruction?</td>
</tr>
<tr>
<td>1.600</td>
<td>16. What materials are currently being used?</td>
</tr>
<tr>
<td>1.600</td>
<td>21. What would be the cost of training our staff in an inservice program within our own district?</td>
</tr>
<tr>
<td>1.571</td>
<td>3. What is the student-teacher ratio in a program of individualized instruction?</td>
</tr>
</tbody>
</table>
Mean Response | Question & Number on Supt. Survey
--- | ---
1.550 | 29. Where can I find a good bibliography on individualized instruction?
1.524 | 17. What kind of follow-through is being made to access this years program in relationship to what will happen next year?
1.450 | 10. What kind of teacher organizational pattern is found in buildings with an individualized instruction program?
1.450 | 19. What are the building requirements?
1.450 | 20. How have standard classrooms been modified to fulfill the needs of an individual instruction program?
1.429 | 5. What tests other than achievement and I.Q. are being used in individualized instruction for placement and/or evaluation?
1.429 | 15. What curriculum programs are available commercially that could be modified for use in an individualized instruction program?
1.400 | 6. What are the purposes of testing in individualized instruction?
1.400 | 27. Who are the nationally known "experts" in individualized instruction?
1.381 | 14. What curriculum programs are available commercially that could be used directly in an individualized instruction program?
1.333 | 13. In what parts of the curriculum is individualized instruction usually carried out?
1.300 | 22. What would be the cost of training our staff on a college campus?
1.200 | 11. At what grade levels do you find individualized instruction?
1.200 | 12. Is individualized instruction usually found in separate classrooms or is it standard throughout a building?
1.200 | 18. Can an individualized instruction program be modified at any time?
APPENDIX A-2

INTERVIEWS FOR RELEVANT INFORMATION QUESTIONNAIRE

Interview Number One - Charles Actor, Darrell Potter, Elementary Principals, Lake Oswego Public Schools, Lake Oswego, Oregon

Interview Number Two - Bill Wallace and Dennis Chamberlin, Junior High Principals, Milwaukie School District, Milwaukie, Oregon

Interview Number Three - Mrs. Mary Rieke, School Board Member, Portland Public Schools, Portland, Oregon

Interview Number Four - Warren Oliver, Don Marmeduke, John Pederson, School Board Members, Lake Oswego Public Schools, Lake Oswego, Oregon

Interview Number Five - Don Robertson, Chairman, History Department, Mike Reilly, History Department Teacher, Scolastica Murty, Humanities Department Chairman, Frank Werneken, English Teacher, Chuck Gildeker, Math Department Chairman, Lake Oswego High School, Lake Oswego, Oregon

Interview Number Six - Wendell Austin, Elementary Principal, Springfield Public Schools, Springfield, Oregon

Interview Number Seven - Don Ebbert, Mrs. Mildred Holly, School Board Members, Springfield, Oregon, Mrs. Gail Nicholson, Mrs. Lora Webb, Richard Miller, School Board Members, Eugene Public Schools, Eugene, Oregon

Interview Number Eight - Ken Brinkerhoff, Principal, Monmouth Elementary School, Mrs. Evelyn Barker, District Curriculum Coordinator, Rose Marie Jesperson, Barbara Burelbach, Bonnie Davis, Shirley Flug, Bertha Owen, Teachers, Grades 1-3, Monmouth Elementary School, Monmouth, Oregon

Interview Number Nine - Robert Humphreys, President, Oregon School Board Members Association, Dr. G. C. McNeilly, School Board Members, Silverton Public Schools, Silverton, Oregon

Interview Number Ten - Glen Hawkins, Assistant Superintendent, Tom Putnam, Principal, Danebo Elementary, Phil Berg, Principal, Malabon Elementary, Don Keiper, Principal, Irving Elementary, Lee Wilson, Principal, Fairfield Elementary, Hal Jole, Principal, Clear Lake Elementary, Lefty Woodruff, Principal, Shasta Junior High, Don Brand, Principal, Willamette High School, Members of Bethel Administrative Council, Bethel School District, Eugene, Oregon

Interview Number Eleven - Don Essig, Resource Teacher, Francis Willard, Elementary, Eugene, Oregon
Oregon College of Education Department Interviews - Mr. Henry Tetz, Director of Student Teaching and Intern Program, Dr. Robert Albritton, Director of Elementary Education, Mr. Dale Harp, Principal, Campus Elementary School
Interview 1

Darrell Potter
Chuck Actor

Elementary Principals
Lake Oswego School District
Lake Oswego, Oregon

Friday, September 20, 1968

(1) What size of classroom can a teacher really accomplish this in? Are numbers of extreme importance?

(2) Training teachers have - are they ready?

(3) Inservice programs.

(4) How can we get the individualized instruction information to the teachers?

(5) Instructional materials available.

(6) Teacher time.

(7) Aid help for teacher.

(8) Materials - what is found for each subject in each classroom or are they centralized?

(9) Facilities - any type school, modern, normal, antiquated.

(10) Definition of individual instruction - can a small group be called individual instruction?

(11) Organization so students are not lost in the shuffle.

(12) How can the unorganized teacher handle it?
Discussion started on what Ickes Junior High now has to meet individual learner differences.

What age levels and subject matter areas has I.I. been most effective?

What other areas (besides achievement) is gained or lost by I.I.?

Does I.I. turn problem students on or off?

Description of techniques used to obtain I.I.

What materials are available?

What process does a "traditionally" trained teacher need to go through to become an effective I.I. teacher?

What testing has been effective in evaluating I.I.?

Is there any evidence of a relationship between I.I. and motivation?

Does I.I. promote socialization?

Be sure to tell us only about "real" programs - not paper ones.
Interview 3

Mary Rieke

School Board Member
Portland Public Schools
Portland, Oregon

Monday, September 23, 1968

(1) What other area other than basic skills are we able to individualize the instruction?

(2) Norm Hamilton is aware of individualized instruction in the Portland Public Schools.

(3) Total look: placement, counsel, instruction.

(4) Models are helpful after "homework".

(5) Process of getting to the individualized instruction program.
Interview 4

Warren Oliver
Don Marmeduke
John Pederson

School Board Members
Lake Oswego Schools
Lake Oswego, Oregon

Monday, September 23, 1968

(1) Type of children it will work with.
(2) What kind of teachers do you need to make it work?
(3) What kind of equipment?
(4) How many dollars?
(5) What kind of facilities?
(6) These members wait for a plan to come from the administration. (want details of plan)
(7) U.S.O.E. to influence administration and then administration bring essentials to the board.
(8) Case study in enough detail and in an objective manner:
   (a) What is required to make it a success?
   (b) What are other districts of our similar suburban situations doing?
(9) Boards to read about 25 pages.
(10) Avery - Superintendent of Wenecto School District outside of Chicago - equipment and individual instruction.
(11) Number one question:
    What are you attempting to accomplish and why can't you accomplish this the way you are doing it now?
Interview 5

Scolastica Murty
Frank Werneken
Chuck Gildeker
Don Robertson
Mike Reilley

High School Teachers
Lake Oswego High School
Lake Oswego, Oregon

September 23, 1968

(1) What is available?
(2) Are they contained objectives?
(3) Measuring instruction to determine what student needs.
(4) Required learning.
   Student wants to learn.
(5) Programmed learning - humanistic.
(6) Evidence as to "good" of programs.
(7) Cost?
(8) Instructional materials available.
(9) Can it be accomplished by grouping?
(10) What advantages to students?
(11) Do all students find advantages?
Interview 6

Wendell Austin

Thurston Elementary School Principal
Springfield Public Schools
Springfield, Oregon

Wednesday, September 25, 1968

(1) Process of moving staff from here to there.

(2) Implement from:
   (a) administrative level or
   (b) teacher staff

(3) What types of materials best facilitate traditional teachers to make the change over?

(4) Familiar with elementary programs in individual similar situations.

(5) Basic Text with individualized instruction from other sources.

(6) Inservice:
    How to accomplish.
    Materials.
    Do facilities really make a difference?
    (a) level (b) attitude (c) community
    With, why or why not?

(7) Evaluation - if and how well:
    (a) attitude feeling es-pre-de-corp
    (b) student achievement

(8) Report - pupil progress card - included.
Interview 7

Lora Webb
Gail Nicholson
Richard Miller
Mildred Holly
Don Ebbert

School Board Members
Eugene School District - Springfield School District
Eugene, Oregon - Springfield, Oregon

Wednesday, September 25, 1968

(1) How general in curriculum?
(2) How much success?
(3) Programs allowing for academic growth staying within the peer group.
(4) Process of getting staff with you.
    Process of getting community with you.
(5) Training of staff.
(6) Student-teacher ratio.
(7) Other than certified staff.
(8) Why do it?
(9) Problem of implementation.
(10) Curriculum fitting into state requirement.
(11) Eugene - brief description and show me.
(12) Tomorrow Schools Today - Paperback.
(13) Description from a problem solving basis.
(14) Definition of individualized instruction. What does each district think it is?
(15) All schools, all sizes, all areas of the country.
Interview 8

Ken Brinkerhoff, Principal
Evelyn Barker, Diet Curriculum
Teachers 1-3
    Rose Marie Jesperson
    Barbara Burelbach
    Bonnie Davis
    Shirley Flug
    Bertha Owen

Central School District
Independence, Oregon

Wednesday, September 25, 1968

(1) Types of organization, record keeping, and materials.

(2) Test devise - pupils feel about themselves.

(3) Child's own pace within a basic set of materials (pre-set goals)?

(4) How much of the day in individualized instruction?

(5) What happens to the child who is not self-directed?

(6) How much grouping used in individualized instruction?

(7) Student organization

(8) Programs in a normal setting.

(9) Sources to go for help:
    (a) people
    (b) library

(10) Mechanics so we can adapt.

(11) 1-3 Learn to read
    4- Read to learn

(12) Easier to individualize basic skills.
Interview 9

Robert Humphreys
Dr. McNeilly

School Board Members
Silverton Schools
Silverton, Oregon

Thursday, September 26, 1968

(1) Does it help as far as the youngsters are concerned?
(2) What does it cost?
(3) Teacher training requirements to make it work.
(4) What students benefit from individualized instruction?
(5) What students do not benefit from individualized instruction?
(6) What levels is individualized instruction being done?
(7) Do all students have a required course or anything?
(8) Certain level of proficiency in an area?
(9) Haven't you always tried to do this?
(10) What evidence do you have that you are able to do something for children which you could not do before?
(11) Are children from different grades grouped in individualized instruction?
(12) Model School: University of Hawaii
(13) Tools to sell to tax payer would help school boards.
   In schools we must:
   (a) Find out exactly what is going on; subject matter areas, levels, materials, mechanics, how they are doing it, purposes, evidence, complete status report of what is there now.
   (b) How did it come about?
      (1) process
      (2) each levels perception of who started it
   (c) Problems encountered.
Interview 10

Tom Putnam, Principal
Phil Berg, Principal
Don Keiper, Principal
Lee Wilson, Principal
Hal Jole, Principal
Lefty Woodruff, Principal
Don Brand, Principal
Glen Hawkins, Assistant Superintendent

Bethel Administrative Council
Eugene, Oregon

Friday, September 27, 1968

(1) What is individualized instruction?
(2) Places individualized instruction has proven more effective.
(3) Research.
(4) Group paced better than individualized instruction.
(5) Can you have groups with individualized instruction?
(6) Subject areas and effect of individualized instruction.
(7) Characteristics of children working, but in individualized instruction.
(8) Mechanics of individualized instruction program.
(9) Socially how does an individualized instruction program effect?
(10) Can individualized instruction gain a commitment from the unmotivated child?
(11) What are the common elements of individualized instruction? (item analysis)
(12) Individualized instruction and motivation - what evidence to support it?
(13) Goals of a system using individualized instruction.
(14) Teacher who can and cannot use individualized instruction.
(15) Does individualized instruction foster:
   (a) creativity or
   (b) expanding knowledge
(16) Is competency at a level one of the goals?
(17) How to retrain staff at:
   (a) inservice
   (b) college campus

(18) Climate created – process of getting from here to there.

(19) Gains and losses of an individualized instruction program.

(20) Paper programs or real?

(21) Motivation from what level – administrations, school board or teachers?
Interview 11

Don Essig

Resource Teacher
Francis Willard Elementary
Eugene, Oregon

Friday, September 27, 1968

(1) Individual plan for sequence for the student:
(a) supplies
(b) cost
(c) student-teacher ratio

(2) How is it being done within the normal constraints of the budget?

(3) Process from here to there.

(4) Characteristic of child that benefits.

(5) Commercial materials available.

(6) Implementation.

(7) Summer workshops on individualized instruction. Emphasis on adaptation of others to your situation.

(8) How does individualized instruction fit:
(a) discipline problems
(b) emotionally disturbed
APPENDICES A-3 and A-4

Appendix A-3 contains a copy of the questionnaire which was approved by the U.S.O.E. for use in obtaining data on the information relating to individualized instruction desired by the various target audiences.

Appendix A-4 contains a listing of the geographical areas, types of school districts and the specific school districts in which the questionnaires were administered.
APPENDIX A-3

WHAT WOULD YOU MOST LIKE TO KNOW ABOUT INDIVIDUALIZED INSTRUCTION?

(Your position) Check one:
___ School Board Member
___ School Administrator
___ Teacher

Definition:

The term individualized instruction is used to connote any procedure(s) employed to enable each learner to be confronted with unique learning experiences. It may be contrasted with instruction that is aimed at providing a common learning experience for a group or class. Uniqueness may be defined in terms of goals, instructional methods, pacing, method or time of evaluation, or any combination of these or other elements. The term does not rule out group activities, and does not connote isolation from teacher or classmates.

Instructions:

The sequence of numbers (0, 1, 2) in front of each question is for the purpose of rating the relative importance you feel an answer to the question would have for your purpose. If you believe an answer to the question would be very important to you and your school district in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

Questions relating to: Effects on Students

0 1 2 1. Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?

0 1 2 2. What are the characteristics of students who benefit most from individualized instruction (and those for whom it is inappropriate)?

0 1 2 3. What does individualized instruction provide students that group instruction does not or cannot?

0 1 2 4. What other objectives (besides achievement) are gained or lost by individualizing, e.g., creativity, socialization, etc.?

Questions relating to: The Operation of Individualized Programs

0 1 2 5. What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?

0 1 2 6. What problems were encountered by districts, buildings or classrooms in implementing and maintaining an individualized program?

0 1 2 7. Where are there successful individualized programs that can be seen first-hand?
8. What are the limits of individualization, i.e., are there subjects or grade levels that are inappropriate for individualization?

9. How is individual testing, record keeping, and reporting to parents accomplished?

Questions relating to: Teachers

10. What are the characteristics of teachers who work well in an individualized program?

11. What new skills must a group oriented teacher learn before becoming effective in an individualized program?

12. How and where can teachers learn the skills to operate an individualized program?

Questions relating to: Costs

13. What is the student-teacher ratio in a typical individualized program?

14. What is the cost per pupil in a typical individualized program?

15. What additional costs are involved in initiating an individualized program, e.g., staff training, extra materials, facilities modifications, etc?

Questions relating to: Facilities and Equipment

16. Can individualized program be carried out successfully in conventional classrooms?

17. What are the ideal facilities to support individualized instruction?

18. What additional equipment is required to support individualized instruction?

Questions relating to: Materials

19. What additional materials, if any are needed to support a program of individualized instruction?

20. Where are such materials available, and how much do they cost?

21. What is required to adapt existing materials for an individualized program?

Questions relating to: Implementation

22. Where are we trying to go, and is individualization the way to get there?

23. Why have other districts or buildings decided to adopt an individualized program?
24. What were the processes a district, building, or group went through to adopt an individualized program?

25. How long does it take to transfer over to an individualized program?

26. How was the community convinced that individualization was a supportable program?

27. What are the roles of teachers, administrators, and school board members in implementing and maintaining an individualized program?

28. What activities and procedures should be available in implementing an individualized program?

29. Who can we get to help us with our own individualized program?

30. What has been the long term public reaction to individualized instructional programs?

If you have questions that have not been asked which you feel are important, would you please list them here.
... one final question

What is your reaction to the following?
(Please select and respond to your own category)

A. School Board Members have told us that the best way for them to get answers to their questions would be to have "case studies" prepared telling the whole story in school districts which are comparable to their own. Such case studies should be prepared in both summary and detailed form. These people have also indicated that they would have a need for materials like films and pamphlets to describe individualized instruction to their constituents. Do you agree with this, or do you have a different idea? Would you please answer on the back of this sheet.

B. School Administrators have told us that the best way for them to get answers to their questions would be to have relatively short conferences (regional) with speakers, films in a group showing, with opportunities for questions, discussion, etc. There is so much to read that this kind of material just stacks up and doesn't get read. Do you agree with this or do you have a different idea? Would you please answer on the back of this sheet?

C. Teachers have told us that the best way for them to get answers to their questions is in an extended (maybe 6 week) summer session. The kind of information teachers need one can't get in a short, quick orientation. They need to become thoroughly familiar with new materials, methods, etc. Then they need time to adapt them to their own situation. Films could be used to familiarize teachers with new concepts, but they need to actually use the materials, role play, and work with the new procedures until they feel comfortable and confident in their use. Do you agree with this or do you have a different idea? Would you please answer on the back of this sheet.
APPENDIX A-4

RELEVANT INFORMATION SURVEY QUESTIONNAIRE

Administration Centers and Participating School Districts

Upper New York State

Central City - Syracuse Public Schools
Suburban - Liverpool Public Schools
Large Consolidated - Cortland Public Schools
Small Rural - Moravia Public Schools

Maryland

Central City - Baltimore Public Schools
Suburban - Montgomery County Public Schools, Rockville, Maryland
Large Consolidated - Prince George County Public Schools, Laurel, Maryland
Small Rural - Salisbury Public Schools

Mid - Texas

Central City - San Antonio Independent School District
Suburban - Northeast San Antonio Independent School District
Large Consolidated - Pharr-San Juan-Alamo Independent School District, Pharr, Texas
Small Rural - Marble Falls Public Schools
Southern California

Dr. James Finn
University of Southern California
Los Angeles, California

Central City - Oxnard City Elementary and High School Districts
Suburban - Inglewood Unified School District
Large consolidated - La Puente Unified High School District

Northwestern

James E. Buck
Teaching Research
Monmouth, Oregon

Large consolidated - Pullman, Washington
Small Rural - Florence, Oregon

All Interview participants - cross section of the four site distributions.
APPENDIX A-5

Part A - Is a listing of the mean response to each item on the questionnaire by each target audience (school board members, administrators, and teachers) and by school district type (central city, suburban, large consolidated school - rural setting and, small rural school). The significance of the score is explained in Chapter I.

Part B - Is a listing of the five (5) items considered of most concern by each target audience.

Part C - Is a ranking by each target audience of the relative importance of the seven (7) questionnaire sections.

Part D - Is an analysis of the rankings by each target audience of the relative importance of the seven (7) questionnaire sections by type of school district.

Part E - Is an analysis of the rankings by type of school district of the relative importance of the seven (7) questionnaire sections by each target audience.
### INFORMATION SURVEY
#### Questionnaire Analysis
School Board Members

**Mean Scores (perfect score = 2.00)**

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INFORMATION SURVEY
Questionnaire Analysis
Administrators

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INFORMATION SURVEY
Questionnaire Analysis
Teachers

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### Five Most Important Questions by Target Audience

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<td>5. What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?</td>
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### Five Questions Summary

These five questions occurred in five (5) of the seven (7) areas as listed in Part B. This leads us to assume these five (5) questions are considered by the target audience to be most significant.

1. Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?

5. What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?

11. What new skills must a group oriented teacher learn before becoming effective in an individualized program?

19. What additional materials, if any are needed to support a program of individualized instruction?

22. Where are we trying to go, and is individualization the way to get there?
Part C - Ratings for Questionnaire Areas by Target Audience - Group Summary

School Board Members

Ranking

1. Effect on Students
2. Teachers
3. Cost
4. Facilities and Equipment
5. Operation of Individualized Program
6. Implementation
7. Materials

Administrators

1. Teachers
2. Effect on Students
3. Operation of Individualized Program
4. Materials
5. Facilities and Equipment
6. Implementation
7. Costs

Teachers

1. Effect on Students
2. Teachers
3. Materials
4. Facilities and Equipment
5. Operation of Individualized Program
6. Implementation
7. Costs
Central City
1. Effect on Students
2. Teachers
3. Operation of Individualized Program
4. Materials
5. Facilities and Equipment
6. Implementation
7. Cost

Suburban
1. Teachers
2. Effect on Students
3. Materials
4. Operation of Individualized Program
5. Facilities and Equipment
6. Implementation
7. Cost

Large Consolidated
1. Effect on Students
2. Teachers
3. Operation of Individualized Program
4. Facilities and Equipment
5. Materials
6. Implementation
7. Cost

Small Rural
1. Materials
2. Effect on Students
3. Operation of Individualized Program
4. Facilities and Equipment
5. Teachers
6. Cost
7. Implementation
APPENDIX A-5  PART D

Ratings for Questionnaire Areas

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APPENDIX B-1

Part A - Is a copy of the letter requesting the name of the person in each agency contacted most knowledgeable of programs on individualized instruction.

Part B - Is a list of all persons to whom the letter was sent.

Note: The list of addresses was obtained from, and the letter itself was sent by Dr. Allen Lee from the Teaching Research Staff. Dr. Lee has had many years of experience and is well known to the Chief State School Officers. His contribution is gratefully acknowledged.
Hon. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Dear Superintendent Stone:

The U.S. Office of Education is undertaking a major effort to disseminate what is currently going on in individualized instruction. The Teaching Research Division of the Oregon State System of Higher Education has been selected to conduct this survey. We feel that it is of such importance that our Director, Dr. Jack V. Edling, will be making a data collection visit to thirty selected schools late this fall.

We are asking the assistance of you or one of your staff members in the identification of schools in your locale with individualized instruction programs in grades K-12. Mr. Jim Buck of our staff will be in communication with you or your staff selection in the near future.

Would you please fill out the enclosed card and return it to the Teaching Research Division? Thank you.

Sincerely,

Allen Lee
Research Professor

Enclosure
Chief State School Officers

Hon. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Hon. Clifford R. Hartman
Commissioner of Education
State Department of Education
Juneau, Alaska 99801

Hon. Sarah Folsom
Superintendent of Public Instruction
State Department of Public Instruction
Phoenix, Arizona 85007

Hon. A. W. Ford
Commissioner of Education
State Department of Education
Little Rock, Arkansas 72201

Hon. Max Rafferty
Superintendent of Public Instruction
and Director of Education
State Department of Education
Sacramento, California 95814

Hon. F. A. Castles
Superintendent of Schools
Division of Schools
Balboa Heights, Canal Zone

Hon. Byron W. Hansford
Commissioner of Education
State Department of Education
Denver, Colorado 80203

Hon. William J. Sanders
Commissioner of Education
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Hon. Floyd T. Christian
Superintendent of Public Instruction
State Department of Education
Tallahassee, Florida 32304

Hon. Jack P. Nix
Superintendent of Schools
State Department of Education
Atlanta, Georgia 30334

Hon. L. P. Martin
Director of Education
Department of Education
Government of Guam
Agana, Guam 96910

Hon. Ralph H. Kiyosaki
Superintendent of Education
State Department of Education
Honolulu, Hawaii 96804

Hon. D. F. Engelking
Superintendent of Public Instruction and
Executive Secretary, State Board of Education
State Department of Education
Boise, Idaho 83702

Hon. Ray Page
Superintendent of Public Instruction
Office of the Supt. of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Hon. Richard D. Wells
Superintendent of Public Instruction
State Department of Public Instruction
Indianapolis, Indiana 46204

Hon. Paul F. Johnston
Superintendent of Public Instruction
State Department of Public Instruction
Des Moines, Iowa 50319

Hon. Murle M. Hayden
Superintendent of Public Instruction
State Department of Public Instruction
Topeka, Kansas 66612

Hon. Wendell Butler
Superintendent of Public Instruction
State Department of Education
Frankfort, Kentucky 40601

Hon. William J. Dodd
Superintendent of Public Education
State Department of Education
Baton Rouge, Louisiana 70804
<table>
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<th>State</th>
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<td>Maine</td>
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<td>Boston, Massachusetts 02111</td>
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<tr>
<td>Mississippi</td>
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<td>Jackson, Mississippi 39205</td>
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<td>Missouri</td>
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<td>Albany, New York 12224</td>
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<td>Bismarck, North Dakota 58501</td>
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<td>Columbus, Ohio 43215</td>
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<tr>
<td>Oregon</td>
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<td>Salem, Oregon 97310</td>
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<tr>
<td>Pennsylvania</td>
<td>Superintendent of Public Instruction</td>
<td>Harrisburg, Pennsylvania 17126</td>
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Hon. William P. Robinson, Jr.
Commissioner of Education
State Department of Education
Providence, Rhode Island 02908

Hon. Cyril B. Busbee
Superintendent of Education
State Department of Education
Columbia, South Carolina 29201

Hon. Gordon A. Diedtrich
Acting Superintendent of Public Instruction
State Department of Public Instruction
Pierre, South Dakota 57501

Hon. J. H. Warf
Commissioner of Education
State Department of Education
Nashville, Tennessee 37219

Hon. J. W. Edgar
Commissioner of Education
Texas Education Agency
Austin, Texas 78711

Hon. T. H. Bell
Superintendent of Public Instruction
Office of the Supt. of Public Instruction
Salt Lake City, Utah 84111

Hon. Daniel G. O'Connor
Commissioner of Education
State Department of Education
Montpelier, Vermont 05602

Hon. Woodrow W. Wilkerson
Superintendent of Public Instruction
State Board of Education
Richmond, Virginia 23216

Hon. Louis Bruno
Superintendent of Public Instruction
Office of State Superintendent of
Public Instruction and State
Board of Education
Olympia, Washington 98501

Hon. Rex N. Smith
Superintendent of Schools
State Department of Education
Charleston, West Virginia 25305

Hon. William C. Kahl,
Superintendent of Public Instruction
State Department of Public Instruction
148 N. State Capitol
Madison, Wisconsin 53702

Hon. Harry Roberts
Superintendent of Public Instruction
State Department of Education
Cheyenne, Wyoming 82001
Dr. Richard Schutz, Director
Southwest Regional Laboratory for
Educational Research and Development
11300 La Cienega Boulevard
Inglewood, California 90304

Dr. David N. Evans
Executive Director
Upper Midwest Regional Educational
Laboratory
1640 East 78th Street
Minneapolis, Minnesota 55423
Colleges and Universities

Dr. Truman M. Pierce, Dean  
College of Education  
Auburn University  
Auburn, Alabama  36830

Dr. F. Robert Paulsen, Dean  
School of Education  
University of Arizona  
Tucson, Arizona  85721

Dr. Joe T. Clark  
Dean of Instruction  
Henderson State Teachers College  
Arkadelphia, Arkansas

Dr. Theodore L. Reller, Dean  
School of Education  
University of California  
Berkeley Campus  
Berkeley, California  94720

Dr. John Goodlad  
School of Education  
University of California at L. A.  
Los Angeles, California  90007

Dr. Stephen A. Romie, Dean  
School of Education  
University of Colorado  
Boulder, Colorado  80302

Dr. Donald G. Decker, Dean  
Colorado State College  
Greeley, Colorado

Dr. Kimball Wiles, Dean  
School of Education  
University of Florida  
Gainesville, Florida  32601

Dr. Joseph Williams, Dean  
School of Education  
University of Georgia  
Athens, Georgia  30602

Dr. David L. Clark, Dean  
School of Education  
University of Indiana  
Bloomington, Indiana  47405

Dr. Howard R. Jones, Dean  
School of Education  
University of Iowa  
Iowa City, Iowa  52240

Dr. James McComas, Dean  
School of Education  
Kansas State University  
Manhattan, Kansas  66502

Dr. Lyman V. Ginger, Dean  
School of Education  
University of Kentucky  
Lexington, Kentucky  40506

Dr. Vernon E. Anderson, Dean  
College of Education  
University of Maryland  
College Park, Maryland  20742

Dr. Theodore R. Sizer, Dean  
School of Education  
Harvard University  
Cambridge, Massachusetts  02138

Dr. Glaydon D. Robbins, Dean  
School of Education  
Moorhead State College  
Moorhead, Minnesota  56560

Dr. Earl N. Ringo, Dean  
School of Education  
Montana State University  
Bozeman, Montana  59715

Dr. Paul Gaer  
Dean of Instruction  
Kearney State College  
Kearney, Nebraska  68847

Dr. Wesley Meierhenry, Asst. Dean  
Teachers College  
University of Nebraska  
Lincoln, Nebraska  68508

Dr. Leroy Pinnell, Dean  
Education and Psychology  
Eastern New Mexico University  
Portales, New Mexico  88130
Dr. David R. Krathwohl, Dean
College of Education
University of Syracuse
Syracuse, New York 13201

Dr. Paul H. Masoner, Dean
School of Education
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Dr. Robert B. Howsam, Dean
School of Education
University of Houston
Houston, Texas 77004

Dr. Glen Ovard
Director of Research
Brigham Young University
Provo, Utah 84601

Dr. Stephen P. Henley, Dean
School of Education
University of Utah
Salt Lake City, Utah

Dr. Ralph Cherry, Dean
School of Education
University of Virginia
Charlottesville, Virginia 22903

Dr. Fred Giles, Dean
School of Education
University of Washington
Seattle, Washington 98105

Dr. Donald J. McCarty, Dean
School of Education
University of Wisconsin
Madison Campus
Madison, Wisconsin 53706
Foundations and Educational Organizations

John A. Griffin, Exec. Director
Southern Education Foundation, Inc.
811 Cypress Street N. E.
Atlanta, Georgia 30308

Foundation for Character Education
C/o Herbert M. Agoos
209 South Street
Boston, Massachusetts 02111

Emory W. Morris, President
Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Lloyd N. Morrisett, Vice President
Carnegie Corporation of New York
589 Fifth Avenue
New York, New York 10017

Morris Green, President
Felt Foundation, Inc.
362 Fifth Avenue
New York, New York 10001

Ford Foundation
C/o Marvin J. Feldmen
477 Madison Avenue
New York, New York 10022

Arthur S. Holden, Jr., President
Jennings Foundation
1100 National City Bank Building
Cleveland, Ohio 44114

Dr. John Bahner
I.D.E.A.
5535 Far Hills Avenue
Dayton, Ohio 45429

Mr. Beverly V. Thompson, Jr.
The Texas Educational Association
2012 Continental National Bank Building
Fort Worth, Texas 76102
APPENDIX B-2

Part A - Is a copy of the letter requesting names, addresses and person responsible for each on-going I.I. program with which the addressee was familiar.

Part B - Is a list of all persons to whom the letter was sent.
Dr. Wayne Teague  
Coordinator Field Services  
Auburn University  
Auburn, Alabama  

Dear Dr. Teague:

Hon. Garvin Johnston has recommended you to the Teaching Research Division, Oregon State System of Higher Education, to assist in a survey we are conducting in the area of individualized instruction. We appreciate your willingness to contribute your knowledge of the individualized instruction programs in Grades K-12 in your locale.

We define individualized instruction as a program of instruction where each student can proceed at his own individually determined pace through a program planned to meet previously determined goals. These programs can range from the very complex modular-flexible programming set up by computers to the much easier to organize individualized reading programs found in some elementary schools.

This survey was contracted to Teaching Research by the U.S. Office of Education to find out just what is going on in individualized instruction. We are interested in locating as wide a variety of individualized instruction as possible.

You can be most helpful to this survey by sending us the school name and location of the individualized instruction programs, as well as the teacher or administrator responsible for the program. We will contact these people for further information about their program.

If you could denote the time you spent identifying the programs it would be very much appreciated. Without your cooperation this project would be impossible. We hope at some future date we will be able to return your favor.

Sincerely,

James E. Buck  
Project Coordinator

JEB:kp  
Enclosure
APPENDIX B-2 PART B
RESOURCE PEOPLE FOR IDENTIFICATION OF
INDIVIDUALIZED INSTRUCTION PROGRAMS

Dr. Wayne Teague  
Coordinator of Field Services  
Auburn University  
Auburn, Alabama

Dr. William R. Marsh  
Director, Instructional Services  
State Dept. of Education  
Juneau, Alaska

Dr. Curtis Garner  
Chairman, Director of Education  
Henderson State Teachers College  
Arkadelphia, Arkansas

Dr. Floyd Delon  
Associate Executive Director  
South Central Regional Educational Laboratory Corp.  
Little Rock, Arkansas

Dr. Warren Kallenback  
Projector Director  
Far West Laboratory for Ed. Research and Development  
Berkeley, California

Dr. Robert Baker  
Southwest Regional Lab. for Ed. Research and Development  
Inglewood, California

Dr. Robert E. Keuscher  
Coordinator, League of Cooperating Schools  
I/D/E/A/, Inc.  
1100 Glendon Ave. Suite 950  
Los Angeles, California 90024

Dr. Thomas J. Quirk  
American Inst. for Research  
Palo Alto, California

Keith Martin, Consultant  
State Dept. of Education  
Sacramento, California

Dr. Myrle Hemenway  
Asst. Professor of Education  
University of Colorado  
Boulder, Colorado

Dr. Russell B. Vlaanderen, Director  
Research and Development  
State Dept. of Education  
Denver, Colorado

Dr. Bruce Broderius  
Associate Dean  
School of Education  
Colorado State College  
Greeley, Colorado

Dr. Dean Talagan  
Assistant for Communications  
Rocky Mountain Ed. Lab.  
Greeley, Colorado

Frederick D. Boyer, Director  
ESEA Title I and III  
State Dept. of Public Instruction  
Dover, Delaware

William M. Alexander, Director  
Institute for Curr. Improvement  
University of Florida  
Gainesville, Florida

Tom Culton  
Curriculum Consultant  
State Dept. of Education  
Tallahassee, Florida

Dr. Claude Ivie, Director  
Division of Curriculum  
State Department of Education  
Atlanta, Georgia

Dr. John Crittenden  
Field Representative  
Southeastern Ed. Laboratory  
Hapeville, Georgia

-69-
Dr. Leonard Skov, Chairman
Division of Education and Psychology
Kearney State College
Kearney, Nebraska

W. C. Meierhenry
Professor of Education
University of Nebraska
Lincoln, Nebraska

Royal Henline
State Dept. of Education
Lincoln, Nebraska

Robert Best
Assoc. Supt. Instruction
State Dept. of Education
Carson City, Nevada

Dr. A. A. Valencia
Research Associate
Albuquerque, New Mexico

Ralph Drake, Director
Elementary Education
State Dept. of Education
Santa Fe, New Mexico

Stanley R. Lisser
Program Coordinator
Center for Urban Education
New York, New York

Mrs. Barbara Finberg
Executive Associate
Carnegie Corporation of New York
New York, New York

Kenneth N. Fishell, Assoc. Dir.
Center for Instruction Communication
University of Syracuse
Syracuse, New York

Dr. Robert F. Bickel
Director IPOI Program
Eastern Regional Institute for Education
Syracuse, New York

Bernard Haake
Asst. Comm.
State Dept. of Education
Albany, New York

Roger A. Schurrer, Asst. Dir.
Division of General Education
State Dept. of Education
Raleigh, North Carolina

Dr. Ann Grooms
Division of Innovative Programs
I/D/E/A/
Dayton, Ohio

Miss Virginia M. Lloyd, Chief
Elementary Education Section
State Dept. of Education
Columbus, Ohio

J. D. Giddens, Director
Division of Instruction
State Dept. of Education
Oklahoma City, Oklahoma

Dr. Bill Ward
Director of Development
Northwest Reg. Ed. Lab.
Portland, Oregon

A. E. Haddock
Director Elementary Education &
Title I ESEA
State Department of Education
Salem, Oregon 97310

Kennard L. Bowman
Curriculum Development
State Dept. of Public Instruction
Harrisburg, Pennsylvania

Dr. William Moore, Chairman
Department of Education
Bucknell University
Lewisburg, Pennsylvania

Dr. Robert G. Scanlon
Director - Instructional Systems
Position
Research for Better Schools, Inc.
Philadelphia, Pennsylvania
Joel Taylor  
Chief Elementary Supervisor Position  
State Department of Education  
Columbia, South Carolina 29201

L. F. Balsiger  
Asst. Supt. Ed. Services  
State Dept. of Public Instruction  
Pierre, South Dakota

Tom Kelley, Director  
Program Development  
Nashville, Tennessee

Robert S. Randall  
Assoc. Director  
Planning and Evaluation Div.  
Southwest Ed. Development Corp.  
Austin, Texas

Dr. Loye Hollis, Dept. Chairman  
Curriculum and Instruction  
University of Houston  
Houston, Texas

Dr. Glen Ovard, Coordinator  
Ed. Experimental Programs  
Brigham Young University  
Provo, Utah

Edwin A. Read  
Asst. Dean  
School of Education  
University of Utah  
Salt Lake City, Utah

Mary MacDougall  
Associate Professor  
School of Education  
Div. Educational Research  
University of Virginia  
Charlottesville, Virginia

W. Harold Ford  
Fairfax County Public Schools  
Fairfax, Virginia

Charles E. C.  
Director of Research  
State Department of Education  
Richmond, Virginia 23216

Dr. Homer Boroughs, Jr.  
Asst. Dean  
School of Education  
University of Washington  
Seattle, Washington

Doris M. Cook  
Program Consultant,  
Center for Research and Program Dev.  
State Dept. of Public Instruction  
Madison, Wisconsin

James Walter  
Research and Development Center  
for Cognitive Learning  
University of Wisconsin  
Madison, Wisconsin

James Headlee  
Chief of Instructional Services  
State Department of Education  
Cheyenne, Wyoming 82001

Fred Husmann, Program Assoc.  
Center for the Study of Instruction  
Washington, D. C.

Sidney High, Acting Branch Chief  
Div. of Comp. and Vocational Research  
U.S.O.E.  
Washington, D. C.

Loyd Johnson  
U.S.O.E.  
Washington, D. C.

Frank Schmidtlein  
Program Associate  
U.S.O.E.  
Washington, D. C.
APPENDIX B-3

Part A - Is a copy of the letter sent to request descriptive information on specific programs.

Part B - Is a copy of the form used to obtain the specific descriptive information desired.
Dr. Melvin Barnes, Supt.
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208

Dear Dr. Barnes:

Your school system has been recommended to the Teaching Research Division by Dr. Bill Ward of the N.W. Regional Laboratory as having several on-going programs of individualized instruction. The Teaching Research Division is under contract to the U.S. Office of Education to find out what is going on in individualized instruction.

We are very interested in identifying the schools within your district with on-going programs of individualized instruction. If you would send us a list of these schools we will contact them for a thumbnail sketch of what they are doing.

Thank you for your time and effort.

Sincerely,

James E. Buck
Project Coordinator

Enclosures
Dear Mr. Wong:

Mr. George Kagehiro of the Hawaii Department of Education has recommended to us your inclusion in our nationwide individualized instruction study. The Teaching Research Division of the Oregon State System of Higher Education is under contract to the U. S. Office of Education to complete an interpretive study of on-going individualized instruction programs.

We would appreciate it very much if you would complete the enclosed questionnaire and return it to us with any additional comments or materials that you may wish to include.

Thank you very much.

Sincerely,

James E. Buck
Project Coordinator

JEB:bl
Enclosure
INDIVIDUALIZED INSTRUCTION SURVEY QUESTIONNAIRE

1) At what grade levels and in what subject matter areas is your individualized instruction program?

2) Who selects the goals that the student is working toward?

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>A computer</td>
<td>A computer</td>
</tr>
</tbody>
</table>

3) Who plans the program to reach the selected goals?

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>Programs are previously planned</td>
</tr>
<tr>
<td>The teacher</td>
<td>The student and teacher</td>
</tr>
<tr>
<td>A computer</td>
<td>Other</td>
</tr>
</tbody>
</table>

4) Who keeps track of the student's time and progress?

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>A computer</td>
<td>A computer</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

5) Who makes the evaluation of the student's progress on the planned program toward the selected goals?

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>Student and teacher</td>
</tr>
<tr>
<td>The teacher</td>
<td>A prepared test</td>
</tr>
</tbody>
</table>

6) What type of organizational pattern does your individualized instruction program fit into if it does at all?

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ungraded</td>
<td>independent study</td>
</tr>
<tr>
<td>team teaching</td>
<td>continuous growth</td>
</tr>
<tr>
<td>modular scheduling</td>
<td>self-instruction</td>
</tr>
</tbody>
</table>
7) Have you any research about student growth in your individualized instruction program?

Yes ___  No ___

8) Often a questionnaire doesn't ask for some of the information you would like to communicate. Please use the rest of this to fill us in on the material you feel we need to know about your program of individualized instruction.
APPENDIX B-4

Part A - Is a list of all programs identified as implementing some form of individualized instruction.

Part B - Is a selected list of schools considered worthy of visitation because they are "close to home", and would not entail a large expenditure by local school districts to get some information on an I.I. program.

Note: Three (3) state departments neither responded nor were named by others as having I.I. programs (Louisiana, Wyoming and Vermont). One (1) state responded by stating it had no knowledge of any I.I. programs (Montana).
APPENDIX B-4 PART A

District, Schools, and Programs Identified

ALABAMA
Anniston City Board of Education
Anniston, Alabama 36201
K-4
James E. Owen, Asst. Superintendent

Theodore High School
Theodore, Alabama 36582
Ernest A. Smith, Principal

Charles Henderson High School
Troy, Alabama
O.W. Dotsen

ALASKA
Glenallen School
Glenallen, Alaska 99588
Mr. L.S. Wright
Superintendent of Schools

Hoonah City School District
P.O. Box 8
Hoonah, Alaska 99829
Mr. Donald L. MacKinnon
Superintendent of Schools

Bristol Bay Borough Schools
P.O. Box 527
Naknek, Alaska 99633
Mr. Daniel G. Turner
Superintendent of Schools

ARKANSAS
Henderson Junior High School
401 John Barrow Road
Little Rock, Arkansas
Eugene Keeton, Principal

CALIFORNIA
Brookhurst Junior High School
Anaheim, California

Bolder Creek Elementary
Bolder Creek, California
I.P.I. Program

Borrego Springs Elementary and High School
Borrego Springs, California 92004
Jack J. Jones, Superintendent

Boulder Creek Elementary School
Lomond and Laurel Streets
P.O. Box 806
Boulder Creek, California 95006

Capitola Elementary
Capitola, California
Mr. Hartley Greene, Principal

Reed Union School District
50 EL Camino Drive
Corte Madera, California 94925
John C. Fitch

ARIZONA
G.S. Skiff School Elementary
1430 South 18 Street
Phoenix, Arizona
Jack Null

Erickson Elementary
Tucson, Arizona
2-6 Reading
6th Math
1-6 S.S., Science
Mary Belle McCorkle

Harelson School Elementary
826 West Chapala Drive
Tucson, Arizona 85704
Don Scott, Principal

Lulu Elementary
Tucson, Arizona
All Areas
Mr. Nelson, Principal

Sahuaroo High School
Tucson, Arizona
Cupertino School District
10300 Vista Drive
Cupertino, California
Dr. William Fisher, Supt.

Monte Vista High School
3131 Stone Valley Road
Danville, California 94526
Raymond J. Roberts, Principal

Arthur D. Nieblas Elementary
Fountain Valley, California
Mike Brick, Asst. Superintendent

Fremont Unified School District
Fremont, California
1,2,3,4,5,6,9,10,11
Eng., S.S., Science
Dr. William J. Bolt, Superintendent

John F. Kennedy High School
39999 Blacow Road
Fremont, California
Ellis H. Mertins, Principal

Garden Grove School District
6202 Cerulean Street
Garden Grove, California 92641
Mr. Hilton D. Bell, Supt.

Dr. Erwood G. Edgar Elementary School
Garden Grove, California
K-5 Reading, Math, S.S., L.A.
J. Prescott Jones, Principal

Fountain Valley School District
Huntington Beach, California
Total District
Mike Brick, Assistant Superintendent

Oak Street Elementary School
633 South Oak Street
Inglewood, California 90301
Mrs. Frances Worthington, Principal

Wolf Grade Elementary
Kentfield, California 91904
Gene L. Hendsch, Principal

Stephen Foster Elementary School
5223 East Bigelow Street
Lakewood, California 90712
Mr. Gerard Cook, Principal

Loma Vista Elementary School
Mountain View, Boulevard
Vandenberg A.F.B.
Lompoc, California 93437
Mr. Maynard Strong, Principal

Marion Anderson School
1623 East 118 Street
Los Angeles, California 90059
Thurman C. Johnson

Old Mill Elementary School
Mill Valley, California 94941
David W. Erskine, Principal

Strawberry Point Elementary School
Mill Valley, California 94941
Don Klein and Judy Stratten, Teachers

Foothill School
P.O. Box 1231
Monterey, California
Mr. Thomas Bridges

Banyan School
1120 Knollwood Drive
Newbury Park, California 91320
Arthur N. Thayer

Laguna Salada Union School District
P.O. Box 1005
Pacifica, California 94044
James Brien

David Avenue School
104 David Avenue
Pacific Grove, California
Mrs. Hazel Allemand, Principal

Brentwood School Elementary
2086 Clark
Palo Alto, California 94303

Walter Hays School Elementary
1525 Middlefield Road
Palo Alto, California
Dwain McLeary, Principal

Poway High School
Poway, California
All
Dan M. Thompson, Principal
Capuchino High School  
1501 Magnolia Drive  
San Bruno, California 94066  
Mr. Don O. Dake

Chesterton Elementary School  
7335 Wheatley Street  
San Diego, California 92111  
Mr. Lawrence S. Gritz, Principal

Aragon High School  
900 Alameda de Las Pulgas  
San Mateo, California 94402  
Mr. Lawrence Hyink

Capuchino High School  
San Mateo Union High School District  
9, Reading, Listening and Study Skills  
Don Drake, Instructor

Hillsdale High School  
31st and Del Monte Avenue  
San Mateo, California 94403  
Mr. Howard Van Dyk

San Mateo High School  
Grades 11 and 12, Office Procedures  
James J. Nameth, Instructor

Dixie School District  
35 Trellis Drive  
San Rafael, California 94902  
Dr. Penrod Moss, Asst. Superintendent

Green Acres Elementary  
Santa Cruz, California  
Robert Crooks, Principal

Laurel Elementary  
Santa Cruz, California  
Edith King, Principal

Santa Cruz Gardens Elementary School  
Santa Cruz, California  
Dwane Beaubian, Principal

Grace S. Thille Elementary School  
Santa Paula, California 93060  
Joe Bravo, Jr., Principal

Sherman Oaks Elementary School  
14726 Dickens Street  
Sherman Oaks, California 91403  
Miss Lillian Raphael, Principal

Park View Elementary School  
1500 Alexander Street  
Simi, California 93065  
Mr. William Johnson, Principal

Soquel Elementary School  
Soquel, California  
Curt Bowman, Principal

COLORADO

Poster Elementary School  
5300 Saulsbury Ct.  
Arvada, Colorado 80002  
H. Gene Cosby, Principal

Lawrence Elementary School  
5611 Zephyr Street  
Arvada, Colorado 80002  
Miss Eloise Spencer, Principal

Oberon Junior High School  
Jefferson County School District R-1  
7300 Quail Street  
Arvada, Colorado 80002  
Mr. Edward Tanguay, Principal

Peck Elementary School  
6495 Carr Street  
Arvada, Colorado 80002  
Louis Kuykendall, Principal

Vanderhoof Elementary School  
59th & Route Way  
Arvada, Colorado 80002  
George Jurata, Jr., Principal

Montview Elementary School  
Montview Blvd. and Moline Street  
Aurora, Colorado 80010  
Arly Burch, Principal

Boulder Valley Public Schools  
Boulder, Colorado 80302  
Dr. Paul E. Smith, Supt.

Broomfield High School  
1100 Daphne Street  
Broomfield, Colorado 80020  
Mr. Herbert Wenger, Principal

Columbine Elementary School  
3130 Replplier Drive  
Boulder, Colorado 80302  
Duane B. Squires, Principal
<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>City, State, Zip</th>
<th>Principal Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairview High School</td>
<td>6096 Baseline Road</td>
<td>Boulder, Colorado 80302</td>
<td>Mr. Lyle T. Dorland, Principal</td>
</tr>
<tr>
<td>Grant Elementary School</td>
<td>4602 Westwood Boulevard</td>
<td>Colorado Springs, Colorado 80907</td>
<td>Philip J. Van Pelt, Principal</td>
</tr>
<tr>
<td>Jackson Elementary School</td>
<td>4340 North Edwinstowe Avenue</td>
<td>Colorado Springs, Colorado 80907</td>
<td>Frederick Dickinson, Principal</td>
</tr>
<tr>
<td>Manangs Elementary School</td>
<td>Drawer R</td>
<td>Cortez, Colorado 81321</td>
<td>Violet Ranis, Principal</td>
</tr>
<tr>
<td>Devinny Elementary School</td>
<td>1850 South Wright Street</td>
<td>Denver, Colorado 80228</td>
<td>William Driscoll, Principal</td>
</tr>
<tr>
<td>Eastridge Elementary School</td>
<td>2375 South Oswego Ct.</td>
<td>Denver, Colorado 80228</td>
<td>William Driscoll, Principal</td>
</tr>
<tr>
<td>Green Mountain Elementary School</td>
<td>12250 W. Kentucky Drive</td>
<td>Denver, Colorado 80228</td>
<td>William Boland, Principal</td>
</tr>
<tr>
<td>Holly Ridge Elementary School</td>
<td>3301 South Monaco Parkway</td>
<td>Denver, Colorado 80222</td>
<td>Mrs. Louise Corwin, Principal</td>
</tr>
<tr>
<td>John Dewey Junior High School</td>
<td>7480 No. Broadway</td>
<td>Denver, Colorado 80221</td>
<td>Rociogioso, Principal</td>
</tr>
<tr>
<td>Monterey Elementary School</td>
<td>2200 McElwain Boulevard</td>
<td>Denver, Colorado 80229</td>
<td>Joseph Halley, Principal</td>
</tr>
<tr>
<td>Western Hills Elementary School</td>
<td>7700 Delta Street</td>
<td>Denver, Colorado 80221</td>
<td>Dennis McDaniel, Principal</td>
</tr>
<tr>
<td>Charles Hay Elementary School</td>
<td>3185 South Lafayette Street</td>
<td>Englewood, Colorado 80110</td>
<td>Paul Lindsay, Principal</td>
</tr>
<tr>
<td>Scenic View Elementary School</td>
<td>2200 South Raritan Street</td>
<td>Englewood, Colorado 80110</td>
<td>Gene Snyder, Principal</td>
</tr>
<tr>
<td>Washington Elementary</td>
<td></td>
<td>Englewood, Colorado K-3 Reading, Math, and P.E.</td>
<td>Paul F. Lindsay, Principal</td>
</tr>
<tr>
<td>Village Heights Elementary School</td>
<td>3651 South Colorado Boulevard</td>
<td>Englewood, Colorado 80110</td>
<td>Mrs. Pauline Andrews, Principal</td>
</tr>
<tr>
<td>Georgetown Elementary School</td>
<td></td>
<td>Georgetown, Colorado 80444</td>
<td>Joe Vanchena, Principal</td>
</tr>
<tr>
<td>Johnson Elementary School</td>
<td>701 Johnson Drive</td>
<td>Golden, Colorado 80401</td>
<td>Robert Ferris, Principal</td>
</tr>
<tr>
<td>Greeley Public Schools</td>
<td>1416 - 9 Avenue</td>
<td>Greeley, Colorado 80631</td>
<td>Le Triplett, Director</td>
</tr>
<tr>
<td>Franklin Elementary School</td>
<td>3429 Tenth Street</td>
<td>Greeley, Colorado 80631</td>
<td>Thomas H. Elliott, Principal</td>
</tr>
<tr>
<td>Sherwood Elementary School</td>
<td>29th Avenue &amp; 13th Street</td>
<td>Greeley, Colorado 80631</td>
<td>Wilma Scott, Principal</td>
</tr>
<tr>
<td>Haxtun High School</td>
<td></td>
<td>Haxtun, Colorado Career Selection Education</td>
<td>Al Renzelman, Principal</td>
</tr>
<tr>
<td>Jefferson School District R-1</td>
<td>1580 Yarrow Street</td>
<td>Lakewood, Colorado 80215</td>
<td>Jay Caton, Coordinator of Secondary Schools</td>
</tr>
</tbody>
</table>
Larkspur Elementary School
Larkspur, Colorado 80118
Thomas Moore, Principal

South Elementary School
6390 Windermere Street
Littleton, Colorado 80120
Mrs. Dolly M. Ryan, Principal

Meeker Elementary School
P.O. Box 988
Meeker, Colorado 81641
Herbert H. Oba, Principal

Meeker High School
Meeker School District RE-1
Box 159
Meeker, Colorado 81641
Mr. Laverne E. Etter, Principal

Mangely Elementary School
P.O. Box 128
Rangely, Colorado 81648
James C. Hixson, Principal

Prospect Valley Elementary School
3395 Parfet Street
Wheat Ridge, Colorado 80033
Mike Cussen, Principal

CONNECTICUT
Bethel Elementary School
Bethel, Connecticut
Miss Veronica Baske, Director of Elementary Education

Branford High School
Branford Connecticut
Edward J. O'Donnell, Acting Superintendent

Farmington Elementary School
Farmington, Connecticut
John P. McDonough, Superintendent

Glastonbury Elementary School
Glastonbury, Connecticut
Dr. Hugh M. Watson, Superintendent

North Haven High School
North Haven, Connecticut 06473
Dr. Charles F. Ritch, Jr., Superintendent

DELAWARE
Dover Special School District
945 Forrest Street
Dover, Delaware 19901
Dustin W. Wilson, Jr. Supt.

West Dover Elementary School
901 Forrest Street
Dover, Delaware 19901
Mr. Henry J. Papiernik

Friends School
101 School Lane
Wilmington, Delaware 19803
Mr. Charles W. Hutton

Marbrook Elementary School
2101 Centerville Road
Wilmington, Delaware 19808
Mr. Paul Julian

FLORIDA
Bearlake Elementary School
Apopka, Florida
Floyd C. Richards, Principal

Cocoa Beach High
1500 Minuteman Causeway
Cocoa Beach, Florida 32931
James E. Lee, Jr.

National Teacher Corps Training Program
School of Education
University of Miami
Coral Gables, Florida 33124
Robert E. Hendricks, Director

Coral Gables High School
Dade County Public Schools
Miami, Florida

Nova Schools
Fort Lauderdale, Florida 33313
Dr. Warren Smith

William Kallin Elementary Nova High
3600 SW 70 Avenue
Fort Lauderdale, Florida 33314
Dave Fitzpatrick

Pinecrest Elementary
Immokalee, Florida 33939
Terrence K. Weed, Principal
Learning to Learn School, Inc.
1936 San Marco Boulevard
Jacksonville, Florida 32207
Herbert Sprigle, Director

Lincoln Avenue Elementary
North Lincoln and 9th Streets
Lakeland, Florida 33801
Charles Coleman

Longwood Elementary
Longwood, Florida 32750
Louis Kosky

Margate Junior High
500 NW 65 Avenue
Margate, Florida 33063
Mrs. Elda Carney

Melbourne High School
Melbourne, Florida

Treasure Island Elementary
7540 East Treasure Drive
Miami Beach, Florida 3314
Mrs. Harriet Bannon

Miami Springs High School
751 Dove Avenue
Miami Springs, Florida 33166

Highland Oaks
20500 NE 24th Avenue
North Miami Beach, Florida 33160

North Miami Senior High
800 NE 137 Street
North Miami, Florida 33161
Dale Boggy

Markham Elementary School
1501 NW 15 Avenue
Pompano Beach, Florida 33063
B.F. Stephenson, Principal

Glenn Oak Elementary School
St. Petersburg, Florida
Mr. William G. Thompson, Principal

GEORGIA

Atlanta Public Schools
Atlanta, Georgia 30325
Dr. John Letson, Superintendent

DeKalb School System
Decatur, Georgia
Mr. Sam Moss, Deputy Superintendent

HAWAII

Waimalu Elementary
98-375 Moanalua Road
Aica, Hawaii 96818

Campbell High School
Ewa Beach, Hawaii 96706
Mr. George Yamamoto, Principal

Ewa Beach Elementary
Ewa Beach, Hawaii 96706
Mr. George Fujimoto, Principal

Iroquois Point Elementary
Ewa Beach, Hawaii 96706
Mr. Yoshinobu Oshiro, Principal

Pohakea Elementary
Ewa Beach, Hawaii 96706
Edward Kawamoto

Waiakea Elementary
180 Puainako Street
Hilo, Hawaii 96720
Mr. Harry Char, Principal

Aliamanu Elementary
3265 Salt Lake Boulevard
Honolulu, Hawaii 96818
Mrs. Marjorie Lau, Principal

Hokulani School
1903 Palolo Avenue
Honolulu, Hawaii 96816
Mr. Arthur Wong, Principal

Kahala School
4559 Kilauea Avenue
Honolulu, Hawaii 96821
Mrs. Estelle Murphy, Principal

Radford High School
4361 Salt Lake Boulevard
Honolulu, Hawaii 96818
Mr. Andy Nii, Principal

Kailua High
451 Ulumanu Drive
Kailua, Hawaii 96734
Milton S. DeMello, Principal

Kapaa High School
Kapaa, Kauai, Hawaii
9-12 Eng., S.S., Independent Study
Wil Welch, Principal
Kapaa High and Intermediate
Kapaa, Hawaii 96746
Charles Lennox

Kaumakani School
Kaumakani, Hawaii 96747
Mrs. Martha Morita, Principal

Lanikai Elementary School
Hawaii State Department of Education
Windward District
140 Alala Road
Lanikai, Oahu, Hawaii
Mrs. Louis Pohl

Kauai High and Intermediate
Lihue, Kauai, Hawaii 96766
Isami Mueshi, Principal

Kauai High School
Lihue, Hawaii
9-12 L.A.
Emide Kuraoda, Principal

Waihee School
P.O. Box 122
Wailuku, Maui, Hawaii 96793
Mr. Stanley Izumigawa

Ahrens Elementary
Waipahu, Hawaii 96797
Mr. Isami Kurasake, Principal

IDAHO

Elk River Public Schools
Blackfoot, Idaho
K-12 (150 Children)
Completely Individualized

Moreland Elementary
Route 2, Wilson Building
Blackfoot, Idaho 83221
R. Laverne Marcum, Supt.

Grand View High School
9-12 All Areas

Grandview Elementary
Grandview, Idaho 83624
Al Clanders, Principal

Hagerman Elementary School
Hagerman, Idaho 83332
George Carnie, Supt.

Hagerman High School
Hagerman, Idaho
9-12 All Areas

ILLINOIS

Arlington Heights Elementary School
Arlington Heights, Illinois
Gene B. Goodman, Principal

Juliette Low Elementary
Arlington Heights, Illinois

Barrington Middle School
Barrington, Illinois 60010
W. Pargeles, Principal

Institute for Research on Exceptional Children
403 East Healey Street
Champaign, Illinois 61820
Mr. W.P. Hurder, Director

CAM Academy
3932 West Madison Street
Chicago, Illinois
Miss Mary Nelson, Principal

Lakeview High School
Decatur Public Schools District #61
1001 Brush College Road
Decatur, Illinois
Mr. William Fromm, Principal

Salt Creek School
Community Consolidated #59
School District
65 Kennedy Boulevard
Elk Grove Village, Illinois 60007
Mr. Robert Michalsen, Principal

Evanston Township High School
Illinois School District 202
1600 Dodge Avenue
Evanston, Illinois
Dr. James Elliott, Hall Principal

Foster School
Community Consolidated School District 65
1314 Ridge Avenue
Skokie, Evanston, Illinois 60201
Mr. Joe Hill, Principal

Ladd Elementary
Evanston, Illinois

-85-
Highland Community Schools  
Unit No. 5  
1800 Lindenthal  
Highland, Illinois  
Paul J. Diefenbach, Teacher

Ridgewood High School  
Cook County School District #234  
7500 West Montrose  
Norridge, Illinois 60634  
Mr. Scott G. Richardson, Principal

Skokie Junior High School  
Winnetka, Illinois

INDIANA

Arlington Heights Elementary  
800 Gourley Road  
Bloomington, Indiana 47401  
Mr. Gene Goodman, Principal

Binford Junior High School  
Bloomington, Indiana

Bloomington High School  
Bloomington, Indiana

Broadview Elementary School  
705 Coolidge Drive  
Bloomington, Indiana 47401  
Mr. Harold Stewart, Principal

Childs Elementary School  
South High Street  
Bloomington, Indiana 47401  
Mr. John Fleener, Principal

Denfore Junior High School  
Bloomington, Indiana

Fairview Elementary School  
627 West Eighth Street  
Bloomington, Indiana 47401  
Mr. John Coen, Principal

University Elementary School  
Tenth and By-Pass  
Bloomington, Indiana 47401  
Mr. Art Brill, Principal

University High School  
Bloomington, Indiana  
Arthur H. Aestreich, Professor of Education and Director

Columbia Senior High School  
Columbia, Indiana

Elkhart Elementary School  
Elkhart, Indiana

Elkhart Senior High School  
Elkhart, Indiana

Hawthorne School Elementary  
501 W. Lusher Avenue  
Elkhart, Indiana 46514  
Mr. Donn Davis, Principal

Lincoln School  
608 Oakland Avenue  
Elkhart, Indiana 46514  
Mr. Don Massey, Principal

Mary F. Beck Elementary School  
818 MacDonald Street  
Elkheart, Indiana 46514  
Charles Walker, Principal

Roosevelt Elementary School  
215 East Indiana Avenue  
Elkheart, Indiana 46514  
Clarence N. Leichty, Principal

Ben Davis Junior High School  
Metropolitan School District of Wayne Township  
1155 South High School Road  
Indianapolis, Indiana 46241  
Howard Wood, Principal

East Noble High School  
East Noble School Corp.  
South Garden Street  
Kendallville, Indiana  
Mr. R.W. Tritch, Principal

Kokomo Senior High School  
Kokomo, Indiana

Burris High School  
Muncie, Indiana

Munster Junior High  
Munster, Indiana

Munster High School  
808 Columbia  
Munster, Indiana  
John Edington, Biology Teacher
Chrysler Memorial High School
New Castle, Indiana

IOWA

Cedar Falls Community Schools
903 Washington
Cedar Falls, Iowa 50613
John R. Baker, Director of Curriculum

North High School
Des Moines Independent Community School District
2617-6 Avenue
Des Moines, Iowa 50313
Frank L. Hildreth, Vice Principal

Eagle Grove Community Schools
Eagle Grove, Iowa 50533
Mr. John Gannen, Superintendent

Mason City Community Schools
120 East State
Mason City, Iowa 50401
Dr. Roderick Bickert, Superintendent

Hoover Elementary School
1123 Eighth Street NW
Mason City, Iowa 50401
Mr. Dale Jensen, Principal

Lincoln Elementary School
122 Second Street NE
Mason City, Iowa 50401
Miss Esther Ahrens, Principal

Mason City Senior High School
1700 Fourth Street SE
Mason City, Iowa 50401
Mr. John B. Patzwald, Principal

Urbandale Community Schools
7101 Airline Avenue
Urbandale, Iowa 50322
Mr. Lyle Kehm, Superintendent

KANSAS

Wanda Unified #204
3rd and Cedar
Bonner Springs, Kansas 66012
Kenneth Tewell

Clay Unified #379
5th and Lincoln
Clay Center, Kansas 67432
Dean Oberhelman

Ford Unified #443
1000 Second
Dodge City, Kansas
Frank B. Toalson

Dodge City Senior High School
Dodge City, Kansas
Harold R. Hosey, Asst. Superintendent

Roosevelt High School
Kansas State Teachers College
Emporia, Kansas 68801
Fred A. Markowitz

Montgomery Unified #446
Box 844
Independence, Kansas 67301
Lonnie N. Wood

Allen Unified #257
402 East Jackson
Iola, Kansas 66749

Consolidated School District #110
Johnson County, Kansas
Dr. Eugene A. Diggs

Bishop Meige High School
5041 Reinhardt
Kansas City, Kansas

Manhattan Junior High School
Manhattan, Kansas 66502
Jack L. Larson, Principal

McPherson Unified #418
301 West Kansas
McPherson, Kansas 67460

Park Elementary School
Mcpherson, Kansas
Mrs. Lucille McKenna, Principal

Barber Unified #254
Box 288
Medicine Lodge, Kansas 67104
M.L. Williams

Medicine Lodge High School
Medicine Lodge, Kansas
9-12 Any and All Subjects through Independent Study
Harold Hanck, Principal
Kiowa Unified #424
Mullinville, Kansas 67109
R.W. Galhon

Buckner Elementary School
3530 East 27 Street
North Wichita, Kansas 67720
Donald A. Janssen, Principal

Johnson Unified #233
105 South Kansas Avenue
Olathe, Kansas 66061

Richview Elementary School
Olathe, Kansas
Marie Beck, Principal

Valley View School District
8101A West 95 Street
Overland Park, Kansas
Dr. Challendar

Parsons District Schools
Parsons, Kansas
Mrs. Margaret Newbanks
Director of Instruction

Johnson #444
7200 Belinder
Prairie Village, Kansas 66208
Harold C. Dent

Salina Unified District #305
Box 808
Salina, Kansas 67401
Dr. Lloyd Schurr

Sacred Heart Elementary School
Salina, Kansas 67401
Sr. M. Anthony

Topeka Public Schools
Topeka, Kansas
Ungraded Primary, 4-9 and 10-12 Remedial Reading
7-9 and 10-12 Independent Study
William L. Howard, Associate Superintendent

Topeka Shawnee Unified #501
415 West 8th
Topeka, Kansas 66603
Dr. William Howard

Kelly Elementary School
Wichita, Kansas
Boyd Weiss, Principal

Sedwick Unified #259
428 South Broadway
Wichita, Kansas 67202
Dr. Lawrence H. Shepoiser

KENTUCKY

W.R. McNeill City College School
Old Russellville Road
Bowling Green, Kentucky

Breathitt County Schools
Jackson, Kentucky
Mrs. Marie Turner, Supt.

LBJ Elementary
Jackson, Kentucky
Miss Francis Johnson, Principal

Owensboro City Schools
620 Walnut Street
Owensboro, Kentucky 42301
Kenneth A. Estes, Supt.

MAINE

Rockland District High School
Rockland, Maine
Fred Perkins, Principal

MARYLAND

Baltimore Public Schools
Baltimore, Maryland 21202
Dr. Thomas Sheldon, Superintendent

Northwestern High School
Park Heights Avenue and Fallstaff Road
Baltimore, Maryland 21215
Miss Betty Williams, Vice Principal

Villa Cresta Elementary School
Board of Education of Baltimore County
Rader Avenue
Parkville, Baltimore, Maryland 21234
Lucien F. Peters, Jr., Principal

Brunswick Elementary School
Brunswick, Maryland 21716
Alonzo D. Peters, Principal

Northfield Elementary School
741 Northfield Road
Ellicott City, Maryland 21043
Governor Thomas Johnson Junior-Senior High School
North Market Street
Frederick, Maryland 21701
Karl S. Manwiller, Principal
Pasadena Elementary School  
Anne Arundel County  
Pasadena, Maryland  21122  
Curtis H. Wolfe, Principal

Lake Normandy Elementary School  
Falls Road  
Rockville, Maryland  20854

Montgomery County Public Schools  
850 North Washington Street  
Rockville, Maryland  
Dr. Homer O. Elseroad, Supt.

John F. Kennedy Senior High School  
Silver Springs, Maryland  
Modular Scheduling  
Charles M. Procter, Director of Research

Prince George's County Public Schools  
Upper Marlboro, Maryland  20870  
Mr. William S. Schmidt, Supt.

Bushey Drive Elementary School  
12210 Bushey Drive  
Wheaton, Maryland  20902

Massachusetts

Town Hall  
Amherst, Mass.  02002  
Ronald Fitzgerald, Supt.

Stow Street  
Concord, Mass.  01742  
Sayre Uhler, Supt.

Bridge School  
55 Middleby Road  
Lexington, Mass.  02173  
Lester E. Goodridge, Jr., Principal

Lincoln Road  
Lincoln, Mass.  01773  
Robert Filbin, Supt.

Weston Junior High School  
Weston, Mass.

Hamilton Elementary School  
Newton, Mass.

Woodland Elementary School  
Weston, Mass.

Hoarse Mann Elementary  
Newton, Massachusetts  
1-6 Subject Matter Areas

Meadowbrook Junior High  
Newton, Massachusetts  
7-9 Eng., S.S., Art, Music, Industrial Arts, Home Ec., Typing  
(Continuous Progress)  
Maurice H. Blum, Principal

265 Water Street  
Newton, Mass.  02158  
James Lauritz, Supt.

Quincy Public Schools  
Quincy, Mass.  
Elementary School-70  
Project PLAN  
Project ABLE  
Lawrence P. Creedon, Assistant Superintendent

Michigan

Bloomfield Hills Public Schools  
Bloomfield, Michigan  48013  
Mr. Eugene L. Johnson, Superintendent

East Hills Junior High  
Bloomfield Hills, Michigan

Lahser Senior High  
Bloomfield Hills, Michigan

Way Elementary  
Bloomfield Hills, Michigan

Franklin High School  
Livonia Public Schools  
31000 Joy Road  
Livonia, Michigan  48153  
Mr. David D. Amerman, Principal

Martha Campbell Elementary School  
District #4, Lamphere Public Schools  
31201 Dorchester  
Madison Heights, Michigan  48071  
Mr. Douglas J. Nelson, Principal  
An IDEA Demonstration School

John D. Pierce School Elementary  
Northern Michigan University  
Marquette, Michigan  49855  
Thomas I. Culhane, Principal
Monroe Public Schools
Monroe, Michigan
Elementary Learning Laboratory
Terry Semones, Director of
Reading Services

Marine City High School
East China Public Schools
2380 S. Riverside Avenue
St. Clair, Michigan
Mr. Edward J. Trudell, Principal

Troy High School
Troy School District
3179 Livernois Road
Troy, Michigan 48084
Mr. Joseph Bechard, Principal

MINNESOTA

Central Junior High School
Alexandria, Minnesota
Reading/Study Skills/Instructional
Materials Center
John C. Peterson, Principal

Six-year High School
Balaton, Minnesota 56115
Claus Miedema, Principal

Washington Senior High School
Brainerd, Minnesota
Mr. Donald Adamson, Principal

Hubert Olson Junior High School
Bloomington, Minn.
Virginia Buegel, Principal

Junior High School
Chisholm, Minnesota
Mr. Kenneth Peatross, Principal

Senior High School
Chisholm, Minnesota
Mr. Edward Keckelsen, Principal

Central Junior High School
Crookston, Minnesota
Leslie J. Knox, Principal

Senior High School
Crookston, Minnesota
Mr. Ray A. Flom, Principal

Danube High School
Danube, Minnesota 56230
G. Edward Schramm, Principal

Chester Park Elementary
Washington Junior High School
Central High School
Duluth Public Schools
Duluth, Minnesota
Dr. L.V. Rasmussen, Superintendent

Grand Meadow High School
Grand Meadow, Minnesota 55936
Richard Wickman, Principal

Hopkins Senior High
Hopkins, Minnesota
10-12 Most Areas
Ray C. Weidner, Project Director

Janesville High School
Janesville, Minn.
John J. Graft, Principal

Junior-Senior High School
Le Sueur, Minnesota
Mr. Kenneth Von Wald, Principal

Hectorman Junior High School
Minneapolis, Minn.
L. Mollinger, Principal

South Senior High School
Montgomery, Minnesota
Mr. Dean R. Shawbold, Principal

Springlakepark Elementary School
Minneapolis, Minn. 55432
Don Watson, Principal

Susan B. Anthony Junior High
Minneapolis, Minnesota
Mr. William C. Cooksey, Principal

Montevideo Junior High
Montevideo, Minnesota
Orlan Cox, Principal

Six-year High School
Montgomery, Minnesota
Mr. Mark Linneman, Principal
Cooper High School
New Hope, Minnesota
10-12 Modular Schedule
Lyndon Ulvich, Principal

Brooklyn Junior High School
Osseo, Minn.
Robert Gary Jacobson, Principal

Osseo Senior High School
Osseo, Minnesota
Myron Johnson, Principal

Princeton Elementary School
District No. 477
Princeton, Minnesota 55371
Raymond H. Peterson Elem. Dir.

Lafayette High School
Redlakefells, Minn.
J.H. Haller, Principal

Slayton Junior High School
Slayton, Minnesota
C.W. Mather, Principal

Spring Lake Park Senior High
Spring Lake Park, Minn.
Mr. Leland S. Renz, Principal

North Junior High School
St. Cloud, Minn.
7-9 Modular Program
30% Independent Study Time
Jerry F. Larson, Principal

South Junior High School
St. Cloud, Minn.
J.C. Carlson, Principal

Senior High School
Stillwater, Minn.
E.O. Monette, Principal

Harding Senior High School
St. Paul, Minn. 55103
R. Engebretson, Principal

Highland Park Junior High School
St. Paul, Minn.
Harold T. Lehto, Principal

Franklin Junior High School
Thief River Falls, Minn.
Mr. Neil Taverna, Principal

Lincoln High School
Thief River Falls, Minnesota
Modular Program
12th Grade S.S. and Eng.
R. Edlund, Principal

Wedena Senior High School
Wadena, Minnesota 56482
Donald Johansen, Principal

White Bear Senior High
White Bear Lake, Minn.
10-12 All Areas
Roy Wahlberg, Principal

MISSISSIPPI

McComb Public Schools
McComb, Miss.
J.D. Prince, Superintendent

Natchez Special Municipal Separate
School District
P.O. Box 630
Natchez, Miss.
Mrs. Willie Turner

Tupelo High School
Tupelo, Miss. 38801
B.L. Rivers, Principal

MISSOURI

Parkway West Senior High School
Baldwin, No. 63011
Melba James, Principal

Cape Girardeau Public Schools
Cape Girardeau, Missouri

McCluer High School
Florissant, Missouri

Joplin Public Schools
Joplin, Missouri
Mr. Cecil Floyd, Asst. Superintendent

Kansas City Public Schools
1211 McGee Street
Kansas City, Missouri
Dr. Donald Hair, Asst. Superintendent

James Elementary School
5810 Scarritt Street
Kansas City, Missouri
Mrs. Ethel Johnson
Loretto in Kansas City
12411 Wornall Road
Kansas City, Missouri 64145
James Stafford, Jr., Director of Community Relations

Kirkville R-III Public Schools
Kirkville, Missouri
Dr. O. Wayne Phillips, Supt.

Kirkville School
Kirkville, Missouri
K-12 L.A., S.S.
John Goeke, Title III Director

Lee's Summit R-VIII Public Schools
Lee's Summit, Missouri
Dr. William J. Underwood, Asst. Supt.

Lindbergh High School
Lindbergh, Missouri

Sikeston R-VI Public Schools
Sikeston, Missouri
Mr. Lynn Twitty, Supt.

Springfield Public Schools
Springfield, Missouri
Dr. Willard J. Graff, Supt.

St. Joseph Public Schools
St. Joseph, Missouri
Mr. G.M. Coleman, Asst. Supt.

Benton High School
St. Josephs, Mo.
Lawrence E. Hanker, Principal

Ferguson-Florissant R-2 School District
St. Louis County, Missouri
McCluer High School
Ferguson Junior High School
Florissant Junior High School
Cross Keys Junior High School
Foreign Language Instruction
Florence Phelps, Director

Horton Watkins High School
1201 S. Warson Road
St. Louis, Missouri
Richard F. Stauffer, Principal

Lindbergh R-VIII Public Schools
4900 South Lindbergh Boulevard
St. Louis, Missouri
Mr. Noah E. Gray, Superintendent

Lindbergh Senior High School
St. Louis, Missouri 63216
Morgan L. Rushing, Principal

The University School System
University City, Missouri
McKnight Elementary
University City High School

McKnight Elementary
8346 Delcrest Drive
University City, Missouri 63124
Mrs. Marion Green

Pershing Elementary
6761 Bartmer
University City, Missouri 63130
James L. Lanman, Principal

NEBRASKA

Bellevue Public Schools
Bellevue, Nebraska
Richard Triplett

Bellevue Elementary School
1100 West Million Street
Bellevue, Nebraska
Richard Triplet, Principal

Broken Bow Public Schools
Broken Bow, Nebraska
Mr. George Mills

Hasting Public Schools
Hastings, Nebraska
Flexible Modular Scheduling
Grades 3, 6, 10-12
Ross L. Speece, Superintendent

Alcott Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Jack Horsham, Principal

Hastings Junior High School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Dr. Thomas N. Keating, Principal

Hawthorne Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Edward O'Donnell, Principal
Lincoln Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Mrs. Lucille Cotner, Principal

Longfellow Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Kenneth Wiederspan, Principal

Morton Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Mrs. Cecilia Gass, Principal

Kearney Public Schools
Kearney Nebraska
Mr. John Johnston

Kearney Junior High School
300 West 24 Street
Kearney, Nebraska 68847
Allen, Bellinger, Principal
Will Henderson, Teacher
Richard Sweet, Teacher

Kearney Senior High School
38th and 6th Avenue
Kearney, Nebraska 68847
Harold McClure, Principal

Northeast Elementary School
910 East 34th Street
Kearney, Nebraska 68847
Rodney Bartels, Principal

Park Elementary School
3000 - 7 Avenue
Kearney, Nebraska 68847
Don Clark, Principal

Roman Catholic Archdiocese of Omaha
100 North 62 Street
Omaha, Nebraska 68132
Msgr. Roman Ulrich, Supt. of Schools

Omaha Public Schools
39th and Davenport
Omaha, Nebraska
Dr. Craig Fullerton, Superintendent

District #66 78th & Cass
Omaha, Nebraska
Dr. Vaughn Phelps

Archbishop Ryan Memorial High School
5616 "L" Street
Omaha, Nebraska 68117
Sister Pacis, Principal

Harry A. Burke High School
12200 Burke Boulevard
Omaha, Nebraska
Dr. Robert S. Brown, Principal

South High School
4519 South 24th Street
Omaha, Nebraska
Dr. Leonard Hanson, Principal

Westside High School
87th & Pacific Street
Omaha, Nebraska
Dr. Kenneth Hansen, Principal

NEVADA

Roy Martin Junior High School
Las Vegas, Nevada
7-9 Major Areas
Resource Study Center
Bruce Miller, Principal

Ruby S. Thomas Elementary
Las Vegas, Nevada
All Areas
Multi-Media Library

Virgin Valley
Mesquite, Nevada
7-12 Entire Curriculum
Blane W. Allan, Principal

NEW HAMPSHIRE

Somersworth School District
Supervisory Union 56
Somersworth, New Hampshire 03878
Anthony Bahros

Somersworth High School
Somersworth, New Hampshire
Total Program
Robert L. Brunelle, Superintendent

NEW JERSEY

South Brunswick Township
10 Allston Road
Kendall Park, New Jersey 08824
James A. Kimple, Supt.
Long Branch Public Schools
6 West End Court, West End
Long Branch, New Jersey 07742
William Meskill, Supt.

Montclair Public Schools
22 Valley Road
Montclair, New Jersey 07042
Robert W. Blanchard, Supt.

Stoneybrook Elementary
260 Grove Street
Plainfield 07060
Roland J. Black
Director of Elementary Education

Washington School Elementary
Trenton, New Jersey 08611
Dr. John Almond, Principal
IPI Demonstration School

Willingboro Public School
Willingboro, New Jersey
1-3 I.P.I. 9-12 Eng., S.S. Math
Dr. Gabriel H. Reuben, Supt.

NEW MEXICO

Collet Park Elementary
724 S. Maple
Albuquerque, New Mexico

Del Norte High School
724 S. Maple
Albuquerque, New Mexico

Mark Twain Elementary School
Albuquerque, New Mexico 87110
Hal L. Dopkins, Principal

Navajo Elementary
724 S. Maple
Albuquerque, New Mexico

Clovis Municipal High School
Programmed English
Vernon Mills, Superintendent

Corona Public Schools
Corona, New Mexico
1-12 Reading, L.A., and Math

Los Alamos Public Schools
Los Alamos, New Mexico

Western States Small Schools Projects
Programmed Mathematics
Des Moines High School - Programmed
English
Quemado High School
Cloudcroft High School
Dora High School

NEW YORK

Ithaca City School District
400 Lake Street
Ithaca, New York 14850
Leonard C. Buyse, Asst. Supt.

Mamaroneck Public Schools
Mamaroneck, New York 10543
Organic Curriculum Development
Frank Casseta, Developer

Union Free School District No. 25
2369 Merrick Avenue
Merrick, Long Island
New York 11566
Roland Chatterton, Ad. of Schools

Mineola Public Schools
Mineola, New York 11501
Dr. Ben Wallace, Supt.

Cross Street Elementary School
Mineola, New York
Patrick Corsentino, Principal

Minneola Junior High School
Minneola, New York
Robert Ricken, Principal

Willis Avenue School
Mineola, New York 11501
Wiley C. Bowyer, Principal

Fox Lane Middle School
Bedford Community Schools Central
District #2
369 Lexington Avenue
Mount Kisco, New York
Mr. Peter Telfer, Associate Principal

Harlem Preparatory School
2366 - 5 Street
New York, New York 10036
Mr. Edward Carpenter, Director
The Dalton School  
108 East 89th Street  
New York, New York 10028  
Mr. Donald Barr, Headmaster

Miskayuna Public Schools  
1626 Balltown Road  
Schenectady, New York 12309  
James Purcell, Superintendent

Porter Elementary School  
Syracuse, New York  
Mr. Lowell Smith, Principal

Heins Elementary School  
William Smith, New York  
Thomas H. Puler, Principal

845 Fox Meadow Road  
Yorktown Heights, New York 10598  
Richard L. Wing  
Coordinator of Curr. Research

NORTH CAROLINA

Barkeley Manor Elementary  
Camp Lejeune, North Carolina  
Herman S. Parker

Brewster Jr. H.S.  
Marine Corps Base  
Camp Lejeune, North Carolina  
Duane L. Linker

Lejeune High School  
Camp Lejeune, North Carolina  
E. Conrad Sloan

Midway Park Elementary  
Camp Lejeune, North Carolina  
Herschel Green

Stone Street Elementary  
Camp Lejeune, North Carolina  
Mrs. Lois James

Tarawa Terrace I Elementary  
Camp Lejeune, North Carolina  
George Ezzard

Tarawa Terrace II Elementary  
Camp Lejeune, North Carolina  
John L. Frist, Principal

Child Development Research Institute  
University of North Carolina  
Chapel Hill, North Carolina  
Mr. Halbert Robinson, Director

Albemarle Road Jr. High School  
6900 Democracy Drive  
Charlotte, North Carolina  
Joseph R. Brooks, Principal

Durham Public Schools  
Durham, North Carolina  
Dr. Spalding, Project Director

Delalio Elementary  
Marine Corps Air Facility  
Jacksonville, North Carolina  
Wilbur H. Tuck

Lexington Middle School  
Lexington, North Carolina  
Reed Prillamaresea, Title III Director

Barbee Elementary  
1116 N. Blount Street  
Raleigh, North Carolina  
Daisy R. Radford

Lawsonville Avenue School Elementary  
Reidsville, North Carolina  
James H. Hardy

Lawrence Elementary School  
2900 Indiana Avenue  
Winston-Salem, North Carolina  
Lee H. Potter, Principal

Parkland Senior High School  
Winston-Salem, North Carolina  
Flexible Scheduling and Team Teaching  
Marvin Ward, Principal

NORTH DAKOTA

Ashley High School  
Ashley, North Dakota 58413  
Floyd Schock

Central High School  
Grand Forks Public School District No.1  
Grand Forks, North Dakota 58201  
Mrs. Margaret Abbot
Red River High School
Grand Forks, North Dakota
10-12 "Non-timed Flexible Scheduling"
Chris S. Ballas, Principal

Lakota High School
Lakota, North Dakota 58344
Donald Busche, Principal

Maddock High School
Maddock, North Dakota 58348
John Huidsten, Principal

Campus Laboratory School
Minot State College
Minot, North Dakota
K-4 Communication Program
Joseph Wax, Principal

Starkweather High School
Starkweather, North Dakota 58377
Donald Kuhla, Principal

Velva High School
Velva, North Dakota 58201
Benjamin Grossman, Principal

L.E. Berger Middle School
West Fargo, North Dakota 58078
James A. Claypool, Principal

West Fargo High School
West Fargo, North Dakota
All Areas

Cincinnati City Elementary
2015 Freeman Avenue
Cincinnati, Ohio 45214
Thomas E. Bennington, Principal

Berea City Jr. High
17001 Holland Road
Cleveland, Ohio 44142
Richard Vale, Principal

Ford Junior High School
Berea School System
Cleveland, Ohio
7-9 Major Subject Matter Areas, Plus
Art, Industrial Arts, and Home Ec.
Learning Centers and Libraries
Neil Fort, Principal

Orange Local
32000 Chagrin Boulevard
Pepper Pike Village
Cleveland, Ohio 44124
Dr. Peter J. Romanoli Asst. Supt.

Mentor High School
4677 Center Street
Mentor, Ohio 44060
Jarvis Hoogleta, Principal

Mareland School
Shaker Heights, Ohio
All Elementary Levels

Sidney High School
Sidney, Ohio
12th Most Areas
10-12 Biology and Reading
Clayton C. Pepple, Principal

Loel Elementary School
Sydney, Ohio
Lois L. Edler, Principal

Athens City High School
The Plains, Ohio
R. Stacey, Principal

Washington Local High
5601 Clegg Drive
Toledo, Ohio 43613
J.A. Aufderheide, Project Direct

Whitmer High School
Toledo, Ohio
Subject Matter Areas
Open Laboratories
Jalan Aufderheide, Principal

Willoughby-Eastlake City Jr. High
38106 Euclid Avenue
Willoughby, Ohio 44094
Dr. Ellsworth Statler, Asst. Supt.

Glenwood Elementary School
Midwest City, Oklahoma 73110
Mr. Jack Huffman, Principal

Hawthorne Elementary School
2300 NW 15 Street
Oklahoma City, Oklahoma
Mrs. Caroline Hurnane, Principal

Parmlee Elementary School
6700 South Judson
Oklahoma City, Oklahoma
Mrs. Leslie L. Kelly, Principal
Putnam Heights School Elementary
1601 NW 36 Street
Oklahoma City, Oklahoma
Mrs. Erma Baskett, Principal

OREGON

Highland Park School
Beaverton, Oregon
Jack Nelson, Principal

Hoover Elementary
Corvallis, Oregon
L.A. & IPI Math
Al Haydon, Principal

Madrona Elementary School
520Detrick Drive
Grants Pass, Oregon

Manzanita Elementary School
310 San Francisco Street
Grants Pass, Oregon

River Grove Elementary
Lake Oswego
1 and 5 All Areas
Darrell Potter, Principal

Pendleton, Oregon
John Murry Junior High School

Lincoln Elementary School
NW Carden Avenue
Pendleton, Oregon

Sherwood Heights Elementary
SW Marshall
Pendleton, Oregon

Washington Elementary
SW Byers Avenue
Pendleton, Oregon

Phoenix Elementary & High School
Phoenix, Oregon

Portland Public Schools
9–12 Eng. and S.S.
Roosevelt
Jefferson
Jackson
Madison
Franklin
Lincoln
Grant
Mr. Alvin Hulse

1–8 Language Arts
Sitton
Lane
Whitman
Woodlawn
Foster
Boise
James John
Vestal
Charles Boer

Kindergarten
Language Development (CHILD)
Perceptual-Motor Development (IMPS)
(CHILD)
Lane
Lent
Vestal
Chief Joseph
King
Woodlawn
Humbolt
Sunnyside
George

(IMPS)
Barlow
Foster
Marysville
Kelly
Scott
Sacajawea
Mrs. Sarah Irvin

PENNSYLVANIA

Abington High School
School District of Albington Township
1841 Susquehanna Street
Abington, Pennsylvania 19001
Dr. Allan A. Glatthorn, Principal

Altuna Area School District
Altuna, Penn.
Thomas R. Helsep, Superintendent

McAnnulty Elementary School
5151 McAnnulty Road
Baldwin–Whitehall Township, Penn.

Oakleaf Elementary School
Baldwin–Whitehall Township, Penn.

Downey Elementar y School
Harrisburg, Penn.
The Philadelphia School District
Philadelphia, Penn.

Hancock Demonstration School
Conwell Middle Magnet Schools
Daniel R. Fascione, Asst. Director

IPI Demonstration Schools
McAnnulty Elementary School
Pittsburgh, Penn.
Downey Elementary
Harrisburg, Penn.
Richland Elementary
Quakertown, Penn.

Richland Elementary School
Quakertown, Pennsylvania

RHODE ISLAND

Hampden Meadows School
New Meadow Road
Barrington, Rhode Island 02806
Mr. John I. Tappen, Principal

Middletown High School
Middletown, Rhode Island
7 and 8, 9-12 Continuous Progress

GRASP, Pawtuckett School Dept.
Park Place
Pawtuckett, Rhode Island 02860
Beatrice B. Donovan

Edmund W. Flynn
Providence, Rhode Island
1-5 Math, Science, Music, Art
David Minicucci, SEC

Rhodes School
110 Sherwood Avenue
Warwick, Rhode Island 02888
Mrs. Helen Harson, Principal

SOUTH CAROLINA

Meadowfield Elementary
Richland County School District
Columbia, South Carolina

SOUTH DAKOTA

Douglas School System
Ellsworth Air Force Base
South Dakota
M.D. McKenney, Principal

Huron High School
Huron, South Dakota
Modular Scheduling
"Computer Costs Fifty Cents/Pupil"
James Solon, Principal

Mt. Marty High School
Yankton, South Dakota
Grade 9 Algebra 1
Grade 11 Algebra 2
Sister Martin Mergen, Instructor

TENNESSEE

Tusculum Elementary
Greenville, Tenn.
Dr. Robert De Lozier

TEXAS

James Bowie Elementary
Box 981
Abilene, Texas 79604
Daniel Russ

Alief Independent School District
P.O. Box 68
Alief, Texas 77411
Jerry L. McElyea, Superintendent

Brentwood School Elementary
6700 Arroyo Seco
Austin, Texas
Mr. K. R. Isbell

Metz Elementary School
2102 Willow Street
Austin, Texas 78702
R.D. Evans

Project for Individualized Instruction
J. Robert Purvis, Director
6700 Arroyo Seca - Room 304
Austin, Texas 78757

Mätzke Elementary
Route 1 Box 145
Cypress, Texas 77422
Mrs. Kay Killough
<table>
<thead>
<tr>
<th>School Name</th>
<th>Address Details</th>
<th>Principal Name</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park Independent School District</td>
<td>203 Ivy Street, Deer Park, Texas 77536</td>
<td>Dr. Sebron B. Williams</td>
<td>Deer Park, Texas</td>
</tr>
<tr>
<td>Braeburn Elementary School</td>
<td>7707 Rampart, Houston, Texas 77022</td>
<td>Miss Dorothy Swope, Principal</td>
<td>Houston, Texas 77036</td>
</tr>
<tr>
<td>Burbank Elementary School</td>
<td>216 Tidwell Road, Houston, Texas 77022</td>
<td>Mrs. Charles Powell, Principal</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Burrus Elementary School</td>
<td>7707 Rampart, Houston, Texas</td>
<td>Miss Dorothy Swope, Principal</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Chatham Elementary School</td>
<td>8110 Bertwood at Weaver Road, Houston, Texas</td>
<td>Wayman C. Anderson</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Crawford Elementary School</td>
<td>1510 Jensen, Houston, Texas</td>
<td>Edward L. Klein, Principal</td>
<td>Houston, Texas 77036</td>
</tr>
<tr>
<td>Dogan Elementary School</td>
<td>4202 Liberty Road, Houston, Texas</td>
<td>Mrs. Irena D. Barnes, Principal</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Durham Elementary School</td>
<td>4803 Brinkman, Houston, Texas</td>
<td>Miss Maude Fite, Principal</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Garden Oaks Elementary School</td>
<td>901 Suebarnett, Houston, Texas</td>
<td>Mrs. Sue Bernard, Principal</td>
<td>Houston, Texas 77015</td>
</tr>
<tr>
<td>Garden Villas Elementary School</td>
<td>7185 Santa Fe Street, Houston, Texas 77017</td>
<td>Mrs. Letham Reynolds, Principal</td>
<td>Houston, Texas 77015</td>
</tr>
<tr>
<td>Gulf Crest Elementary School</td>
<td>7414 Fairway, Houston, Texas 77017</td>
<td>Mrs. Eileen C. Wuycheck, Principal</td>
<td>Houston, Texas 77015</td>
</tr>
<tr>
<td>Herod Elementary School</td>
<td>5627 Jason, Houston, Texas 77035</td>
<td>Mrs. Mary Chatham, Principal</td>
<td>Houston, Texas 77035</td>
</tr>
<tr>
<td>Highland Heights Elementary</td>
<td>865 Quinn, Houston, Texas 77026</td>
<td>Mrs. Johnnie M. Brooks, Principal</td>
<td>Houston, Texas 77026</td>
</tr>
<tr>
<td>Harris Elementary School</td>
<td>811 Broadway, Houston, Texas</td>
<td>George J. Smith, Principal</td>
<td>Houston, Texas 77022</td>
</tr>
<tr>
<td>Kashmere Gardens Elementary</td>
<td>4901 Lockwood Drive, Houston, Texas 77026</td>
<td>Mrs. Annie B. Johnson</td>
<td>Houston, Texas 77026</td>
</tr>
<tr>
<td>Clear Creek Independent School District</td>
<td>P.O. Box 799, League City, Texas 77023</td>
<td>Dr. A. N. Pupa</td>
<td>League City, Texas 77023</td>
</tr>
<tr>
<td>Lantrip Elementary School</td>
<td>100 Telephone Road, Houston, Texas 77023</td>
<td>Mr. Curtis A. Roberts</td>
<td>Houston, Texas 77023</td>
</tr>
<tr>
<td>Memorial Elementary School</td>
<td>6401 Arnot, Houston, Texas 77007</td>
<td>Mrs. Doris M. Mills, Principal</td>
<td>Houston, Texas 77007</td>
</tr>
<tr>
<td>Neff Elementary School</td>
<td>8200 Carvel Street, Houston, Texas 77036</td>
<td>Mrs. Edith Moore, Principal</td>
<td>Houston, Texas 77036</td>
</tr>
<tr>
<td>North Shore Sr. High School</td>
<td>13501 Hollypark Drive, Houston, Texas 77015</td>
<td>Mrs. Wilma Ruth Cooper</td>
<td>Houston, Texas 77015</td>
</tr>
<tr>
<td>Parker Elementary School</td>
<td>10626 Atwell Drive, Houston, Texas 77035</td>
<td>Mrs. Rosalind Hill</td>
<td>Houston, Texas 77035</td>
</tr>
<tr>
<td>Red Elementary School</td>
<td>4520 Tonowanda, Houston, Texas 77035</td>
<td>Mrs. Louise Roberts</td>
<td>Houston, Texas 77035</td>
</tr>
</tbody>
</table>
Edgemont Elementary School
550 East 3600 North
Provo, Utah 84601
Mr. Glen R. Brown, Principal

Dixon Junior High School
750 West 2nd North
Provo, Utah 84601
John L. Matthews, Principal

Franklin Elementary School
683 West 3rd South
Provo, Utah 84601
Mr. Darrell L. Hadley

Grandview Elementary School
1591 North Jordan Avenue
Provo, Utah 84601
Mr. Dan R. Bird, Principal

Roy High School
Roy Utah
Dr. Spencer Wyatt

Lowell Elementary School
134 "D" Street
Salt Lake City, Utah 84103
Mr. Ray B. Stensrud, Principal

Meadow Moor Elementary School
5315 South 1700 East
Salt Lake City, Utah 84117
Mr. William Doxey, Principal

Parkview Elementary School
1250 West Mead Avenue
Salt Lake City, Utah 84104
Mr. Delbert M. Lamb, Principal

Rosslyn Heights Elementary School
2291 South 20th East
Salt Lake City, Utah 84109
Mrs. Naomi C. Evans, Principal

Bell View Elementary School
800 East 9800 South
Sandy, Utah 84070
Mr. Raymond W. Whittenberg, Principal

East Elementary School
150 South Seventh East
Tooele, Utah 84074
Mr. F. Del Wasden

VIRGINIA

Alexandria Public Schools
418 South Washington Street
Alexandria, Virginia 22313
Dr. John Albohm, Supt.

Fort Hunt High School
Alexandria, Virginia

John Adams Middle School
Alexandria, Virginia
Albert E. Edgemon, Principal

Lyles-Crouch Elementary School
Alexandria, Virginia

Arlington County Public Schools
4751 Twenty-fifth Street, North
Arlington, Virginia 22207
Dr. Ray E. Reid
Division Superintendent

Brookfield Elementary School
Chantilly, Virginia 22021
Bruce Odell, Principal

Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 22030
Dr. Earl C. Funderburk, Supt.

Churchill Road Elementary School
McClean, Virginia 22101
May M. Redman, Principal

Madison High School
Yrenna, Virginia

WASHINGTON

Ardmore Elementary School
Bellevue, Washington

Bellewood Elementary
Bellevue, Washington

Hyak Junior High
Bellevue, Washington

Interlake High
Bellevue, Washington
LaCamas Elementary
Camas, Washington

Vale School Elementary
Cashmere, Washington

Campus Elementary
Eastern Washington State College
K-6 All Areas
R. Dean Gaudette, Principal

Morgan Junior High
Ellensburg, Washington

Glendale Junior High
Highline, Washington

Lake Washington Special
Education Center
11133 NE 65 Street
Kirkland, Washington 98033
Gordon R. Hauck, Principal

Sunnyside Elementary
Pullman, Washington

Ingraham High School
Seattle, Washington
Don C. Maxey, Principal

J.J. Miner Elementary School
Seattle, Washington
Richard Aenis, Administrative Asst.

Nathan Hale High School
Seattle, Washington
Claude Turner, Principal

Thompson Junior High School
Seattle, Washington
Don C. Kessler, Principal

Selah High
Selah, Washington

Kellogg Junior High
Shoreline, Washington

Shoreline High
Shoreline, Washington

Joel E. Ferris High School
East 3020 – 37 Avenue
Spokane, Washington
Arthur Blauert, Principal

Havermale Junior High
Spokane, Washington

Indian Trail Elementary
Spokane, Washington

Daffodil Valley Elementary
Sumner, Washington

Shadow Lake Elementary
Tahoma (Maple Valley, Wash.)

Jason Lee High School
Vancouver, Washington

WEST VIRGINIA

George Washington High School
Charleston, West Virginia 25314
Mrs. Edith F. Martin, Director of Dissemination

WISCONSIN

Cashton Elementary
Cashton, Wisconsin

Delavan-Darien High School
Delavan, Wisconsin
Introductory Geometry, Typing 1 and 2
Frederic C. Vorlop, Principal

Eau Claire Joint District #5
122 Mappa Street
Eau Claire, Wisconsin
Clifford Stanford

Southeast High School
Green Bay Joint District #1
1520 South Point Road
Green Bay, Wisconsin 54301
Mr. Jerome McCormick, Principal

Green Bay High School (Southwest)
Green Bay, Wisconsin
Janesville Joint District #1
315 South Jackson Street
Janesville, Wisconsin
Louis Loofboro

Adams School
1138 St. Mary's Avenue
Janesville, Wisconsin
Mr. Robert Cook, Principal

Wilson School
465 Rockport Road
Janesville, Wisconsin
Mr. Norman Graper, Principal

Franklin School
305 W. Lakeside
Madison, Wisconsin
Mr. Donald Stoddard, Principal

Ray W. Hugel Elementary
Madison, Wisconsin
K-6 L.A.
Jerry Johnson, Principal

Wisconsin Heights High School
Wisconsin Heights School District
R.F.D. #1
Mazomanie, Wisconsin 53560
Mr. Dennis L. Renz, Principal

Plattenville Joint District #4
40 East Madison Street
Platteville, Wisconsin
Ronald O. Sime

O.E. Gray Elementary
Platteville, Wisconsin 53818

Westview Elementary School
Platteville, Wisconsin 53818

Racine Unified School District #1
2230 Northwestern Avenue
Racine, Wisconsin
David L. Sweeney

Franklin School
1012 Center Street
Racine, Wisconsin
Mr. John Blickle, Principal
APPENDIX B-4  PART B

SELECTED SITES "CLOSE TO HOME"

ALABAMA

Anniston City Board of Education
Anniston, Alabama
Jame E. Owen, Assistant Supt.

ALASKA

Glenn Allen Area Schools
Glenn Allen, Alaska
8-12 Systems: Study Electronics
Welding, Speech, Plastics, and Math.

Hoonah City School District
Hoonah City, Alaska
K-6
Donald MacKinnon, Superintendent

ARIZONA

G. S. Skiff School
Phoenix, Arizona
Majority of Areas

District 6 Elementary
Phoenix, Arizona

Erickson Elementary
Tucson, Arizona
2-6 Reading
6th Math
1-6 S.S., Science
Mary Belle McCorkle

Harelson School
Tucson, Arizona
Modeled after Lulu Elementary
Don Scott, Principal

Lulu Elementary
Tucson, Arizona
All Areas
Mr. Nelson, Principal

ARKANSAS

Henderson Jr. High School
401 John Barrow Road
Little Rock, Arkansas
Eugene Keeton, Principal

CALIFORNIA

Bolder Creek Elementary
Bolder Creek, California
I.P.I. Program

Fremont Unified School District
Fremont, California
1,2,3,4,5,6,9,10,11
Eng., S.S., Math, Science
Dr. William J. Bolt, Superintendent

Dr. Erwood G. Edgar
Elementary School
Garden Grove, California
K-5 Reading, Math, S.S., L.A.
J. Prescott Jones, Principal

Fountain Valley School District
Huntington Beach, California
Total District
Mike Brick, Assistant Superintendent

Loma Vista Elementary
Lompoc, California
K-6 Teaming
Maynard H. Strong, Principal

Walter Hays Elementary
Palo Alto, California
5-6 Computerized Drill and Practice-Math

Chesterton Elementary
San Diego Unified
San Diego, California
3-6 All Areas
L. Gritz, Principal

-104-
Aragon High School
San Mateo, California
9, 10, 11, 12 Auto Mechanics
Richard Ruppel, Instructor

Brittan Acres Elementary
San Carlos, California

Granada Community School (Elem.)
Corte Madera, California

Hillsdale High School
San Mateo, California

Temple City Public Schools
Temple City, California

UCLA Lab School (Elem.)
Los Angeles, California

COLORADO

Bolder Valley Public Schools
Boulder, Colorado
A Computer Approach to
I.I. Experiences

Andrew Jackson Elementary
Colorado Springs, Colorado
Team Teaching and A Resource Center
Frederick Dickinson, Principal

Eastridge Cherry Creek School
Denver, Colorado
1-6 Math, Spelling and Reading
Dave Mathias, Principal

Washington Elementary
Englewood, Colorado
K-3 Reading, Math, and P.E.
Paul F. Lindsay, Principal

Franklin Elementary
Greeley, Colorado

Haxtun High School
Haxtun, Colorado
Career Selection Education
Al Renzelman, Principal

CONNECTICUT

Farmington Elementary
Farmington, Connecticut
John P. McDonough, Superintendent

North Haven High School
North Haven, Connecticut
Dr. Charles F. Ritch.Jr., Supt.

West Hartford Public Schools
West Hartford, Connecticut

DELWARE

West Dover Elementary
Dover, Delaware

FLORIDA

Nova School System
Fort Lauderdale, Florida

Margate Junior High School
Margate, Florida
7-8 Migrant Students, All Subject Areas

Melbourne High School
Melbourne, Florida

Highland Oaks Elementary
Miami Beach, Florida
Multi-age Grouping

Miami Springs High School
Miami, Florida
GEORGIA
DeKelab School System
Decatur, Georgia
Mr. Sam Moss, Deputy Superintendent

HAWAII
Kahala Elementary
Honolulu, Hawaii
Kailua High School
Kailua, Hawaii
Kapaa High School
Kapaa, Kauai, Hawaii
9-12 Eng., S.S., Independent Study
Wil Welch, Principal
Kauai High School
Lihue, Hawaii
9-12 L.A.
Emide Kuraoda, Principal

IDAHO
Elk River Public Schools
Blackfoot, Idaho
K-12 (150 children)
Completely Individualized
Grand View High School
9-12 All areas
Hagerman High School
Hagerman, Idaho
9-12 All Areas

ILLINOIS
Juliette Low Elementary
Arlington Heights, Illinois
CAM Academy
Chicago, Illinois
Drop-Outs School
3932 Madison
Chicago, Illinois
Lakeview High School
Decatur, Illinois
9-12 Independent Study in All Subject Areas
Gary Lonnon - Project Director
Ladd Elementary
Evanston, Illinois
Skokie Junior High School
Winnetka, Illinois

INDIANA
Ben Davis Junior High School
Indianapolis, Indiana
Flexible, Modular Schedule
Learning Contracts

KANSAS
Medicine Lodge High School
Medicine Lodge, Kansas
9-12 Any and All Subjects Through Independent Study
Harold Hanck, Principal

IOWA
Community Middle School
Eagle Grove, Iowa
6-9 Math, Science, and Humanities
Mrs. Gloria Shaull, Information Coordinator
Mason City High School
Mason City, Iowa
Performance Curriculum
I.I. Program Self Paced
John P. Patzwald, Principal

Lakeview High School
Decatur, Illinois
9-12 Independent Study in All Subject Areas
Gary Lonnon - Project Director
KENTUCKY
L. B. J. Elementary
Jackson, Kentucky
Miss Francis Johnson, Principal

LOUISIANA
No Identification

MAINE
Rockland District High School
Rockland, Maine
Fred Perkins, Principal

MARYLAND
Montgomery County Public Schools
Rockville, Maryland
Samuel Goodman, Director of Research
John F. Kennedy Senior High School
Silver Springs, Maryland
Modular Scheduling
Charles M. Procter, Director of Research

MASSACHUSETTS
Hoarse Mann Elementary
Newton, Massachusetts
1-6 Subject Matter Areas

Meadowbrook Junior High
Newton, Massachusetts
7-9 Eng., S.S., Art, Music, Industrial Arts, Home Ec., Typing
(Continuous Progress)
Maurice H. Blum, Principal

Quincy Public Schools
Quincy, Massachusetts
ES-70
Project PLAN
Project ABLE
Lawrence P. Creedon, Assistant Superintendent

MICHIGAN
East Hill Junior High School
Bloomfields, Michigan
Continuous Growth

Franklin High School
Livonia, Michigan
Modular Scheduling
"The Franklin Clan"
David D. Amerman, Principal

Marine City High School
Marine City, Michigan
Grade 9 Physical Science
Grade 10 Biology and Algebra
10-12 World History, 11-12 English

Monroe Public Schools
Monroe, Michigan
Elementary Learning Laboratory
Terry Semones, Director of Reading Services

MINNESOTA
Central Junior High School
Alexandria, Minnesota
Reading/Study Skills/Instructional Materials Center
John C. Peterson, Principal

Duluth, Minnesota Public Schools
On-going Programs in:
Chester Park Elementary
Washington Junior High School
Central High School
Other Schools Also.

-107-
Hopkins Senior High
Hopkins, Minnesota
10-12 Most Areas
Ray C. Weidner, Project Director

Cooper High School
New Hope, Minnesota
10-12 Modular Schedule
Lyndon Ulvich, Principal

North Junior High School
St. Cloud, Minnesota
7-9 Modular Program
30% Independent Study Time
Jerry F. Larson, Principal

Lincoln High School
Thief River Falls, Minnesota
Modular Program
12th Grade S.S. and English
R. Edlund, Principal

White Bear Senior High
White Bear Lake, Minnesota
10-12 All Areas
Ray Wahlberg, Principal

MISSISSIPPI

McComb Public School
McComb, Mississippi
J. D. Prince, Superintendent

MISSOURI

Loretto in Kansas City
Kansas City, Missouri

Kirkville School
Kirkville, Missouri
K-12 L.A., S.S.
John Goeke, Title III Director

Ferguson-Florissant R-2 School District
St. Louis County, Missouri
McCluer High School
Ferguson Junior High School
Florissant Junior High School
Cross Keys Junior High School
Foreign Language Instruction
Florence Phelps, Director

Horton Watkins High School
St. Louis, Missouri
Modular Scheduling
Gordon R. Garrett, Director of Research

The University School System
University City, Missouri
McKnight Elementary
University City High School

MONTANA

No Identification

NEBRASKA

Hastings Public Schools
Hastings, Nebraska
Flexible Modular Scheduling
Grades 3, 6, 10-12
Ross L. Speece, Superintendent

Park Elementary
Kearney, Nebraska
5-6 All Subject Matter Areas
Donald Clark, Principal

Archbishop Ryan Memorial High School
Omaha, Nebraska
Entire School 9-12
Sister M. Pacis, OSF

Harry A. Burke High School
Omaha, Nebraska

NEVADA

Roy Martin Junior High School
Las Vegas, Nevada
7-9 Major Areas
Resource Study Center
Bruce Miller, Principal

Ruby S. Thomas Elementary
Las Vegas, Nevada
All Areas
Multi-Media Library

Blane W. Allan, Principal
NEW HAMPSHIRE

Somersworth High School
Somersworth, New Hampshire

NEW JERSEY

Washington Elementary
Trenton, New Jersey
I.P.I. Demonstration School

Willingboro Public School
Willingboro, New Jersey
1-3 I.P.I., 9-12 English, S.S., Math

NEW MEXICO

Western States Small Schools Projects Programmed Mathematics
Des Moines High School - Programmed English
Quemado High School
Cloudcroft High School
Dora High School

Clovis Municipal High School
Programmed English
Vernon Mills, Superintendent

Corona Public Schools
Corona, New Mexico
1-12 Reading, L.A., and Math

NEW YORK

Ithaca School District
K-12 Audio-Tutorial Program of Cornell University
Dr. Leonard C. Buyse, Assistant Superintendent

Merrick Elementary School
Merrick, Long Island, New York

Miskayuna Public Schools
Schenectady, New York
Joseph Oakey, Special Projects Director

Harlem Preparatory School
New York, New York
Edward F. Carpenter, Headmaster

NORTH CAROLINA

Durham Public Schools
Durham, North Carolina
Dr. Spalding, Project Director

Lejeune High School
North Carolina
Non-Graded High School

Parkland Senior High School
Winston-Salem, North Carolina
Flexible Scheduling and Team Teaching
Marvin Ward, Principal

NORTH DAKOTA

Red River High School
Grand Forks, North Dakota
10-12 "Non-timed Flexible Scheduling"
Chris S. Balsas, Principal

Campus Laboratory School
Minot State College
Minot, North Dakota
K-4 Communication Program
Joseph Wax, Principal

L. E. Berger Middle School
West Fargo, North Dakota

West Fargo High School
West Fargo, North Dakota
All Areas

OHIO

Ford Junior High School
Berea School System
Cleveland, Ohio
7-9 Major Subject Matter Areas, Plus Art, Industrial Arts, and Home Ec.
Learning Centers and Libraries
Neil Fort, Principal
Mareland School
Shaker Heights, Ohio
All Elementary Levels

Sidney High School
Sidney, Ohio
12th Most Areas
10-12 Biology and Reading
Clayton C. Pepple, Principal

Witmer High School
Toledo, Ohio
Subject Matter Areas
Open Laboratories
Jalan Audferheide, Principal

OKLAHOMA

Putnam Heights Elementary
1601 N.W. 36th Street
Oklahoma City, Oklahoma
Mrs. Erma Baskett, Principal

OREGON

Portland Public Schools
9-12 Eng. and S.S.
Roosevelt
Jefferson
Jackson
Madison
Franklin
Lincoln
Grant
Mr. Alvin Hulse

1-8 Language Arts
Sitton
Lane
Whitman
Woodlawn
Foster
Boise
James John
Vestal
Charles Boer

Kindergarten
Language Development (CHILD)
Perceptual-Motor Development (IMPS) (CHILD)
Lane
Lent
Vestal
Chief Joseph
King
Woodlawn
Humboldt
Sunnyside
George

(IMPS)
Barlow
Foster
Marysville
Kelly
Scott
Sacajawea
Mrs. Sarah Irvin

Hoover Elementary
Corvallis, Oregon
L.A. and I.P.I. Math
Al Haydon, Principal

River Grove Elementary
Lake Oswego
1 and 5 All Areas
Darrell Potter, Principal

Pendleton Public Schools
On-going Programs in:
John Murray Junior High
Serwood Heights Elementary
Washington Elementary

Highland Park Junior High
Beaverton
7-9 Industrial Arts
Jack Nelson, Principal
Pennsylvania

Abington High School North Campus
Abington, Pennsylvania
Grades 9 and 10
(Modular Scheduling)

The Philadelphia School District
Philadelphia, Pennsylvania
Hancock Demonstration School
Conwell Middle Magnet Schools
Daniel R. Fascione, Assistant Director

I.P.I. Demonstration Schools
McAnnulty Elementary School
Pittsburgh, Pennsylvania
Downey Elementary
Harrisburg, Pennsylvania
Richland Elementary
Quakertown, Pennsylvania

Rhode Island

Middletown High School
Middletown, Rhode Island
7 and 8, 9-12 Continuous Progress

Edmund W. Flynn
Providence, Rhode Island
1-5 Math, Science, Music, Art
David Minicucci, SEC

South Carolina

Meadowfield Elementary
Richland County School District
Columbia, South Carolina

South Dakota

Huron High School
Huron, South Dakota
Modular Scheduling
"Computer Costs Seventy-Five Cents/Pupil"
James Solon, Principal

Mt. Marty High School
Yankton, South Dakota
Grade 9 Algebra 1
Grade 11 Algebra 2
Sister Martin Mergen, Instructor

Tennessee

Tusculum Elementary
Greenville, Tennessee
Dr. Robert DeLozier

Oakridge High School
Providence Road
Oakridge, Tennessee 37831
Thomas R. Dunnigan, Principal

Texas

Project for Individualized Instruction
J. Robert Purvis, Director
6700 Arroyo Seca - Room 304
Austin, Texas 78757

Austin Independent School District
Brentwood Elementary
Matzke Elementary

Matzke Elementary
Cypress, Texas
K-5 All Subjects
Kay Killough, Principal

Stevens Elementary
Houston, Independent School District
K-6 Basic Skills to Independent Study
Margaret McConnell, Principal

John H. Glenn Junior High School
San Angelo, Texas
Modular Scheduling
Adine C. Wright, Director of Dissemination

Kindred Elementary
San Antonio, Texas
1 and 2 All Subject Matter Areas
(85%-90% Mexican Americans - English is the Major Problem)
UTAH

Parkside Elementary
Murray, Utah

Roy High School
Roy, Utah

Meadow Moor Elementary
Granite District
Salt Lake City, Utah

Parkview Elementary
Salt Lake City, Utah

East Elementary
Tooele, Utah

WEST VIRGINIA

George Washington High School
Charleston, West Virginia 25314
Mrs. Edith Martin,
Director of Dissemination

WISCONSIN

Casshton Elementary
Casshton, Wisconsin

WASHINGTON

Campus Elementary
Eastern Washington State College
K-6 All Areas
R. Dean Gaudette, Principal

SEATTLE PUBLIC SCHOOLS
On Going Programs In:

Roxhill Elementary

Minor Elementary

Laurelhurst Elementary

-112-
Dear Mr. DeMello:

Thank you for completing our individualized instruction program questionnaire. We would like to include a site visitation to your school as part of our nationwide study about on-going individualized instruction programs.

Dr. Jack V. Edling will be in Hawaii from May 8 - May 15, 1969. He would like to visit with you and your school's individualized instruction program on Monday, May 12, 1969. During this visit he will be interested in getting from you and your staff the following information: (a) what are the goals of your program; (b) how are you accomplishing meeting these goals; (c) how was your program originated and implemented; (d) what evaluation, formal or informal, do you have to support your program's success; (e) what problems have you had; and (f) what are your plans for the future. Please do not consider this a formal list, but just as a guide that you might find helpful before Dr. Edling visits your school.

The information gathered by Dr. Edling will be used to facilitate interested schools in implementing their program of individualized instruction. The visit to your school is part of a U.S. Office of Education sponsored project to find out what is going on in individualized instruction and locate the information necessary to implement such a program.

We are looking forward to Dr. Edling's visit with you on May 12, 1969. Please complete the enclosed card and return it to me at your earliest convenience.

Sincerely,

James E. Buck
Individualized Instruction
Project Coordinator

JB/cb
APPENDIX C-2

Data Collection Tour Site Visitations

1- John Murray Junior High School
   Pendleton, Oregon

2- Hagerman High School (Grandview H.S.)
   Hagerman, Idaho

3- Parkside Elementary School
   Murray, Utah

4- East Elementary School
   Tooele, Utah

5- Parkview Elementary School
   Salt Lake City, Utah

6- Meadow Moor Elementary School
   Granite District
   Salt Lake City, Utah

7- Roy High School
   Roy, Utah

8- Huron High School
   Huron, South Dakota

9- L.E. Berger Middle School
   West Fargo, North Dakota

10- Chester Park Elementary School
    Duluth, Minnesota

11- Washington Junior High School
    Duluth, Minnesota

12- Central High School
    Duluth, Minnesota

13- Juliette Low Elementary School
    Arlington Heights, Illinois

14- Skokie Junior High School
    Winnetka, Illinois

15- Ladd Elementary School
    Evanston, Illinois

16- Janesville Elementary School
    Janesville, Wisconsin

17- Cashton Elementary School
    Cashton, Wisconsin

18- Green Bay High School (Southwest)
    Green Bay, Wisconsin

19- Urbandale High School
    Urbandale, Iowa

20- Burke High School
    Omaha, Nebraska

21- Haxtun High School
    Haxtun, Colorado

22- Franklin Elementary School
    Greeley, Colorado

23- G.S. Skiff School - Elementary
    Phoenix, Arizona

24- Brittan Acres Elementary
    San Carlos, California
25- Granada Community School (Elem.)
Corte Madera, California

26- Hillsdale High School
San Mateo, California

27- UCLA Lab School (Elem.)
Los Angeles, California

28- Temple City Public Schools
Temple City, California

29- Pacoima Elementary School
Pacoima, California

30- District 6 Elementary School
Phoenix, Arizona

31- John H. Glenn Jr. High School
San Angelo, Texas

32- Matzke Elementary School
Cypress, Texas

33- McComb Public Schools
McComb, Mississippi

34- Miami Springs Sr. High School
Miami Springs, Florida

35- Nova Public Schools
Fort Lauderdale, Florida

36- Melbourne High School
Melbourne, Florida

37- DeKalb Public Schools (Elem.)
Decatur, Georgia

38- Durham Elementary School
Durham, North Carolina

39- Montgomery Public Schools
Rockville, Maryland

40- West Dover Elementary
Dover, Delaware

41- Merrick Elementary School
Merrick, Long Island, New York

42- West Hartford Public Schools
Hartford, Connecticut

43- Niskayuna High School
Schenectady, New York

44- Milton Community School
Milton, Pennsylvania

45- Harrisburg Elementary School
Harrisburg, Pennsylvania

46- Kahala Elementary
Honolulu, Hawaii

47- Kailua High School
Kailua, Hawaii

48- Kauai High & Intermediate
Lihue, Kauai, Hawaii
APPENDIX D

Bibliography on Individual Differences and Individualized Instruction.

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APPENDIX D


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