Changes in Education and Student-centred Learning as Related to Senior Secondary School English

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ABSTRACT

The main purpose of this thesis is to trace broadly the educational changes in the past two decades showing a shift of emphasis from a teacher-directed, content-centred philosophy of teaching to a self-directed, student-centred mode of learning. The major justification for an Independent or an Individualized Learning programme with emphasis on "the response to literature approach" is to produce the independent learner. Comprehensive reading and the use of the ERIC system reveal widespread educational thought and practice related to Individualization and Independent Study as a really democratic way of learning with freedom, independence and responsibility.
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I

SOME OBSERVATIONS OF CHANGES IN EDUCATION

Changes in education over the past few decades range from rigid programmes of uniform curricula prescribed for all schools in a given educational system to a profusion of innovations involving machines, media and technology. Many of the changes were, and still are, inspired by social, political, economic, practical or educational concerns. Perhaps the most significant changes emanate from educators of the past and present, and recently there seems to be a shift in emphasis from a "cognitively" dominated component of education that characterized the past educational thinking to a more child-centred form of learning which is cognizant of the affective and actual learning and living processes of education. In short, the stress today is on the process of living and learning through education rather than on amassing knowledge.

"In the past, courses were set up by subject specialists and the content was prescribed by the Ministry of Education. In many instances text books were organized to correspond exactly to these rigid courses."  

The focus on content and intellectual knowledge over-shadowed the affective components of learning which do not lend themselves easily to objective measurements. It is understandable, therefore, that teachers desiring to obtain measurable results resorted to teaching for examinations which meant a study of past examination papers and patterns by teachers who taught by "drill," "spotting," and hard memory work. The prescribed curriculum provided no choice for students.

A major source of dissatisfaction with the old system, and to some extent, the present, is perhaps justifiably based on the objectives which imply that the student must adapt to the educational system no matter how archaic the system. Even at the adolescent learning stage which Piaget calls the "formal operations" stage when the learner becomes capable of critical, abstract thought (despite varied methodologies) the system extends only as far as "assimilation" of knowledge and stops far short of teaching a student how to learn and go on learning independently long after school. There is no real opportunity for him to set his own aims and objectives in a self-directed process of learning. Meeting the demands of the highly structured traditional system leaves no real alternatives for potential dropouts and frustrated students. The traditional curricula, even contemporary ones, underscore the aim of education as being an internalization of cultural archetypes. We have tended to judge what the child should
know, and what his performance should be, in terms of our own cultural standards of the distant past. Moreover, teachers have become prone to taking university courses only to teach them to their students. The implied posture of such an approach is that children are viewed as "miniature adults" and the implicit task is to make them precocious. The contrary view of this pattern of education is to adapt education to the child; such a move is currently being initiated for the 70's and 80's by a new breed of educators who emphasize the child-centred, self-directed form of education without discarding the cognitive elements advocated by the pioneer educators of the past.

Indeed, the paradox of formal education is that it seeks, somehow, to develop a "self-directed" learner in a "teacher-directed" situation. At the senior high school and early university levels, it is necessary to encourage students, rather than teachers, to become originators of aims and ideas in order to allow for individual differences, to evoke the student's own potential and to remove, especially with brighter students, the debilitating restrictions which are sometimes imposed by the teacher. In the Maslowian sense, the "self-actualized" individual, having satisfied his basic needs, is far less dependent upon others and is far more autonomous and self-directed. In fact, growth-motivated people may actually, according to
Maslow,¹ be hampered by the constant direction of the teacher.

If an independent learner who will go on learning after formal education is the ideal product of an educational process, the question to be asked is how close are we, in today's school, to achieving that goal? In an article on the need for flexible programming in senior high schools, Jay Formsma (1965),² somewhat cynically lists the premises, or "sacred cows," as he calls them, on which the average high school operates its programme. Among the items on his list are that:

a) Learning takes place only as a faculty member directs the students in class or in assigned drill work.

b) All students have the same needs, same skills, same preparation, same capacity, same motivations and same objectives.

Despite the absurdities expressed in the above statements few schools have really broken with tradition and done something about moving toward a more individualized, if not a more independent learning programme.

However, there seems to be a conscious deliberate


effort by some educators and textbook writers to initiate changes in the educational patterns of the past. The existence of this educational "stream of consciousness" is substantiated in the literature, and is exemplified in the thinking of some influential educators whose writings, at least among teachers, are widely read.

In Canada, this need for change is represented by the words of Quebec's Minister of Education, Francois Cloutier (1974), when he said:

Schools today must prepare children for society, not a society we know, but for a society in the process of changing. We must transmit an aptitude to learn. It is not enough to transmit values; what we should be aiming at is flexibility. That, also, is an aptitude— an aptitude to adapt to situations that are constantly changing.

He pointed out that the traditional school had a dual function: to transmit knowledge and to transmit values.

"This dual function," he continued,

was justifiable in a static society—in the sort of society, in which things do not change much. But now we are plunged into a real revolution in education. Unfortunately only too often we try to attain these difficult goals with yesterday's methods and what is worse with yesterday's minds.

The "yesterday's minds" are the main stumbling block of the future of progressive education. Too often we are confronted with such minds demanding the standards of the past after they themselves have successfully made it to the top in a system which has doomed large numbers to

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failure. These are the examination passers who are crying out for another examination system—a system in which only a few dictate the terms and standards for so many. Again, in such a system, it is the student who must adapt to the educational pattern.

Things are changing and in Canada these changes are becoming very apparent. Moves toward individual time-tableing, the credit system, semestering, team teaching, interdisciplinary correlation and increased emphasis on guidance counselling have been some of the changes in the direction of individual choice and fulfillment of the needs of each student.

D. K. Wheeler (1967)\(^1\) observes that curriculum will be shaped by culture and society and will be affected by social values, needs and problems. He maintains that if curriculum remains static in a dynamic society then such a system of education will cater only for needs and values which no longer exist.

What, then, are the existing conditions in schools in the mid-seventies? What are the discernible social changes concerning values, needs and problems in 1976? Looking closely at the structure of our educational system some of the salient characteristics as they exist at present or have existed in schools may be listed as follows:

a) The principal has a high degree of authority in

the matter of school policy. b) The principal combines in a single role both policy-making and administrative functions.
c) Teachers work in private settings in a pattern of one teacher one class which affords the teacher a degree of insulation from both the principal and his colleagues.
d) The teacher has a relatively high degree of autonomy in matters of teaching strategy and style.

Such an educational structure protects both the school organization and the individual teacher from outside evaluators. Thus the basic paradox of the school is that the seemingly high authority of the administrators is counterbalanced by the autonomy of the individual classroom teacher.

It is this established pattern which is undergoing innovative change, with consequences for the role of the teacher.

Open area education, team teaching, group dynamics—in fact a whole range of educational innovations introduced in the late 60's and early 70's—are coming so thick and so fast that it has left entrenched practising teachers grossly confused. Teachers who had formerly been respected in the school because they kept rather difficult classes orderly and quiet now found order and quiet replaced by disorder and noise. It means a lapse of good character training and discipline to those who wish to maintain the established old order of "yesterday's" standards.

The innovations of today, however, are ushering in, instead or orderly rows of students writing neatly in books,
ostensibly disorderly groups of students discussing or dramatizing a key scene in a play. Student participation and activity along with teacher collaboration are the philosophical trends of the 70's.

Innovation implies that the people concerned will be required to change their models of behaviour which further implies a change in personal status, in role and in working conditions. The role of the teacher, therefore, in the context of the current curriculum movement means a greater collaborative approach to teaching with a consequent loss of teacher autonomy. An emphasis on specific objectives, interdisciplinary enquiry and the sharing of teaching aids supports such a conclusion.

Educators and textbook writers like J. Lloyd Trump and Dorsey Baynham (1971), and William T. Plunkett (1971), all concur that self-directed study "will, and does, permit learning in depth; that study in a subject will usually stimulate interest in him and lead him on to search for information related to his chosen area of study; that it will help the student develop the ability to go it alone, to learn by doing" rather than the teacher's continual

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imposition on him; that it will produce in many students greater creativity and a reasonable sense of inquiry to make education a continuous process even after school. This is not to deny that some students do need "teacher-directed" instruction and may even function better within the context of such a situation; but there comes a time in the student's learning life when he must depend upon himself. Particularly at the senior levels of his formal education, he must be permitted to develop his own system of learning and the skill to manipulate facts on his own to produce his own individual results in a creative manner so that he too, like so many other "originators," can write his own short stories and compose his own poems.

According to Trump, the conventional, multi-purpose classroom is not conducive to independent learning situations; it creates a teaching situation rather than a learning situation. Innovative learning approaches such as independent and semi-independent study activities are designed to enable the learner to pursue problems raised in regular classes. In the words of Helen McNamara (1970), the essential hypocrisy of educators is that "teachers and administrators give lip service" to the idea that individuals are different, but in the classroom they treat students as if they were all alike. In reality, students are gently

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1 Helen McNamara, Individual Progression (Indianapolis: Babs Merrill, 1970), p. 3.
squeezed into a standard.

In "A Design for Independent Study" Plunkett\(^1\) observes that the original idea for self-directed learning:

... came in the form of a request by several students to the administration. They were asking--must I always be judged and accepted or rejected by group standards? Why is it impossible for me to establish my unique individuality in this system? They [students] are constantly being compared to the group by the Intelligence tests, psychological tests, class ranks, tracking systems and achievement and percentiles of one type or another.

However, independent learning is not an absolute term, but rather a relative one, which exists somewhere toward one end of a continuum of different learning situations which moves from "teacher-directed" to "self-directed." Even a Doctoral candidate doing "original research" depends on and probably welcomes, certain external factors such as the limits of his topic, previous research, and a thesis advisor. In this sense, then, independent learning can be considered a radical alternative mode of learning compared to a rigidly directed form of education.

Influenced by such thinking, in the late 60's educational trends in Ontario show a break from the traditional, highly structured, content prescribed courses of instruction as suggested in documents such as

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Curriculum RP-SA (1964),\(^1\) and other earlier documents, and a move towards publications such as *English Intermediate Division*.\(^2\) The *English Intermediate Division* (1969), publication categorically advocates a "shift of emphasis from instruction to learning" in passages such as the following:

Instead of a program in which English is rigidly arranged under segmented headings such as spelling, handwriting, grammar, composition and literature, a more productive approach would be to think in terms of a dynamic process in which experience and expression are central factors.

It raises issues like:

The point at issue is not 'What is English?' The question instead is 'Which learning situations will best develop the receptive and the expressive abilities of students as individuals?'

It strongly recommends to teachers readings such as: John Dixon's *Growth Through English* (1967), James Squire's *Response to Literature* (1968), Fader's and McNeil's *Hooked on Books* (1968) and it repeatedly footnotes sources from *Growth Through English*. Moreover, *English Intermediate Division* (1969), is the only existing English guideline listed in the most recent H.S.1 1975-76/76-77 document.

In the 70's, the Ontario Secondary Education

\(^1\) *Curriculum RP-SA English*, Ontario Department of Education (Toronto), 1963.

\(^2\) *English Intermediate Division*, Ontario Department of Education (Toronto), 1969.
Commission of the O.S.S.T.F. advocates, in its English '70 Resource Booklet, individualized instruction under the "Programmed Instruction," "The Contract System" and "Independent Study" programmes. 1 This resource book specifically recommends the Hooked on Books approach and the various approaches suggested in the articles on Independent Study which, along with Growth Through English and Response to Literature, are part of the basis of this thesis.

More recently the introduction of the H.S. 1 Documents 2 suggests philosophical and organizational objectives that are student-centred.

Currently, "H.S.1 1975-76 and 1976-77" stresses the earlier objectives of the H.S.1 Documents with a greater degree of clarity with respect to individualization.

The opening statement:

The primary purpose of a school is to help each student develop to the maximum his potential as an individual and as a member of society who will think clearly, feel deeply and act wisely.

indicates the thrust of the educational philosophy in Ontario as manifested in the terms "think clearly," "feel deeply" and "act wisely" which parallel and stress the

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development of the cognitive, affective and informed
decision-making aspects of the individual learner
respectively. This theme pattern runs throughout the
H.S.1 Documents.

The Secondary School Diploma credit system as
stipulated in the H.S.1 Documents places emphasis on
individualization and flexible scheduling "for gifted
students as well as those with learning problems."

In the field of English, the post-Dartmouth period
has provided in abundance, and continues to provide, new
approaches to English based on the experiences of students
and their affective responses to literature, as well as
interest based reading. The post-Dartmouth trend is
student-centred, and begins with the affective responses
to, and appreciation of literature proceeding to a
deeper cognitive understanding of literature.
II

POST-DARTMOUTH:
RESPONSE TO LITERATURE
AND STUDENT-CENTRED READING

The response to literature approach (Dartmouth, 1966), is an "experience-based" English curriculum involving the physical, emotional and intellectual expression and "reception" of students, externalized in terms of language and action. Drama, poetry, novels and short stories are explored through the emotional and intellectual responses of students individually and collectively. Verbalization of students' experiences to literature or even the experience of verbalizing a particular aspect of literature as it relates to the personal experiences of students is as worthwhile as students' actively playing characters in drama.

Response to "experience-based" work has encouraged teachers to develop and extend current experiments. In fact, one of the most significant contributions of Dartmouth is that it has generated a vast amount of influential literature that is changing the approach to teaching literature. The main shift of emphasis is really from content-instruction to learning and growing up, in a given value system, through experience--by responding to literature.
Responding to literature assumes that a student has already made certain conclusions about his research and reading as they affect him personally; the student has personal judgements which he is ready to share with others. In sharing his views, the student modifies, adjusts his conclusions in response to the views of others in his peer group. The student's tentative beliefs in verbalizing his experiences crystalizes and conceptualizes his conclusions. Even if a student's responses, for example, are given as: "I don't know" or "I'm not sure" he may, in truth, be accounting an honest experience. His real response might be expressed as "I've not thought about that before." Responding to literature as a way of learning assumes that discussion, as part of the process of learning and sharing ideas and feelings, allows students to shape and form conclusions personal to the student's own experiences affectively and cognitively. Responding to literature also assumes that the student goes through a process of mental and affective change in discovering himself through literature and growing through literature. Responding as a way of learning assumes that the teacher never fears to express his own responses in sharing his own experiences with his students. The students understand that one needs to clarify one's responses with more data, with relevant supporting evidence, with examples, contrasts and analysis. The learning is individual—nothing is told or taught in the traditional sense; in
fact, because the response mode is so personal, it cannot be taught--only learnt, through experience, exchange and discovery.

The response to literature approach does not eliminate the actual discovery, thinking or learning process of education as so often happens in a content-centred curriculum where telling and listening are the order of the day, but rather it encourages the learning process of finding out and understanding by induction and discovery. Students, rather than teachers, ask the relevant questions and search for meaningful answers.

This is reiterated in the maxim of Carl Rogers: "All the important things can't be taught, only learnt." In a diverse technological era, education in the 70's already shows a move away from the classical elitist and competitive kind of education which is usually culture based and teacher-centred.

It is hopeful that education in the seventies and eighties will be child-centred taking full cognizance of his individual environment which inescapably is an integral part of the individual student. It is reasonably foreseeable that schools will become resource centres, organizational and certification institutions to evaluate and issue credits. Independent Study centres, correspondence courses, working at home and learning at training places will crash the artificial boundaries that currently exist between schools and the outside learning environment--the artificial
separation between life within and outside school. In short, the response to literature approach discourages teacher-directed content-centredness and advocates a stimulating learning environment beginning with the affective aspect of learning and proceeding to cognitive development.

In the light of the "response approach of learning" Reading and Writing can best be learned if learning is initiated through individual student interests. Students generally read, write and talk better on subjects in which they have a personal interest. If skills have to be "taught" then an appropriate take-off point would obviously be in their own areas of interest which inevitably will grow with more reading and wider experience. This is not to suggest that the teacher show no discretion or have no control over the types of the material chosen to read by the students. On the contrary, the teacher's advice and his guidance are a cautious reminder to students of the presence of a value and moral system.

Particularly with slow learners, student reading interests and teacher attitudes are often important factors. In his most recent published work, The Naked Children (1972), Daniel Fader proposes a motivational and attitudinal change in teachers of slow learners and

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working class children--to change in the teachers as well as in children an attitude of "them vs us." For a start, in the area of Reading, about which Fader is mainly concerned, there is need for change in the choice of reading materials now used in schools. If, for many years, authorities\(^1\) have contended that reading "was an intellectual process akin to thinking" and since Piaget writes that "thought precedes language and that language confines itself to profoundly transforming thought" it is logical to assume that any material chosen for reading must fall within the context of the student's experience and language range. It would be quite futile, for example, to provide reading material related to the sophisticated eating habits of Victorian aristocrats for children from working class society. Perhaps a more suitable reading material for them might be books about hot rods; for reading induces an imaginative flashback of past experiences--experiences and thoughts belonging to the child's own world. It is therefore more meaningful to the student to read words that had been significantly related to his sensory, imaginative and thinking experiences of his environment. It is with this logic that material for reading must be chosen to cater to the individual interest of the reader.

The use of newspapers, magazines, periodicals and paper bound books as the daily texts of working-class children in city schools produce "zealous converts"\(^1\) rather than confused and alienated readers of syntactically difficult middle-class language with middle-class values which is invariably labelled as acceptable "standard English" by the elite few. Students, it seems, respond effectively to literature if it falls within their range of experience and interest.

Besides, it is not the act of reading that is distasteful to students (which consequently makes them bad readers) so much as it is the particular type of reading material. One of the challenges for the teacher in creating a positive attitude is by providing some feeling of success and accomplishment in the readers. This is usually achieved by the use of carefully standardized reading materials--using various readability tests such as the Fry Readability test, the San Diego and Cloze readability tests. The whole purpose of readability tests, once affective elements are taken care of, is to facilitate "cognitive learning."

Most readability tests determine quite accurately the grade level at which a student reads and the grade level for which the reading material is written. The Fry

\(^{1}\)Daniel Fader, *The Naked Children*, p. 115.
Readability Test, for example, recommends a selection of three random one-hundred word passages from some reading material and the average number of words per sentence are plotted on the given readability graph in order to determine the area of readability level.

Research in reading has provided the classroom teacher with a method of appraising the reading levels of students. It is, thus, possible to determine whether the student is reading at a "frustrated level" or at an "independent level."

Unfortunately, too, some readers whose problems are largely attitudinal in nature are placed repeatedly in remedial classes with no record of improvement in either skills or attitudes. Reading programmes run by sympathetic and understanding teachers who administer carefully selected student-centred reading material are remedial measures that do not label students as such, but they are measures which free students from attitudes of repugnance toward reading and feelings of fear and guilt about reading habits. Such students become exposed to positive experiences with a wide variety of reading experiences. Some students should be exposed to a variety of reading materials so that in time and through experience they will make their own decisions as to what they want to read. The main objective is to get them started and to get them interested in the process of reading so that they become hooked on reading. The thrill of success and a
feeling of achievement are some of the biggest factors in continuing progress for the pupil. The key note throughout an individualized reading programme is to first get students to learn to read through high interest reading material and eventually to read to learn.

After two years of pre- and post-testing Fader found that those who were immersed in student-centred reading and quantity writing made important gains in literacy, reducing anxiety, and increasing verbal proficiency.

Several other student-centred studies in teaching English reveal the advantages of individualized reading and the response to literature approach. One advantage is the enjoyment of reading which it nurtures. In Young People Reading Hansen (1973), underscores student-centred inductive approach to literature by stressing that "the story is far more important than the overall pattern of the telling." What Hansen is really emphasizing is that the entertainment aspect of literature rather than a study of the artistic form of literature is likely to attract student readers.

In "Teaching Literature to Adolescents: Inoculation or Induction?" John Hurley and Jerry L. Sullivan argue that

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the initial response to literature is affective rather than cognitive and on this basis they suggest that the deductive method of teaching literature is not successful because it emphasizes literature as an object. The deductive method which results in an examination of plot, character, theme, setting, they claim, emphasizes the artistic structural aspects of literature first rather than exploring love, hate, joy, triumph, guilt and other qualities so abundant in literature that directly affect personal adolescent experiences. The authors advocate an inductive method which builds on initial affective responses of the reader.

The main attraction of the post-Dartmouth trend is the inclusion of the affective, cognitive and "experiential" responses in the process of developing self-actualized students.

Student-centred curriculum requires careful planning. In a report on "The National Study of High School English Project" Squire and Applebee (1968),¹ report the results of a five year study which examined outstanding English Projects in 158 schools in 45 states in the United States.

It was found that the success of such programmes as a result of:

1) effective and intelligent administration

2) well prepared English teachers who are professionally interested in both subject

and students
3) adequate instructional materials
4) reasonable teaching conditions
5) locally prepared curriculum guides.

This study, at least to some extent, concurs with the "Trump Plan" in so far as the involvement of the administration and teacher preparation is concerned.

Post-Dartmouth literature also reveals statistically the advantages of student-centred reading.

Guttinger (1974), found that the Individualized Student-Centred Reading Programme applied to grades 6, 8, 9 and 11 showed significant gains in reading results at all four levels. Sixth graders gained 2.6 months in story comprehension and 4 months in paragraph comprehension. Gains in two sections at the other three levels were significant. Mean gains in vocabulary were also very significant.

Such statistical evidence in favour of student-centred programmes will, hopefully, be encouraging to those who adventure to try the programme.

It would be negligent to overlook the increasing role of "Resource Centres" which are now part of student-centredness and probably the learning environment of the

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future.

Search of the literature in this area offers interesting thought and suggestions on the subject, some of which are described below.

Dwight Mark Klitzke and John Starkey (1975) list as an important advantage of learning centres the ready availability of all learning materials in one area. This encourages better accessibility of materials which leads to optimum use of materials. Another advantage of a well planned learning centre, they declare, is the instructional flexibility and the self-directed learning that such an environment can encourage.

This may also be seen as learning through self-discovery in which the learning environment helps.

Candy Carter (1975) suggests a creative writing centre which enables students to select any writing assignment in the box, turn in a rough draft, revise the work and submit a final copy. In addition, a how-to-do-it centre might contain directions and learn how to apply for a job or go about writing a research paper.

Perhaps the most recent practical suggestions are contained in an article entitled "Sameness is Not Virtue" by Gail Bowers and Martha Howard (1975),1 who have teamed to convert their classroom into a workable learning centre.

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Inspired by their experience of "Education for the Eighties Workshop," they divided their classroom into a number of learning areas where materials for learning were easily accessible to students. One of the advantages of this programme was that students shared resources as well as took the responsibility of maintaining proper use of the materials.

Recent ERIC literature reveals interesting definitions, and advantages of, and suggestions for learning centres.

Paul S. George and others ¹ broadly describe the learning centre as a place for using and storing materials that relate to a special interest or curriculum area; a place where students may go to work; a place where ideas, materials and activities are presented to a variety of levels of difficulty.

Sarah G. See (1975), defines a learning centre as a place where learning materials and students are brought together under some kind of human mediation. The instructional interaction is primarily between students and materials, and interaction between students and the human mediator is usually on a one-to-one basis.

But learning centres, machines and open area layouts are only a means to an end and not an end in

¹Paul S. George et al., "The Learning Centres Approach to Instruction," ERIC #ED 080 518.
themselves. The real philosophy of student-centredness must begin in the minds of educators; for it is in the minds of men that germinate the ultimate products of human relationships between teacher and students. It is in the minds of people that begins the respect for individuality. Because the response to literature approach is an experience-based programme, and as such personal, it follows, therefore, that such an approach operates best on the basis of individualization.
III

INDEPENDENT STUDY AND INDIVIDUALIZED LEARNING
AT THE SENIOR HIGH SCHOOL LEVEL WITH SPECIAL
REFERENCE TO ENGLISH LITERATURE

To focus on general approaches to Independent Study
it might be worthwhile to quote two typical textbook
definitions of Independent Study. They illustrate the
basic assumptions of most of the research on the subject.
According to David W. Begg:

Independent Study, broadly conceived, is a way
of learning in which the student focuses
attention on a specific organizing of an idea
or a body of knowledge and masters it at his
own rate of understanding. The wholesale use
of independent study is a means through which
teachers can satisfy the individual learning
needs of students. It places emphasis on self-
regulation and self-responsibility for learning.

It is perhaps reasonable to presume that the "self-
regulation" and "self-responsibility" that go with learning
at one's "own rate of understanding" remove from the
learning process the disappointments and frustrations of
the slow and fast learners who gradually become disinterested
in a group learning situation and eventually drop out of
the system altogether.

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1D. W. Begg, Preface to Independent Study: Bold New
More specifically, John Beltz and Dixie Kohn (1965), enumerate the characteristics of Independent Study as follows:

Independent study:

1) is characterized by freedom from constant supervision

2) is any learning activity within the school day which places emphasis on the individual's responsibility for learning

3) is motivated largely by the learner's own aims.

4) is largely independent of class or other group instructional practices.

5) utilizes teachers and other professionals primarily as resources for the learner.

6) is different from the uniform assignments made to all or a majority of students in a class.

7) provides decision making opportunities for students.

In the light of the above statements, an independent study programme must be integrated into such changes as team teaching, more resource centres, non-gradedness and timetable flexibility in a school's organization. In other words, the whole system needs revamping.

Moreover, it is a myth that only students of superior intellectual ability are suited for Independent Study. The distinguishing factors of successful Independent Study students are social, emotional and attitudinal, not merely intellectual.

Of the innovative modes of learning, particularly

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1 Begg, Independent Study: Bold New Venture, p. xii.
in the High Schools, individualized learning and independent study seem to be most closely related, yet there is an important distinction which needs to be underscored.

Individualized learning is a learning process whereby the teacher, as opposed to the student, is the originator of the materials and aims. In this respect an Individualized Programme is very much like any other classroom teaching.

In an Independent Study Programme, however, the student, rather than the teacher, is the originator of the aims and material of the project. The merits of this difference alone cannot be over-emphasized.

Nevertheless, as stated elsewhere in this thesis, any form of self-directed study is best understood as one extreme of a continuum beginning with teacher-directed activities and ending with self-directed learning, and as such should be construed as a relative term rather than an absolute term.

The following is a list of the most common types of individualized and independent programmes. At this juncture, only the broadest descriptions are given to keep them general enough to accommodate as many areas of study as possible.

A. Programmed Learning.

Programmed learning, though confused with Independent Study, is confined primarily to the United States and is often produced commercially by large corporations such as
Westinghouse (Programme for Learning in Accordance with Needs: PLAN). This involves technical facilities such as teaching machines, computers, etc. Such an approach is individualized but is definitely not independent.

In this type of programme, the student has no real freedom and becomes exactly what the machine and its creator wish him to become. It is, in fact, a form of "teacher-directed" lesson highly mechanized.

There are, however, some uses of programmed learning which can and should be instituted without harmful effects. For example, remedial or developmental reading and writing programmes on an individual basis could free both teacher and student to get on with the more interesting and fulfilling aspects of education for those who do not actually need remedial work.

B. Independent Study for Specific Groups in a School.

Independent Study for specific groups usually involves the bright and gifted senior students who generally suffer the most in a classroom situation. Such students are taken out of the regular classes for a specific period of time for Independent Study. Independent Study students keep a special progress chart supervised by the teacher to ensure that there is no abuse of the system. Independent Study for groups of students starts as an experiment and generally involves one subject area at a time. Students applying for independent work and those recommended by
teachers usually submit a short outline of their own independent project before commencing serious study.

An added advantage of this programme is that it often solves the pupil-teacher ratio in overcrowded classrooms. As long as Independent Study students do not interfere with classes in session they may choose to learn anywhere they like.

C. **Independent Study for Particular Courses or Subject Areas.**

Independent Study for particular courses is similar to the type discussed above, except that within a course or subject area all students are involved in Independent Study projects. Often such Independent Study programmes instituted by individual teachers or single departments tend to be relatively structured at least in content.

The major drawback to this approach, when only a part of the school is on Independent Study, is that it tends to disrupt and undermine the total school environment; a student who has experienced Independent Study may, for example, rebel when returned to the traditional classroom mode of learning. The teacher drops his role as a traditional classroom teacher and functions as a guide and resource person striving constantly in the "art" of directing Independent Study. Evaluation objectives are based on the benefits derived for the student.

In fact, Independent Study is akin to what Mosston describes as "The Individual Program (Student's Design) or
Toward Creativity." Mosston asserts that in this style of learning, which is distinct from all teacher-directed styles, the student makes all the decisions in a condition of independence, designs the problems himself and asks all the questions.

It is this freedom and independence that leads the student toward creativity; for the student's "mind and feelings know no boundaries and work by emotional courage and cognitive freedom."

Although Independent Study is the most open-ended providing the student the greatest degree of freedom in decision-making Mosston offers some guidelines for its operation:

1 The student must make decisions:

1) about his area of interest within the broad boundaries of the subject matter currently under study.

2) about some specific topics within that area of interest.

3) about the process for collecting, organizing, recording and retrieving information.

4) about how to use and integrate self-generated ideas with the information gathered from other sources. This step is often quite crucial in the evolution of an independent project. The assessment of the relative value of the creative act is what interferes with the flow of ideas.

1 Muska Mosston, Teaching From Command to Discovery (Belmont, California: Wadsworth Publishing Co., Inc., 1972).

2 Ibid.
During this phase of the student's decision making, the teacher must refrain from any evaluative statement. It is important to maintain the climate of free experimentation and exploration, by the teacher's acknowledge- ment rather than evaluation. At times it is best to keep away from the student altogether. Independent work, involvement in one's own cognitive production and creation requires a high level of privacy. If help is needed the student will seek it out. At this stage on the spectrum the student knows when the teacher is needed.

5) about the product, about the final form of the accumulated information and the creative substance. The final product might be a report, booklet, exhibit, movie, video-tape production, play, concert, transparencies, model, and many others. The focal point is a decision about the medium for communications with other people.

Mosston characterizes this mode of study as independent creative behaviour which treats time differently.

Mosston observes that:

there are periods of seeming non-production, usually the time needed for thinking, contemplation, or just floating along the cognitive streams which are invisible and often remote. At the time activities seem to be scattered "unorganized." It is the very nature of the creative process to scatter, to jump, to take obscure roads.

And in summing up Mosston reminds us

that the destiny of human knowledge, and perhaps human existence, has always been pushed to the brink of another level, another depth, another direction by people who dared, people who had the emotion, strength and the cognitive freedom to question, to defy, to proclaim.

This mode of learning, then, allows the student to originate his own aims and objectives and the major decision-making shift is in, what Mosston calls, the pre-impact set. This is the most advanced stage in independent learning.
Learning, discovery and productive results are by induction rather than by deduction, and the end result is the all-round growth of the independent student - emotional, intellectual and spiritual growth - not intellectual growth only.

Donald W. Mackinnon\(^1\) refers to the independent person as:

one who has the courage to be oneself in the fullest sense, to grow in great measure into the person one is capable of becoming, developing one's abilities and actualizing one's self. Since the creative person is not preoccupied with the impression he makes on others, and is not overly concerned with their opinions of him, he is freer than most to be himself.

Mackinnon implies emotional and intellectual maturity and a balanced individual who transcends the frivolous values of affectation and pettiness are really the qualities of an independent person. Too often students in a structured, teacher-dominated system are preoccupied in pleasing the teacher and are so concerned about the impression they make on him that the "teacher becomes the curriculum."

At least emotively and psychologically, Independent Study implies teachers levelling with their students, revealing their doubts, fears and joys to those who are usually considered by the traditional system as subordinates and inferiors; it means, as John Dixon points out in his

\(^1\) Donald W. Mackinnon et al., The Study of Creative Persons: A Method and Some Results, Creativity and Learning (Boston: Beacon Press, 1967).
Growth Through English (1967), sharing experiences; it means dispelling a student's traditional feeling that his purpose is to please the teacher by internalizing the publicly dictated canned curriculum; it recommends a liberation from group pressures and group standards into a learning atmosphere of non-competitiveness and yet every opportunity exists for the independent learner to contribute, co-operate and share his findings with others; it suggests a shift in emphasis from a teacher-directed philosophy of learning to a self-directed and self-regulated form of learning; it advocates, in the words of Abraham Maslow, a swing from the traditional "extrinsic learning" to the self-motivating "intrinsic personal learning."

Maslow's explicit explanation, of the two extreme "conceptions of learning," quoted below, reveals the intrinsic value of "personal learning":

... extrinsic learning, i.e. learning of the outside, learning of the impersonal, of arbitrary associations, of arbitrary conditioning, that is, of arbitrary (or at best, culturally determined) meanings and responses. In this kind of learning, most often it is not the person himself who decides, but rather a teacher or experimenter who says, 'I will use a buzzer,' ... and most important, 'I will reinforce this but not that.' In this sense the learning is extrinsic to the learner, extrinsic to the personality, and is extrinsic also in the sense of collecting associations, conditionings, habits and modes of action. It is as if these were possessions which the learner accumulates in the same way that he accumulates

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keys or coins and puts them in his pocket. They have nothing to do with the actualization or growth of the peculiar, idiosyncratic kind of person he is.

I believe this is the model of education we all have tucked away in the back of our heads and which we don't often make explicit. In this model the teacher is the active one who teaches a passive person who gets shaped and taught and is given something which he then accumulates and which he may then retain or lose, depending on the efficiency of the initial indoctrination process, and of his own accumulation-of-fact process. I would maintain that a good 90 per cent of learning theory deals with learning that have nothing to do with the intrinsic self . . ., nothing to do with its specieshood and biological idiosyncracy. This kind of learning too easily reflects the goals of the teacher and ignores the values and ends of the learner himself. It is also fair, therefore, to call such learning amoral.

Now I'd like to contrast this with another kind of learning, which is actually going on, but is usually unconscious and unfortunately happens more outside the classroom than inside. It often comes in the great personal learning experiences of our lives.

For instance, if I were to list the most important learning experiences in my life, there would come to mind getting married, discovering my life work, having children, getting psychoanalyzed, the death of my best friend, confronting death myself, and the like. I think that I would say that these were more important learning experiences for me than my Ph.D. or any fifteen or 150 credits or courses that I've ever had. I certainly learned more about myself from such experiences. I learned, if I may put it so, to throw aside many of my 'learnings,' that is to push aside the habits and traditions and reinforced associations which had been imposed upon me.

The distinction between "intrinsic" and "extrinsic" learning reveals a striking parallel with the philosophical distinction between independent study (where learning is intrinsic on the one hand) and traditional, structured teaching on the other where learning is "extrinsic to the
personality." Extrinsic learning in a sense is much like "collecting associations, conditionings, habits and modes of action as if these were possessions which the learner accumulates in the same way he accumulates keys or coins." (Maslow, 1968)

An Independent Study student makes his own decision about what he will learn in a given area and how he will go about learning it. An independent study student is always active - thinking, doing, learning, experiencing, discovering things about himself and others - on his way to becoming self-actualized and in his growth of becoming the "peculiar idiosyncratic kind of person" he is. The "peculiar idiosyncratic person" needs to be catered also to his personality needs and be matched with a curriculum in which he can easily function.

The cognitive, affective and free-choice elements of an English curriculum can be successfully incorporated into a single programme to cater for personality differences of students. Such a model based on personality has been developed by Ken Styles and Gray Cavanagh.¹

Diagrammatically expressed, Styles and Cavanagh² advocate the following curriculum model for three groups


² Ibid.
of students in the same class:

The project-elective-core programme is not only flexible enough to include the content and affective components of learning but it is also student-centred and encourages student-selected learning material with a built-in content. This may well be the first step toward independent study.
A recent discussion with Ken Styles, reveals that students can be grouped according to their personality and psychological make-up. This is based on a study done by Hunt and McLachlan.¹

In terms of the above diagram the first group is characterized by students who are impulsive, egocentric, poorly socialized and inattentive. Such students function best in a highly structured, clearly organized and teacher-directed core situation. The core suggests teacher initiation of the materials to be studied and it also provides a minimum base on which students and teacher can build the theme electives and independent study projects. This is one extreme of the continuum which is teacher dominated.

The second group of students is characterized by students described as compliant, dependent on authority and concerned with rules yet desirous to exercise some initiative. For this group "theme-electives" related to the core provides a well organized yet flexible programme. Such students with maturity and time are on their way to total independence.

The third group is characterized by students described as enthusiastic, independent, inquisitive, self-assertive, self-disciplined and yet resistant to the

unwarranted imposition of authority. This marks the final end of the continuum where students are self-actualized. While structured classroom is far from desirable for such groupings, individualized learning and independent study offer reasonable alternatives. This is not to say that those on independent study are not without any direction or guidance.

In a subject like English, a common procedure to initiate an Independent Study class is to introduce a unit by talks or lectures that are concerned with historical happenings, social systems, biographical information, and a description of the literature for the period under study. The assignment during this lecture period is to read all the materials relating to the unit of study and students familiarize themselves with certain ground rules such as meeting datelines for oral reports or written assignments, where to find resource materials and resource persons, etc. After the lectures are concluded and the materials read the following in-class discussion continues only as long as the students have questions. This usually lasts two periods. When all the questions are covered, each student selects an author - poet, novelist, or dramatist - or whatever subject interests the student from the material discussed for research and study. Then all students are released from class for a mutually agreed period of time to do their research and study. They may either, depending on the class, be required to report to the teacher after two or three days
to provide an outline of their projects which the teacher keeps on file until after evaluation or they may be dismissed for a week or ten days from formal classroom lessons. During the released time, the student may talk with the instructor about his project, collect material or see other resource persons such as the school librarian. He is free to work in any place he pleases as long as he does not interfere with other classes in session. At the end of the released time, all students meet in class to share their research and their personal response to their findings.

Students presenting their findings share their experiences and research by reporting orally, by formal lectures or by providing written outlines in conjunction with oral reports. A student may choose to present his report either in a large group situation or to a small group of students. Throughout the presentations every student keeps his own notes and asks questions over the material that other students present. After the presentations each student edits and organizes his material in writing which is to be submitted as a written assignment for evaluation. Asking relevant questions is always considered as important as simply listening attentively and learning. The variety of topics on which students can respond to in literature range from simple character sketches and themes based on plot structure and tonal qualities of language to the evocative force of the
arrangement, orchestration and "objective correlative" which the novelist or poet or dramatist employs to convey "artistic truth" with the literary beauty of his language.

Perhaps the most fascinating aspects of an Independent Study programme in English are the limitless ramifications and possibilities it offers both the teacher and the students. Intensive reading in one area or by one author may lead one student to other areas. Reading short stories may lead another student to investigate how to go about writing one himself. Having the opportunity to read about hot rods (and pass English at the same time) may bring a potential drop-out to the realization that school does not have to be a threat: that there is something here of interest and value to him after all. The sense of accomplishment of a slow student at achieving his own set of objectives may encourage him to try harder at whatever his next project might be. In a way, the classroom becomes a stimulating starting place from where the students take off and carry on with the process of learning on their way to becoming independent learners; the classroom is not, as often understood in the conventional sense, the only place where learning takes place.

The above is only a suggested approach to implement an independent study programme, for the independent study curriculum can be suited as much to the individual requirements of the teacher as to the individual needs of the student.
The question often asked is: Do independent study students need to be taught some specific inquiry skills which they can apply in their learning? In fact several studies by the Ontario Institute for Studies in Education (O.I.S.E.) including those by J. H. Love\(^1\) and G. Spence\(^2\) "support the contention that inquiry and independence thinking skills could be taught without loss in terms of factual content learning." Inquiry and thinking skills can be taught and learned according to set procedural models solving a problem in the following manner:

1) Asking questions
2) Defining a problem
3) Determining variables
4) Stating alternatives
5) Gathering information
6) Determining relevance
7) Determining reliability
8) Calculating potency
9) Reaching a conclusion

Below is a flow chart of some of the procedures that are usually followed:

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\(^1\) James H. Love, Research Related to Designing Inquiry-based Curriculum Units in Canadian Studies, O.I.S.E., Niagara Centre, 1975.

Some of the characteristics of this model for teaching inquiry training are that they are teacher-directed and cognitive; and, because learning depends so largely on the application of the acquired procedures and skills, they are also deductive in approach. One of the justifications for teaching inquiry skills is that it develops an informed approach to decision-making that is also applicable in real life situations.
Although there are no studies to demonstrate that students taught inquiry skills become better independent learners than those from traditional programmes, some thinking skills or procedural application in learning and organization is desirable, at least for those students who need "a system" to apply when proceeding with their own independent learning projects.

However, the inquiry-based curriculum, because it is essentially cognitive and deductive in style, seeks to develop intellectual growth only. While such an approach may be suitable for such subjects as science, or social studies, ipso facto, it may not be so for literature, particularly if it develops dependence on a prescribed routine or sequence of procedures in using information.

The affective aspect of learning in literature is an integral part of the whole process of language learning and self-actualization. It is this aspect that makes learning "personal" and "intrinsic" (Maslow, 1968). An overdependence upon, and a narrow application of a mainly cognitive approach on the part of students who slavishly apply learned models, may actually be counter to independent creativity (Mosston, 1972), that demand originality of thought and approach in such things as creative writing and creative criticism. Even in reading and the study of literature the Fader-McNeil research shows that affectively induced learning is more productive than a strictly cognitive study of literature. Hansen (1973)
and Hurley & Sullivan (1973) have also found that the "affective-inductive" approach to literature most successful in respect of student response, interest and attitude.

An O.I.S.E. study by Gary Spence\(^1\) shows that although the skills acquisition for the experimental group was significantly higher than the control group there "was no real difference between the experimental and control groups in terms of how difficult, how interesting or how useful the overall unit was perceived to be in relation to other history units," which were presumably all content-centred and teacher-directed.

This reveals no change in student attitude as regards interest, difficulty and usefulness toward teacher chosen and teacher-directed learning material. On the contrary, various individual and independent programmes (Evans, 1968) and (Guttinger, 1974) show positive student attitude to learning. The main difference between a teacher-directed curriculum and an independent study programme, then, is in the origins of the aims and objectives for learning. In an independent study programme the student rather than the teacher initiates his own aims and objectives.

Although students in an independent study programme may or may not actually learn more, the key positive factor

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for instituting a programme emphasizing independent learning is that the sheer flexibility of the programme changes students' attitudes to the whole learning process in a positive way and creates an urge to continue learning on their own long after school. For example, the following is a list of specific behavioural changes in both learners and teachers in an Independent Study situation as observed by Mildred McQueen:\textsuperscript{1}

\begin{itemize}
  \item increased interest in school activities;
  \item disappearance of most traditional discipline problems; major reduction in drop-out and truancy rates; with attendance greatly improved;
  \item increasing number of high scores on specific achievement measures; harder work by teachers, but with specific feeling of satisfaction that efforts are helping students.
\end{itemize}

Such are the effects when the pressures of competition are removed and replaced by non-competitive learning. Independent Study programmes encourage an increasing emphasis on resource centres, small group instruction and in increasing freedom and variety of response in terms of student projects.

**Independent Study as a Total School Programme**

A number of independent Study programmes have been started in Ontario especially after the introduction of H.S.1 1972. In the two high schools, Lively District Secondary School and Lord Elgin High School, all subjects

\textsuperscript{1} Mildred McQueen, "Individualized Instruction," 25-28, in *Educational Digest*, April 1971, p. 28.
are approached through Independent Study using the contract method and learning packages. The student, under this scheme, signs a contract stating what he will do to fulfill the requirements of the package and estimating what marks he expects to achieve. He then works independently to achieve his self-imposed goal.

In English, for example, he may choose a unit on science fiction. After a brief introduction to the lesson in a large group situation, he may "contract" to write three essays, give an oral report and deliver a seminar paper to a small group of students for his final mark of 80. He then proceeds to choose the material he will use (books, tapes, slides, records, etc.) from a long list of bibliography to work on his own. He is required to report his progress periodically to his teacher.

Two more points - that of teacher preparation and learning environment - require special mention.

In every case of Independent Study, of paramount importance are the preparation of teachers and students and the selection and implementation of the programme. One of the first steps should be an effective and intensive teacher preparation, viz. a six week workshop on Independent Study to enable teachers to do things they can try in their own classrooms and extend them beyond the classroom. Such a move does not only provide the necessary confidence required for the programme but it also establishes a working vocabulary and certain ground rules for the programme. The
teacher's role changes from an instructing directing force to that of facilitating learning. Nevertheless, students and teachers should realise that students need not necessarily function in a vacuum but do have meaningful learning relationships with other students, teachers and resource persons.

Because Independent Study is considered by conventional standards as a daring innovation the main weakness of the programme is the traditional teacher. Often when Independent Study programmes are taken seriously by students and do actually become independent and self-actualizing, the traditional teacher, especially within the self-contained classroom, frequently feels left out. Consequently he usually reacts by establishing more hurdles for his students to keep himself as the central dominating personality in the classroom. Again a simple and necessary solution is teacher preparation - both pre-service and in-service preparation.

The importance of the role of the teacher and teacher preparation is underscored by Theodore Hipple in his "Teaching English in Secondary Schools." He provides ideas and information for in-service teachers on such areas as "curriculum patterns," "unit plans," "planning and presenting the English lesson." Using Hipple's suggestions as a basis, teachers could easily modify and create their own individualized programmes suited to their own available resources. To understand and implement the theory and
practice of Individualized instruction are important steps to successful learning programmes.

It is because Independent Study and possibly Individualized Instruction cater so specifically to individual needs and individual differences that they offer such high hopes for a fundamental change in attitude and a consequential change in the present system. Unlike talking to a whole class of students, both approaches involve a one to one relationship between the teacher and the student, which allows for a better understanding and appreciation of, and a sympathy for, the student and his problems. Independent Study acts as a levelling force (with fairness to both the slow and gifted learners) that provides an opportunity for students to progress at their own rates without dividing and labelling students into privileged and non-privileged groups.

It is true that there are always students who would prefer to and actually do work better in a highly structured system. In this respect the present system does not lack structure; Independent Study programmes, therefore, are an appeal for those students who wish to free themselves from such structured systems of learning. At present there is little offered for such students.

A study of literature also involves the personal discovery which each student experiences in the process of learning. The essence of literary art, in the words of
Stanley Kubrick, current director of Thackeray's Barry Lyndon, "is to let an idea come over people without its being plainly stated. When you say something directly, it is simply not as potent as it is when you allow people to discover it for themselves."

One of the functions of literature, among others, especially with students, is entertainment. The way of the literary artist is through entertainment and as such his work is not a stated documentary nor is his work didactic. Only when a particular interpretation of his work is taught excessively does the interpretation as related to the novel or drama or poem become didactic. Independent Study removes this "over-teaching" temptation and allows the reader to discover the hidden artistic elements through entertainment. This attitudinal change in teachers is an important requirement for independent study.

As regards aids, a stimulating learning environment with a wide range of materials such as tapes, records, filmstrips, a large variety of reference books and literary works, periodicals, magazines, journals and mimeographed excerpts should replace the usually large sets of prescribed books used as standard texts in the classroom. In fact, the major requirement for implementing an Independent Study

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¹Time Magazine, Montreal, Canada, December 1975.
programme is really a wealth of materials conveniently located in the learning area so that students spend more time actively organizing and learning their work than passively listening to their teacher. To provide a wealth of materials does not necessarily involve the expenditure of a large sum of money. Student and P.T.A. donations of paperbacks, sample copies sent to Department Heads and using the Departmental budget to provide a variety of titles instead of copious supplies of class sets are some practical answers for creating a stimulating learning environment. The teacher's active role of actually teaching and maintaining discipline is considerably reduced in his new role of organizing the Independent Study programme, facilitating learning and evaluating student progress.

Finally, the objectives listed by Ronald A. Santora (1973), in his Doctoral Dissertation: **Response to Literature: A New Curriculum** are, by and large, in keeping with the aims and objectives of Independent Study Designs. Santora's objectives seek to make students realise:

1) that the natural delight to be found in telling about one's own experiences and fictionalizing about them is the reason why literature has come to exist in the first place;

2) that each student begins a study of literature as a means of self-exploration and self-enlargement;

3) that each student realizes for himself that reading and enjoying literature and coming to understand it are life-long processes, and that one's most rewarding and satisfying aesthetic literary experiences are most likely to occur long after the last day of high school.
In terms of the above stated objectives student-centered learning is not only self-motivating to produce the independent learner but it also incorporates, as a conglomerate, the "enjoyment-critical-creative" cycle as integral elements of literature; for fictionalizing, self-exploring, self-enlargement and the enjoyment of literature are processes which are always personal in relation to literary works of art.

The study of literature can be shaped so that, it, too, reaches into the inner lives of students by making the initial point of entry the personal reaction, the feelings generated by encountering the work of art. Such affective intensity makes learning (for want of a better word) "experiential" and all the more powerful and acute; it is self-producing, inspirationally creative and transcends superficial objectivity and analysis. It induces a brand of behavioural changes in the student with "accommodated" values. The philosophy of John Dewey that; "Education is not preparation for life; education is life itself" is nowhere so true as it is of Independent Study and as it applies to literature; for literature comes so close to life itself — as a valid vision of life, and as "a slice of life."

Only in the 60's and 70's do we hear the echoes of Dewey with a new interpretation — an interpretation that calls education "life itself."
IV

CONCLUSION

In conclusion, with a few reservations, I concur with all the educators whose thinking and research are used in this thesis. The prime concern of the advocates of individualization is with the learning experience of the individual student rather than with the performance of his teacher. It is this shift of emphasis from instruction to learning (English Intermediate Division, 1969), that is most appealing.

From a practical point of view, individualization and independent study may be adopted as extensions of our present system of formal education. In fact, the formal, individualized and independent modes of learning can be viewed as a single educational continuum progressing from a teacher-directed approach at one end of the continuum to one that is self-directed. In this context, then, the recently popularized individualized instruction, termed variously as self-pacing or contract method or programmed learning, though individualized, is really content-centred learning; for individualized students are merely at different points of a content-centred syllabus designed by the teacher with the expectation that all students will cover a common given ground, in a particular way at
different times.

Individualized Instruction in relation to teacher-directed formal learning on the one hand and the self-directed approach on the other is an "intermediary" method through which the student is free and independent to the extent he can learn at his own rate and confined to the extent that he is content-bound.

Independent Study, on the other hand, is student-centred and is, as such, cognizant of the affective realities of learning. It is a personalized, an "experiential" and a "responsive" form of education during which the student "intrinsically discovers" (Maslow, 1968), himself and learns about the world in which he finds himself. Independent Study is "freedom to learn" with independence and responsibility. The progression of the educational continuum, then, is from the highly structured teacher-directed mode to individualization and thence to independent study and self-actualization.

Dr. Trump's\(^1\) radical assertion that the "conventional classroom is not right for any of these teacher-learning activities - too small for instruction and unnecessarily large for discussion and inadequately equipped for independent study - so the conventional classroom has to go!" is rather staggering. Independent Study could be

incorporated into any system of education. If the objective is to cater to individual differences, among other things, then this could be reached by using such existing facilities as study centres, the school library, organized trips, etc. In order to institute an independent learning programme one does not have to demand the ideal physical environment as Dr. Trump seems to suggest. An independent mode of learning is a concept in education which advocates the importance of "student-centredness" in trying to cater to individual and particular needs of at least some students in an age of diverse technology. It is a mode of study that will, hopefully, encourage students to go on learning on their own long after their formal education. In their formal education, as well as in real life, students must learn to cope with, and make the best of, all types of learning environment. There is a pathetic lack of development in this direction, and Independent Study provides a positive alternative to the present system. The main objection against classroom teaching is the limiting and restricting factors that tend to treat everyone alike and make every student the same. Even if this is not done consciously the undue influence of the classroom teacher and the demand for group standards are inescapable.

The conventional classroom instruction with the often unwieldy 30 to 1 pupil-teacher ratio, at least in the academic streams, tends to pattern and code the learning process. Moreover, for an individual teacher to rigorously
impose his own concepts and ideas or even unduly influence
30 separate individual minds or to impose ready-made
standards is really to make the teacher the curriculum.
Until recently, in Ontario at least, the Robarts Plan of
structuring students' curriculum and grouping them into
streams - slow, academic, industrial - encouraged "teaching"
(in the imposed instructional sense of telling everything
and asking only what the teacher wants) as a homogeneous
unit. Independent Study students often point out that
rigidities imposed upon them by group learning create not
only disinterest but also conformity rather than curiosity
and excitement.

Plunkett (1971), suggests that strict group standards
and over-reliance on standardized tests are prejudicial to
the students and stifles individuality.

In a situation where teachers place so much
importance nowadays on class participation, only the
extroverted student can hope to achieve favourable results
especially when such evaluation, in some cases, can be
pathetically subjective.

The "yesterday's methods" and "yesterday's minds"
("Dimensions," 1974) in the context of Mr. Cloutier's speech
are an inevitable legacy of any educational system. Therefore,
there should be an introduction to changing modes of learning
in pre-service and in-service teacher training.

An effective change in any educational system
depends ultimately on its teachers and their willingness
to co-operate. It is paramount to prepare teachers for the change by providing retraining programmes for them.

To reiterate more specifically the conclusions based on the findings cited in this thesis, it is reasonable to assume that high interest individualized reading does generate greater achievement, that individualization and independent study induce the desirable shift of emphasis from instruction to learning and such modes of learning benefit both the slow and gifted learner and that student-centredness develops the independent learner.

The personal applicability of the response to literature approach, coupled with the Independent Study programmes that encourage students to be aware and realistic of their gifts and failings in making their own decisions and to act upon them are, in fact, actualities of life.

Teachers, as well as students, must show a "readiness" to change to a way of learning that is neither a "preparation for life" nor any different from life, but rather life itself. In the words of Hamlet's cathartic statement, "The readiness is all" - the readiness to change and learn with freedom, independence and responsibility.
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