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THE UNIVERSITY OF ALBERTA

THE RESPONSE-ORIENTED LITERATURE CURRICULUM IN THE SECONDARY SCHOOL: A CRITICAL INQUIRY INTO THE EFFECTS OF TWO TEACHING METHODS

by

© SAMUEL DALE ROBINSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Response-Oriented Literature Curriculum in the Secondary School: A Critical Inquiry into the Effects of Two Teaching Methods," submitted by Samuel Dale Robinson in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

This study examined these questions concerning a response-oriented curriculum in literature: What is the influence of method of instruction upon students' mode of response? How do students, teachers, and investigator evaluate method of instruction when put into operation at the classroom level?

Two methods of instruction were designed, using a rationale provided in the writings of John Dixon, Frank Whitehead, James Squire, and other authorities concerned with the teaching of literature. With Method A, teachers guided student response, using such techniques as lectures, questions, and discussions. Method B encouraged students to respond in their own way, using a variety of activities and projects. These methods were tested in a three-week unit on the short story by three teachers and their students in six high school English classrooms. Each teacher used Method A with one class and Method B with the other.

Statistical analyses of changes from pretest to posttest protocols, as coded on the scale developed by Squire, revealed that both methods had a similar influence upon students' mode of response. For both experimental groups, a significant increase was noted in the frequency of interpretational response, and a significant decrease in the frequency of self-involvement response. Literary maturity of students and the nature of the test short stories may

also have influenced mode of response. Distribution of responses among coding categories was similar to distributions reported by Squire and Wilson.

Evaluations of these methods, as obtained from rating scales designed for this study, revealed similarities and differences between the experimental groups. Ratings of effectiveness of the teaching method indicated significantly more positive responses for Experimental Group B. Students' selection of objectives for a secondary literature program indicated that method of instruction had an influence not only upon the manner in which students perceived the purpose of the study of literature but also upon the manner in which they engaged in the study of literature. Literary maturity seemed to influence students' selection of objectives.

Comments on open-ended questions, which were categorized and tabulated, revealed that students in Experimental Group A tended to examine the short stories objectively and to criticize factors external to self; students in Experimental Group B tended to become personally involved with the short stories and to criticize their own lack of accomplishment. Students in both groups valued the opportunity to communicate with peers and to achieve an understanding of the short stories but they had difficulty in perceiving their teacher as a facilitator of learning. Comments in journals written by cooperating teachers noted advantages and disadvantages for both methods. Investigator observations of the classes revealed specific characteristics in the perceived learning environment for each of the experimental groups.

ACKNOWLEDGEMENTS

An exciting part of my work in completing this study has been the contacts made with many people, all of whom gave cheerfully and diligently of their time and their knowledge.

I would like to acknowledge, above all, the assistance received from Dr. E. W. Buxton, chairman of my committee, and Dr. R. G. Martin. Their friendly encouragement, perceptive criticism, and sincere advice, which were offered not only during the completion of this study but during my two years at the University of Alberta, have made my experience with English education an exciting encounter.

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I must mention, too, encouragement received from my wife, Ruth; from her parents, the late Dr. and Mrs. D. G. McKerracher; and from my parents, Mr. and Mrs. R. A. Robinson.

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CHAPTER I

AN INTRODUCTION TO THE STUDY

The NCTE publication, Respons to Literature,[1] a monograph from the Dartmouth Conferenc , suggests that the theoretica bases of the literature curriculum require a change in focus. The study of literature, this paper concludes, must no longer be understood as the formal study of a discipline; rather, the study of literature must stress each student's experience with the literary work. Harding summarizes the position of the study group:

> Response is a word that reminds the teacher that the experience of art is a thing of our making, an activity in which we are our own interpretative artist. The dryness of schematic analysis of imagery, symbols, myth, structural relations, et al. should be avoided passionately at school and often at college. It is literature, not literary criticism, which is the subject. At the present time, there is too much learning about literature in place of discriminating enjoyment, and many students arrive at and leave universities with an unprofitable distrust of their personal responses to literature.[2]

As the review of related literature in Chapter II of this study indicates, many English educators have put forth arguments similar to that of Harding. The literature curriculum, in short, must provide for experiences with

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[1] James R. Squire (ed.), Response to Literature (Champaign, Illinois: National Council of Teachers of English, 1968).

[2] D. W. Harding, "Response to Literature: The Report of the Study Group," in Squire, 1968, ibid., p. 26.

literature which develop personal response, which allow each student to become his own interpretative artist. More recently, the concern in English education has been in providing "growth through English," as set forth by Dixon.[3] At any rate, considerable interest has been generated in English education about the "response-oriented literature curriculum."[4]

It appears, moreover, that schools in the United Kingdom have gone further in developing English programs which emphasize student response than have schools in the United States and Canada. In a survey conducted among selected schools in the United Kingdom, Squire and Applebee[5] conclude that British schools tend to reject approaches aimed at cognitive penetration of literary works. As one member of the investigation team put it. "Intellect is out; feeling is in."[6] To arrive at this kind of objective, the survey notes, British teachers use a variety of methods, many of which are infrequently used by Canadian or American teachers.

Recent publications of the NCTE indicate that the response-oriented concept of the teaching of literature is

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[3]John Dixon, Growth through English (Reading, England: National Association for the Teaching of English, 1967).

[4]James R. Squire, "Toward a Response-Oriented Curriculum in Literature," New English, New Imperatives, ed. Henry B. Maloney (Champaign, Illinois: National Council of Teachers of English, 1971), p. 92.

[5]James R. Squire and Roger K. Applebee, Teaching English in the United Kingdom: A Comparative Study (Champaign, Illinois: National Council of Teachers of English, 1969).

[6]Ibid., p. 87.

currently attracting the attention of English educators in the United States. Squire, for example, tackles the issue directly. He asserts:

> What is important is that we perceive literature as human experience--both the experience of the writer and the experience of the reader--and know that when it really works, it can have all of the power and impact of life experience itself. The full study of literature involves concern with the work itself, concern with the writer of the work, and concern with the relationship between the reader and the work. The former are the province of the critic and the literary historian; the latter, of the teacher of literature. This is why response to literature rather than literature itself must be our major concern.[7]

Squire goes on to point out the need for teachers to reconsider their basic philosophy of the teaching of literature. He asks the teacher to place personal response of students in a higher priority than the traditional concern either with the discipline of literature or with literary analysis and criticism.

Squire's dictum, indeed the implications of all of the writings which stress the importance of personal response to literature, presents a problem for the teacher in the classroom. Specifically, what does a teacher do in his classroom to achieve a response-oriented curriculum in literature?

A possible answer to this question has been presented by Geoffrey Summerfield. He says:

> our job, professionally, is to set up situations in our classrooms which will foster or promote "the active, energetic, cultivated employment of our human endowments."[8]

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[7] Squire in Maloney, ibid.

[8] Geoffrey Summerfield, "Creativity," in Maloney, ibid., p. 46.

The classroom teacher, if he is to follow Summerfield's advice, must abandon not only his philosophic rationale but also his methodology; he must reconsider the lecture-discussion method and give attention to methods in which the students' contact with the literary work is central. And this teacher, trained as a rule in the academically-oriented English departments at the university, suddenly finds himself face to face with an array of new methods: improvisations, creative and developmental drama, projects and activities, individual work, indeed the whole area of the affective curriculum, about which he knows little, and about which little of a concrete and practical nature has been said or written. In short, he is not sure what he is expected to do, nor is he sure of how he might evaluate a response-oriented program.

The central focus of the present investigation is the response-oriented curriculum in literature. This investigation will attempt to discover what happens when suggested instructional procedures, designed to provide for an active, personal response to selected short stories, are put into practice in certain high school English classrooms.

Need for the Study

The problem of the implementation of a response-oriented literature curriculum is a crucial one for English education. At the present time, the voice of the response curriculum has caught the popular ear. Publications

criticizing the teacher-centered approach and expounding the activity-involvement or experience approach have had a definite impact on contemporary thought about the teaching of literature. The following list includes some of the more influential publications in this area: David Holbrook, English for Maturity; John Dixon, Growth through English; Frank Whitehead, The Disappearing Dais; James Moffett, Teaching the Universe of Discourse; Daniel Fader and Elton McNeil, Hooked on Books: Program and Proof.

Writings of psychologists such as Carl Rogers and Abraham Maslow have complemented this concern with the students' experiences with literature. Rogers and Maslow have demanded that education provide for self-actualization by giving the students, in Rogers' term, the "freedom to learn."[9] Similarly, popular critics of American education such as John Holt, Neil Postman, Herbert Kohl, Paul Goodman, and Charles Silberman have noted the rigidity and lack of personal concern which seems characteristic of American schools. Indeed, they have demanded a child-centered school, a kind of school which will provide for a personal response by the student and require an activity method.

In addition, some recent literary criticism has made a case for the study of the reader's relationship to literature. For example, Slatoff[10] has argued that the objective

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[9]Carl Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969).

[10]Walter J. Slatoff, With Respect to Readers: Dimensions of Literary Response (Ithaca, New York: Cornell University Press, 1970).

stance in literary criticism produces stereotyped, sterile criticism. To counteract this defect, he suggests that students be encouraged to approach literature subjectively.

This changing emphasis in English education is also evident in the kind of article which appears in the English Journal. Some five years ago, much of the concern was with the structure of the discipline and with the means by which this structure might be presented to students.[11] Recently, English Journal articles reflect an interest in the personal response of the student, pointing out various means by which literature might be made more immediate to students.[12]

Little of this commentary on the nature of the literary experience and on the place of literature in the classroom has been substantiated by research. It is based, rather, on speculation which grows out of an attitude toward education or, at best, upon reports of successful classroom

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[11]The following articles from the English Journal are representative of those which appeared during the 1965-1968 period: Jerry L. Walker, "The Structure of Literature," EJ, LV (March, 1966), pp. 305-315; Duane E. Scribner, "Learning Hierarchies and Literary Sequence," EJ, LVI (March, 1967), pp. 385-393; Herbert Karl, "An Approach to Literature through Cognitive Processes," EJ, LVII (February, 1968), pp. 181-187.

[12]These articles selected from volumes of the English Journal since 1970 are representative of the interest shown in personal response to literature: Helen W. English, "Rock Poetry, Relevance, and Revelation," EJ, LIX (November, 1970), pp. 1122-1127; Edward R. Fagan, "Individualized Study of English," EJ, LX (February, 1971), pp. 236-241, 245; Charles R. Cooper, "The New Climate for Personal Responses to Literature in the Classroom," EJ, LX (November, 1971), pp. 1063-1071; George H. Henry, "English Education and the American Dream," EJ, LXII (January, 1973), pp. 23-29.

experience. The need for research into the nature of the response-oriented curriculum in literature becomes evident, a need not only to consider its effect upon student response to literature but also to examine the operation of this kind of curriculum at the classroom level. By examining the two issues of student response and classroom operations, this study may contribute to the general fund of knowledge about the study of literature at the high school level.

Statement of the Problem

The main questions to which the focus of this study has been directed are the following:

In a three week unit on the short story, does the use of instructional strategies which have been designed to encourage a personal response to the short story have any influence upon

1. students' mode of literary response?
2. students' evaluations of their learning experience?
3. students' perceptions of the purpose of literature in the high school classroom?
4. cooperating teachers' response to the teaching-learning experience?
5. the range and variety of teaching methods used in the classroom?

An Overview of Experimental Procedures

The following discussion will provide an overview of the procedures which were used in this study. Information

presented here will be developed more completely in Chapter II and Chapter III.

The initial phase involved examination of the authoritative statements which have been written about the response-oriented curriculum in literature. From the ideas or rationale presented in these writings, two instructional strategies were designed which could be put into operation at the secondary level.

The second phase was to design methods to evaluate these instructional strategies and to test them at the classroom level. It was decided to limit the scope to include, first, an analysis of the influence of the instructional strategies upon students' mode of response and, second, a description of evaluative comments made about the instructional strategies. Thus, students were asked to write free-association responses to pretest and posttest short stories, to rate the effectiveness of the instructional strategies in operation on a five-point Likert scale to determine the purpose of the study of literature at the secondary level, and to write responses to four open-ended questions asking for opinions about instructional procedures. Cooperating teachers evaluated the effectiveness of the instructional strategies in operation, and the investigator made *in situ* observations of classroom procedures.

The third phase was to determine methods to analyze these data. First, students' responses on pretest and posttest protocols were coded using a scale developed by

Squire.[13] The frequency of response in each of seven categories was determined both for pretest and posttest short stories. Statistical procedures were employed to determine the significance of any differences which occurred in the frequency of response between pretests and posttests. Second, evaluations of the instructional strategies in operation were analyzed by comparing the frequency of responses on rating scales between the experimental groups and by categorizing and discussing students' responses to open-ended questions. Responses of cooperating teachers and of the investigator were also categorized and discussed.

The basic intent of this study was not to demonstrate that one instructional strategy was better than the other. Indeed, the only responses which were compared between experimental groups were those occurring in students' evaluations of classroom procedures, and these comparisons were subject to the limitations imposed through sampling technique. Rather, the intent was to describe the effects of the instructional strategies upon students' mode of response and upon their evaluations of proceedings. It would seem, then, that the study must be considered as a whole, examining two instructional strategies which were in themselves a part of a response-oriented literature curriculum. This investigation is, in effect, a case study of a response-oriented curriculum as it occurred in six classrooms.

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[13] James R. Squire, The Responses of Adolescents While Reading Four Short Stories (Champaign, Illinois: National Council of Teachers of English, 1964), pp. 17-18.

Definition of Terms

For the purposes of this study, the following definitions will apply:

1. A response-oriented curriculum in literature is one based upon the four principles listed by Squire:

   (a) The ultimate purpose of literary education in the secondary schools is to deepen and extend the responses of young people to literature of many kinds.

   (b) Response to literature is not passive but active.

   (c) Response to literature is highly personal and is dependent to a considerable degree upon the background of experiences in literature and in life that a reader brings to any literary work.

   (d) Response to literature can be affected by methods of approach utilized by the teacher within the classroom.[14]

2. The instructional strategy means the method employed by a classroom teacher to achieve desired learning outcomes.

3. Method A is a teacher-directed, verbal approach to the teaching of the selected short stories in which the teacher assumes the responsibility for having the students express, either orally or in writing, their personal illuminations. The specific techniques used to accomplish this instructional strategy may include lecture, lecture-discussion, class discussion, small group discussion, panel, debate, or written commentary.

4. Method B is a teacher-facilitated, experience-activity approach in which the teacher provides for the learning

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[14] Squire in Maloney, ibid., pp. 92-95, passim.

experience by structuring or suggesting some activity designed to lead the students to a personal illumination of the short story. Students discover and internalize their awareness of the literary meanings of a short story without the direct influence of a teacher. The specific techniques used to accomplish this result may include dramatizations and improvizations, pantomime, collage construction, taped readings, brain storming, opinion polling, or role playing.

5. A test protocol is the comment written by students, either in pretest or posttest short stories, using free-association techniques.

6. Pretest short stories are those stories provided to the students before experimental treatment to prompt free-association response. The short stories used were "The Two Fishermen" by Morley Callaghan and "The Last Leaf" by O. Henry.

7. Posttest short stories are those stories provided to the students after experimental treatment to prompt free-association response. The short stories used were "The Fly" by Katherine Mansfield and "Indian Camp" by Ernest Hemingway.

8. The term response to a short story when used to refer to pretest-posttest data means a protocol written by students in free-association to selected short stories.

9. The term categories of response refers to those classifications of student response as outlined on the scale developed by Squire: literary judgment, interpretation, narration, association, self-involvement, prescriptive

judgement, miscellaneous.

10. The formal study of literature implies the study of literature, at the secondary level, which concentrates upon the intrinsic merit of a literary work. This approach to the study of literature reflects the influence of New Criticism, an approach to literary criticism which concentrates "on the structure of each poem, or elements of that structure as they relate to the total poetic experience."[15]

Questions and Hypotheses

The intent of this study may be expressed more explicitly through a series of questions and hypotheses.

Student Response on Protocols

Questions relating to student response on protocols are these:

1. What is the frequency distribution of students' response on the pretest protocols, as coded by Squire's categories, for subjects in Experimental Group A and for subjects in Experimental Group B?

2. What is the frequency distribution of students' response on the posttest protocols, as coded by Squire's categories, for subjects in Experimental Group A and for subjects in Experimental Group B?

3. What is the direction of change in the frequency distribution of students' responses, as coded by Squire's

[15] Wilbur Scott, Five Approaches to Literary Criticism (New York: Collier Books, 1962), p. 181.

categories, from pretest protocols to posttest protocols for subjects in Experimental Group A and for subjects in Experimental Group B?

Hypotheses relating to student response on protocols are these:

Hypothesis 1: There is no significant difference between the frequency distributions of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for all subjects involved in the investigation.

Hypothesis 1a. There is no significant difference between the frequency distribution of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for subjects in Experimental Group A.

Hypothesis 1b. There is no significant difference between the frequency distributions of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for subjects in Experimental Group B.

Evaluations of Instructional Strategies and Perceptions of the Purpose of Literature

Questions relating to evaluations of instructional strategies and students' perceptions of the purpose of the study of literature are these:

1. What is the evaluation of the experimental treatment, as measured on a rating scale administered after experimental treatment, of subjects in Experimental Group A and of subjects in Experimental Group B?

2. What are the perceptions of the purpose of literature study for high school students, expressed by subjects in Experimental Group A and by subjects in Experimental Group B, as ranked on a rating scale administered after the subjects have received experimental treatment?

3. What are the differences in perceptions of the purpose of literature study for high school students, as ranked on a rating scale administered after experimental treatment, between subjects in Experimental Group A and subjects in Experimental Group B?

4. What is the nature of the comments which subjects both in Experimental Group A and Experimental Group B provide on a posttest questionnaire concerning their perceptions of the instructional strategies used in the experimental treatment? Are subjects' descriptions of the experimental treatment in accord with the descriptions of the experimental treatment prescribed for this study?

5. What is the nature of the subjects' descriptions of the experiences which they enjoyed completing and which they

thought successful? What are the most frequent reasons which they give for this enjoyment and success?

6. What is the nature of the subjects' descriptions of experiences which they did not enjoy and thought unsuccessful? What are the most frequent reasons which they give for this lack of enjoyment and lack of success?

7. What is the nature of the subjects' comments about the extent to which their teacher directed their study during the course of the investigation? Are these comments in line with the investigator's observations noted through classroom observations?

The hypothesis relating to students' evaluations of the instructional strategies is the following:

Hypothesis 2. There is no significant difference between the evaluation of the experimental treatment as measured on a rating scale administered after experimental treatment for subjects in Experimental Group A and for subjects in Experimental Group B.

Observations of Experimental Treatment in Operation

Questions relating to the observation of experimental treatment in operation are these:

1. What comments and observations do cooperating teachers make in their daily journal entries? What are the teachers' daily evaluations of Method A and Method B as they are put into operation?

2. What are the cooperating teachers' final evaluations of the effectiveness of Method A and of Method B in reaching instructional objectives and in maintaining a suitable classroom learning climate?

3. What are the investigator's anecdotal classroom observations: social-emotional climate, teacher-student interaction, the progress of students from objectives to product, the amount and quality of the work in progress?

4. What is the nature of verbal interaction between teacher and students as measured by Flanders's Interaction Analysis Categories?

Assumptions

The following assumptions underlie the intent of this study:

1. Teachers involved in the study were capable of changing from Method A to Method B and vice versa.

2. Students' experiences with literature preceding the study were similar for students in both treatment groups.

3. Experiences in other classes during the course of the study did not influence classroom performance nor performance on test protocols for one treatment group more than for the other.

4. The presence of the investigator in the classroom did not influence classroom performance nor performance on test protocols for one treatment group more than for the other.

5. Students' awareness that they were subjects of a study did not influence classroom performance nor performance on test protocols for one treatment group more than for the other.

Delimitations and Limitations

The following delimitations have been imposed upon this study:

1. Secondary students were chosen for this study under the assumption that they would have greater facility in expressing their ideas in writing than would younger students. Grade twelve students were not chosen because of the rigorous nature of their program in meeting the requirements of provincial final examinations.

2. The short story genre was selected for two reasons: the comprehensibility of this genre for secondary students and the general appeal of this genre for secondary students.

3. The short stories used for experimental procedures were selected from the text authorized for use in grade eleven in Alberta's secondary schools.

4. This investigation focused upon the response-oriented approach to the teaching of literature because of the general interest in and confusion about this approach. Understandably, other approaches to the teaching of literature have been omitted: lecture, lecture-discussion, study of the structure of the discipline.

The following limitations are evident in this study:

1. Participating students were members of intact classes and not assigned randomly to treatment groups. Generalizability of data in which comparisons between treatment groups are made is subject to this limitation in sampling procedure.

2. Procedures for instruction for Method A were closely related to those used in traditional classrooms which stress the literary heritage and formal analysis. Students in Experimental Group A might have confused the intent of Method A with the intent of more traditional classroom methods and tended to evaluate this instructional strategy as a more traditional classroom procedure.

3. Cooperating teachers had had little direct experience in developing the learning situation suggested by Method B; hence, the prescribed method for this group might not have been put into operation as effectively as it would have been if students and teachers had had extensive previous experience with this technique.

Plan of the Investigation

The following discussion presents a summary of the organization of this report:

Chapter I has stated the central problem to be examined, establishes the need for the study, provides an overview of treatment procedures, presents the intent of the study as a series of questions and hypotheses, lists the

assumptions of the study, mentions the delimitations and limitations of the study, and provides an overview of the plan of the study.

Chapter II provides a summary of selected authoritative statements about the response-oriented curriculum in literature. As well, a summary of pertinent research in the teaching of literature and in the measurement of student response to literature is included. Teaching objectives, derived from authoritative statements, are presented and two instructional strategies designed to achieve these objectives outlined.

Chapter III discusses procedures followed in conducting the experimental treatments and in analyzing the data.

Chapter IV presents the findings of the influence of the two prescribed instructional strategies upon students' mode of response. These findings are compared with those of existing studies in this area.

Chapter V presents the data which evaluate the two prescribed instructional strategies in operation. These data include students' ratings of the effectiveness of method, students' perceptions of the purpose of the study of literature at the secondary level, students' responses to four open-ended questions, cooperating teachers' journal comments, and the investigator's notes.

Chapter VI provides the conclusions of this study, the implications from the study for the practice of the teaching of secondary literature, and problems for further study.

CHAPTER II

A REVIEW OF SELECTED LITERATURE

The following review of selected literature on the response-oriented literature curriculum has been divided into two main areas: a review of authoritative statements and a review of related research. Information from the authoritative statements is used in developing the instructional objectives and the instructional strategies which are used in carrying out the intent of this study. These objectives and instructional strategies have been included in a third section at the conclusion of this chapter. Information from related research is used in the design of the study to consider the problems of the measurement of student response to literature and of the measurement of the effect of instructional strategies.

A Review of Authoritative Statement

The initial impulse to begin this investigation came, not from research articles about the teaching of literature, but from the writings of professional educators in the field of English education. Most of these writings suggest that the end for the teaching of literature is to acquaint students with a wide range of human experience, the social and the private. Stafford's statement is representative:

> In literature the human response, the individual response, is crucial; it is the ground for all else: truths, traditions, religions, laws grow from the immediate responses induced, and blended, and modulated in the work.[1]

A disparity arises in these writings, however, when educators attempt to achieve this ideal response. On the one hand, there are those who look at the organization of a literature program though the discipline of literature; on the other hand, there are those who look at the organization of a literature program though the response of the students to the literary work. Stafford sees this division as a distinction between those who perceive literature as content and those who perceive it as art, between those who present literature as a factual material and those who present it as an engagement with experience. He goes on to point out that it is much easier to provide a rationale for the teaching of literature, particularly to the objective mind of the scientist, in terms of content rather than art. Stafford writes:

> Teachers of English live amidst these arguments and often find it enticing to claim many distinctive values for literature; but when there is need to justify their work in the face of aggressive claims from other subjects, it is tempting to slight the intricate and tentative appeals of art. It is easier to argue for the value of language ability in maintaining the democratic way of life than it is to explain or present convincingly the immediate increments to be derived from literature.[2]

This study attempts to find out what the "immediate increments to be derived from literature" are and how they affect high

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[1] William Stafford, Friends to This Ground (Champaign, Illinois: National Council of Teachers of English, 1967), p. 18.

[2] Stafford, ibid., p. 17.

school students, to look at the study of literature in the high school classroom as an engagement with experience.

Curricula Based upon the Discipline of Literature

It would seem that those educators who establish a literature program on the basis of content have presented a reasonably convincing argument for their point of view. Guth, for example, stresses that a literature program must present some kind of order to the student, an order derived through an understanding of the discipline. Guth writes:

> More important than making things palatable for the student is giving him the feeling that the subject as taught by his instructor makes sense . . . . . The teacher has a feeling of control over his subject because it is structured in his own mind: It is classified and subdivided according to its history, according to divisions inherent in its substance, according to the logic underlying its theoretical assumptions. Some of this feeling of control the student must begin to share. He must experience the intellectual rewards of systematic exploration. He must share the gradual illumination that results from reducing a bewildering subject to order.[3]

Similarly, Loban, Ryan and Squire,[4] as well as Burton[5] and Hook,[6] suggest that the purpose of the teaching of literature is to provide the student with the impact of literature as

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[3]Hans P. Guth, English Today and Tomorrow: A Guide for Teachers of English (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 317.

[4]Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature: Grades Seven - Twelve (second edition; New York: Harcourt, Brace & World, Inc., 1969).

[5]Dwight L. Burton, Literature Study in the High Schools (third edition; Toronto: Holt, Rinehart and Winston, Inc., 1970).

[6]J. N. Hook, The Teaching of High School English (third edition; New York: The Ronald Press Company, 1965).

human experience; yet, the programs offered by these widely-accepted methods texts are for the most part concerned with introducing the student to a formal awareness of literature. In addition, programs prepared by the various curriculum study centers in the United States appear to be based upon the concept of the content of literature as a discipline. Examples of these programs are those developed in Oregon[7] and Indiana.[8] Moreover, many of the textbooks provided for use at the secondary level are designed to develop in the student an awareness of literature per se. One of the best known of this kind of text is Perrine's Story and Structure.[9] An extreme position in support of a discipline-centered literature program is that of Knapton and Evans.[10]

Perhaps the most widely recognized statement explaining a discipline-centered approach to the teaching of literature is Freedom and Discipline, in which the student is encouraged to take a critical stance, to come to see criticism as knowledge through which he will be able to understand

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[7]Albert B. Kitzhaber et al., eds., The Oregon Curriculum/A Sequential Program in English: Literature 11 (Toronto: Holt, Rinehart and Winston, Inc., 1968).

[8]Edward B. Jenkinson and Jane Stouder Hawley, eds., Teaching Literature in Grades Seven through Nine (Bloomington, Indiana: Indiana Press, 1967).

[9]Laurence Perrine, ed. Story and Structure (second edition; Harcourt, Brace & World, Inc., 1966).

[10]James Knapton and Bertrand Evans, Teaching a Literature-Centered English Program (New York: Random House, 1967).

the human experience, It is this critical process which gives shape to the literature program. The teacher, through his own understanding of the study and practice of criticism, will find "not only a methodology but, quite as important, some freedom from a simply impulsive response."[11] Although this impulsive response may be temporarily indulged, the teacher will consciously move from the students' private meanings to those meanings which are discernible from a close reading of the text itself. The teacher, it would seem, encourages not so much the student's response, but the development of his judgment. This report concludes with the following statement:

> The foregoing discussion of "critical questions" about literature suggests, . . . that the process of questioning is essential to critical activity. It represents not only a procedure but an attitude, ... The spirit of inquiry, the belief that answers are worth working for, and the willingness to accept answers that are less than final and absolute: these characterize the attitude most likely to make the study of literature worthwhile, especially for the adolescent, to whom questions and the effort to answer them are almost a way of life.[12]

The main focus of teaching at the secondary level, then, is to discipline and train the mind of the student, to strengthen his rational, critical capacities.

Curricula Based upon Student Response

In "Toward a Response-Oriented Curriculum in

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[11] Freedom and Discipline in English. Report of the Commission on English (New York: College Entrance Examination Board, 1965), p. 57.

[12] Ibid., p. 76.

Literature," Squire implies that the position taken by Freedom and Discipline is incomplete if not downright unrealistic. Squire notes that the focus of the literature curriculum must be, not critical judgment, but personal response. He writes:

> Social and emotional learning are as basic to English education as are intellectual goals. After a decade of emphasis on hard core intellectual and rational processes in our efforts at curriculum reform, we must look again at emotional and social processes.[13]

Squire states that the process of responding to literature, for adolescents at least, is something which is internal, something which ranges over the entire spectrum of human personality: the rational, the emotional, the ethical. Above all, Squire argues that student response to literature will be influenced by the method used by the teacher at the classroom level. Although close reading and critical assessment of literary works as presented by Freedom and Discipline are recognized as significant aspects of student response to literature, Squire points out that response to literature can occur in varied forms. He concludes:

> The individual approaches that can facilitate engagement with literature are many, but fundamentally they have one attribute in common: they avoid the routine, the mechanical, the overly technical dwelling on knowledge as fact, on critical method as end, on critical theory as ultimate, and they stress instead the active and vital engagement of each individual in teaching to a literary work or a literary experience.[14]

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[13] James R. Squire, "Toward a Response-Oriented Curriculum in Literature," New English: New Imperatives, ed. Henry B. Maloney (Champaign, Illinois: National Council of Teachers of English, 1971), p. 91.

[14] Ibid., p. 96.

One of the most eminent authorities on the response-oriented curriculum is John Dixon. In Growth through English Dixon states that the main objective in teaching literature is to foster the student's personal growth. He rejects the skills objective and the cultural heritage objective for teaching literature as relics of a bygone era. An emphasis on skills, Dixon argues, leads to an intellectually barren populace, as is seen in the tasteless literary quality of the popular press. Dixon rejects an emphasis on the cultural heritage concept of the teaching of literature on two counts: first, that it is a model dominated by the universities, and, second, that it is a model which places the emphasis, not on the student where it rightfully belongs, but on the literary work. Dixon writes:

> The central one [limitation of the cultural heritage approach] concerns "culture". In the heritage model the stress was on culture as a given . . . . by re-emphasizing the text, the heritage model confirmed the average teacher in his attention to the written word (the point of strength in his training) as against the spoken word (the pupils' strength). It confirmed him too in presenting the experience (in fictions) to his pupils, rather than drawing from them their experience (of reality and the self).[15]

In this last sentence, there lies the basic contradiction between what John Dixon is saying about the teaching of literature and what Freedom and Discipline has to say about the teaching of literature. Whereas Dixon places the experience of the student with the literary work in highest

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[15]John Dixon, Growth through English (Reading, England: National Association for the Teaching of English, 1967), p. 3.

priority, as a means to apprehend self and reality, Freedom and Discipline places the highest priority on the literary work, and the student comes to comprehend that work in an objective, critical manner. The relationship between the student's personal experience and the literary work is of secondary importance.

The only defensible model for the literature curriculum, in Dixon's terms, is one based upon the experiences of the student. It is a model, then, which demands that the student link his own vision of his own significance as a human being with that not only of his peers but also of the vision presented through literature. The study of literature, moreover, is not a private transaction, occurring between reader and literary work; rather, as Dixon would see a literature class operating, the study of literature involves the reader, his peers, and the literary work. In a secondary classroom, the transaction between student and student will be held of equal significance to that of the transaction between student and literature. In this kind of process, the function of literature is to help the student achieve some measure of understanding of self and of reality. The issue of the structure of the discipline or of content receives no mention whatever. As Dixon sees it:

> What is vital is the interplay between his [the student's] personal world and the world of the writer: the teacher of English must acknowledge both sides of the experience, and know both of them intimately if he is to help the two into a fruitful relationship.[16]

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[16]Dixon, ibid., p. 3.

It is the teacher, then, who must know the structure of the discipline, and not the student. It is the function of the teacher to use his awareness of this structure to encourage the student to discover his own illuminations, to connect his own private world with the private world of the author. A knowledge of point of view, or of narrative stance, or of tone, or whatever, will do little to provide for this kind of development.

The writings of Frank Whitehead complement those of John Dixon. Whitehead's view of the objectives of the teaching of literature stresses the interaction between the student and the literary work. But the emphasis is always on the development of the student as a feeling person. To accomplish this objective, the student must be involved in activity--a process, says Whitehead, in which he has been engaged naturally since his early childhood. In the adolescent's classroom this activity translates as significant talk--talk, above all, about the concerns of the adolescent. Thus, the entire English curriculum slides into perspective:

> In reality the main objective of English teaching is to improve our pupils' ability to use their native language as a means of dealing with the experience of living.[17]

However, many of these concerns of adolescents, indeed of children of all ages, demand personal soul baring. Since this process of self-exposure may become too painful,

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[17] Frank Whitehead, "Why Teach English?" Directions in Teaching of English, ed. Denys Thompson (Cambridge: The University Press, 1969), p. 18.

literature takes on the role of the extraneous body of material which can be examined with objectivity. Whitehead writes:

> Herein lies the supreme importance for English teaching of those symbolic forms of experience which we call literature. Stories, plays and poems provide the objective 'third Ground' (David Holbrook's phrase) on which we and our pupils can meet together, to re-enact and later discuss our most intimate hopes, fears, desires and conflicts in a way that is at once vividly personal and yet at the same time securely depersonalized.[18]

The teaching of literature, in Whitehead's terms, involves the mingling of the experiences of the reader with the experiences of the author so that a fusion occurs. And, this fusion will occur only as a result of active participation in the literary experience by the student.

Indeed, as Whitehead writes in The Disappearing Dais, the child's experiences, his own speaking, writing, thinking, and experiencing,[19] are those aspects of the teaching of English which really matter. Although this kind of relationship between student and literary experience appears easy to achieve, Whitehead notes the difficulty involved in this kind of teaching:

> The adult should recognise that his own judgment may be irrelevant; what is in question is the value of the book to the child who reacts to it at a particular point in his own development, and this is not nearly so easy to assess as teachers sometimes assume.[20]

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[18] Whitehead, ibid.

[19] Frank Whitehead, The Disappearing Dais, (London: Chatto & Windus, 1968), p. 20.

[20] Whitehead, ibid., p. 47.

Moreover, Whitehead can see little value in the critical approach espoused by Freedom and Discipline. For a child any kind of objective, rational approach to a work of literature will leave him with a feeling that somehow the work is not genuine, as something constructed and as something suspect. Whitehead explains his stance:

> To invite attention to the writer's technique is, . . . to ask the pupil to stand aside from his act of imaginative penetration, and, thus led outside the experience, to contemplate it from without as a deliberately constructed artefact.[21]

The practical approach which the teacher must take, in Whitehead's view, is to focus upon the central meaning of the work, to concentrate upon the words and details which closely relate to this meaning and to establish some kind of relationship between the world of the student and the world of the literary work so that he will achieve an emotional and imaginative satisfaction. The role of the teacher, then, is to encourage the student to take what he finds in the literary work and to recreate it "as fully and as sensitively as possible."[22] The concepts of literary criticism--theme, point of view, tone, and so forth--are a shorthand to discuss the experience with the literary work. The teacher must see, Whitehead explains, that this kind of criticism must not become the experience.

David Holbrook, one of the earliest proponents of the response-oriented literature curriculum, believes that

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[21]Whitehead, ibid., p. 80-81.

[22]Whitehead, ibid., p. 69.

education is not preparation for life, but rather, that education is life. Because education programs in the past typically have neglected human sensibility and feeling, he argues that the secondary school must take a more active part in preparing students to feel life:

> It remains, then, the task of the school, and the secondary school at that, to begin to help re-establish a popular culture, to develop the popular activity of asking "How to live", the shared organized experience of popular arts, and the "very culture of the feeling."[23]

Therefore, the purpose of the English curriculum is to develop the students' sensibilities, to concentrate not on the discipline but on the student, and in this way to bring the student to a mature response to the whole business of living.

In The Exploring Word, Holbrook is more specific about what it is that English teachers should be doing in their classrooms. What is significant is the living and creative child and the development of his potentialities. On the process of teaching, Holbrook writes:

> If we know children, and can accept and receive their work, we can see how to help them dig out riches from literature, and absorb elements from it into their own processes of growth.[24]

There is no need for intellectual rigor, as outlined in Freedom and Discipline.

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[23]David Holbrook, English for Maturity (Cambridge: The University Press, 1961), p. 56.

[24]David Holbrook, The Exploring Word: Creative Disciplines in the Education of Teachers of English (Cambridge: The University Press, 1967), p. 178.

In an article written for the Toronto Education Quarterly, Holbrook succinctly states the position of the educator who is concerned with the response-oriented English curriculum. Holbrook sums up:

> We must try to see English as a means to help the individual creature develop his powers of perception, self-respect, and effectiveness in using his potentialities, not as a mere "subject."[25]

Geoffrey Summerfield has attempted to put the rationale presented by such educators as Holbrook, Whitehead, and Dixon into an operational textbook, Topics in English for the Secondary School. His statement about the purpose of projects in the English curriculum is similar to those statements made by Holbrook. Summerfield writes:

> The purposes of a project in English are co-extensive with the purposes of teaching English . . . . These have to do with the improvement of skills and the fostering of growth: skills of many kinds, and the growth of the individual person, in imagination, feeling, and thought.[26]

Summerfield argues that the place of literature in his activity-centered curriculum is to develop the student's imagination, much in the manner of Northrop Frye,[27] to provide the student with opportunities to further his experiences, to deepen insights and understandings, to discover

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[25]David Holbrook, "The Teaching of English," Toronto Education Quarterly, II, 2 (Winter, 1962-1963), p. 11.

[26]Geoffrey Summerfield, Topics in English for the Secondary School (London: B. T. Batsford Ltd., 1969, first published in 1965), p. 11.

[27]Northrop Frye, The Educated Imagination (Toronto: Canadian Broadcasting Corporation, 1963).

self and one's relationship with others. Indeed, literature is, in Summerfield's word, an exemplar, for it tends to impose some order and stability upon the chaos of reality. And, it is just this kind of understanding for which the adolescent is searching.

Summerfield emphatically states that the literature curriculum must not be conceived around the concept of the nature of the discipline. In an NCTE publication, Summerfield writes:

> creative English, for me, does not exist as a nursery for the cultivation of literary talent, . . . one is trying to foster the growth of more articulate, more effectively human people.[28]

He seems, moreover, to be aware of the problems which his kind of English education will impose upon teachers in the classrooms. In a rather bold statement, Summerfield outlines the nature of the conflict which most certainly must occur in many English classrooms. Summerfield writes:

> In classroom terms, it [i.e., a humanistic approach to education] involves a choice between informality, spontaneity, child-centred activity, and a rigidly preconceived body of knowledge to be efficiently transmitted.[29]

Indeed, Summerfield's statement sums up the nature of this investigation, an attempt to examine the classroom operations of a response-oriented curriculum instead of looking at the

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[28] Geoffrey Summerfield, ed., Creativity in English: The Dartmouth Seminar Papers (Champaign, Illinois: National Council of Teachers of English, 1968), p. 40.

[29] Geoffrey Summerfield and Stephen Tunncliffe, eds., English in Practice: Secondary English Departments at Work (Cambridge: The University Press, 1971), p. 8.

effects of transmitting a body of literary knowledge.

All of the authorities on the teaching of literature cited above are British. Indeed, the influence of the British philosophy of education has had considerable impact upon what is being said about the teaching of literature in North America and upon what is happening in many North American classrooms. However, the response-oriented literature curriculum is not entirely a British phenomenon. In her first edition of Literature as Exploration, published in 1938, Louise Rosenblatt argues that the study of literature should provide for the personal development of the individual student as well as, in the sense of the social-reconstructionists of the progressive education era, for growth in the social and cultural life of the community. Like the educators in Britain, she argues that "It is this interaction between the reader and the book . . . upon which the teacher must center his attention."[30] She concludes that it is the experience which literature provides for the young reader, and not the information acquired, which is of utmost value. She rejects any formal approach to the teaching of literature:

> We shall not further the growth of literary discrimination by a training that concentrates on so-called purely literary aspect.[31]

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[30]Louise M. Rosenblatt, Literature as Exploration (New York: D. Appleton-Century, 1938, republished in 1968), p. 33-4.

[31]Rosenblatt, ibid., p. 63.

For this reason there is a need to consider the role of the student in an interaction between student and literary work. Rosenblatt goes on to point out a need for "furthering a parallel development of his [the student's] emotional nature and his understanding of life."[32] For Rosenblatt, then, the essence of the teaching of literature is to foster the student's response to literature so that he might better explore his own situation and that of mankind.

More recently, Rosenblatt has reiterated her stand on the teaching of literature. In a polemic against the various sequential curricula being published by the Curriculum Study Centers, she redefines her concept of literature and of the literary experience. She states:

> This live circuit between the reader and the text is the literary experience. Literature is, first of all, this sensing, feeling, thinking, this ordering and organizing of image idea, and emotion in relation to a text. The texture and structure of the reader's experience in relation to the text becomes for him the poem, the story, or the play. As teachers of literature, our task is to foster this particular "way of happening," this mode of perceptive and personal response to words, this self-awareness in relation to a text.[33]

Believing, then, that the important aspect of the literary experience is the reaction between reader and literary work, Rosenblatt concludes that English educators must concern themselves with the experiences which the student brings to the literary work. What is needed, according to Rosenblatt,

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[32] Rosenblatt, ibid., p. 64.

[33] Louise M. Rosenblatt, "Literature: A Way of Happening," The English Program, K-12: The Tree and Its Roots (The Connecticut Council of Teachers of English, an affiliate publication of The National Council of Teachers of English, 1967), p. 54.

is a sequential program, not of literary criticism or a formal study of literature, but of literary experiences. She further argues:

> Out of the feelings and experiences with life and language which even the young reader brings to the text he makes the new experience which is the poem or the story. For the youth as for the young child, there should be a continuing reinforcement of habits of sensitive and responsible organization of literary experiences. The sequence to be generated in a literary program is thus a sequence of more and more complete, and more and more sensitive, more and more complex experiences.[34]

James Moffett, like Rosenblatt, questions the applicability of the whole concept of a structured-sequential literature curriculum based upon the nature of the discipline. He too argues that the impetus for finding a sequential curriculum must come not from the nature of the discipline but from the nature of the learner. Moffett writes:

> the sequence of psychological development should be the backbone of curriculum continuity, and logical formulations of the subject should serve only as an aid in describing this natural growth.[35]

Moffett points out that a significant aspect of English education is the phenomenon of abstracting. Just as, according to Piaget, students become less egocentric in their thinking with maturity, so they become increasingly capable of handling abstractions. Therefore, the curriculum should be designed around the process of abstracting. Moffett

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[34] Rosenblatt, ibid., p. 60.

[35] James Moffett, Teaching the Universe of Discourse (Boston: Houghton Mifflin Company, 1968), p. 68.

provides a kind of hierarchy to organize students' experiences in English: reflection (drama), conversation (narrative), correspondence (exposition), publication (logical argument).

When putting his theory into practice, Moffett argues that information is relatively unimportant for the student. What is important, however, is awareness. Moffett writes:

> Rendering experience into words is the real business of school, not linguistic analysis, or literary analysis, or rhetorical analysis, which are proper subjects only for college 36

Hence, the student must be provided with first-hand experience; he must be engaged in the business of becoming aware of the verbal milieu in which he exists. He must not be provided with facts about the concepts of literature; he must, rather, be provided with more powerful learning activities.

The above review of authoritative statements about the teaching of literature has examined two points of view: statements based upon literature as a discipline; statements based upon student response to literature. The main focus of this review was to consider statements in the latter category, statements concerning the response-oriented literature curriculum.

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[36] James Moffett, A Student-Centered Language Arts Curriculum, Grades K-6: A Handbook for Teachers (Boston: Houghton Mifflin Company, 1968), p. 2.

Review of Related Research

Several delimitations have been placed upon this review of research related to the teaching of literature. First, this review concerns itself only with that research which considers the measurement of student response to literature, particularly to the short story, and the influence of instructional strategy upon student response to literature. Second, this review has considered, for the most part, only that research which has been carried out since 1964. Since this investigation has attempted to examine the rationale for a response-oriented literature curriculum which has become prominent subsequent to the Dartmouth Conference in 1966, this time limitation appears to be justified.[37]

The Rationale of a Response-Oriented Literature Curriculum

Two recent doctoral dissertations have examined the philosophic basis for a response-oriented or an experience-activity English curriculum. Kunkel, in an impassioned diatribe against such educators as Bruner and Ausubel, has examined the [illegible]e of inquiry in secondary English classrooms. Kunk[illegible] notes that a teacher-directed

[37]For a comprehensive survey of the research which has been carried out on the teaching of literature, the reader is referred to Alan C. Purves and Richard Beach, Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature (University of Illinois at Urbana-Champaign, 1972). Excellent reviews of research of student response to literature have been included in dissertations by Squire (1956; 1964), Grindstaff (1968), and Sanders (1970).

or teacher-dominated learning situation will do little to develop human qualities among students: independence, feeling, thought, responsibility, and flexibility.[38] Kunkel concludes:

> There is good reason to believe that the desired verbalization of experience and the extension and modification of ideas in writing is related to creativity in these experiments. If this is so, it seems obvious that English teachers will need to have the opportunity to develop a repertoire of teaching strategies which include the most indirect.[39]

It would seem that the present investigation, particularly Method B, may be considered as an attempt to develop those indirect teaching strategies advocated by Kunkel.

In a discussion of the reform movement in English education, Hawley examines both the structure of the discipline concept of English education and the theories of Bruner and Ausubel and also the personal growth concept of English education as presented by Dixon. She concludes that those curriculum experts who developed the structure of the discipline kind of literature program, for the most part, did not understand Bruner or Ausubel and, therefore, developed curricula which are largely unworkable. She also points out that research is needed to discover the relationship between Bruner's cognitive theory and the personal growth image of English. Hawley concludes:

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[38]Marion D. Kunkel, "Inquiry in the Secondary English Classroom" (unpublished doctoral dissertation, Ohio State University, 1971), p. 16.

[39]Kunkel, Ibid., p. 119.

> Dewey admitted, for instance, that the greatest weakness in the progressive methods was in the selection and organization of subject-matter. We might expect, then--and Dixon, at least, has foreseen--that a major task of the current English reformers will be to bridge the gap between "experience" and the "subject" of English.[40]

It would seem, then, that the issue noted by Stafford (see page 21) concerning the difference between literature as art and literature as content remains a central issue in the teaching of English. The present investigation may be considered, not so much as an attempt to bridge the gap between experience and subject, but as an attempt to find out more about the experience concept of English education, particularly as an operational instructional strategy at the classroom level. This investigation does not, in contrast with those of Kunkel and Hawley, concern itself with the philosophical implications of an experience or response-oriented literature curriculum.

The Measurement of Response to Literature

Of central concern to any investigation into the nature of student response to literature is the means by which the response of the student is measured. A few

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[40] Jane Stouder Hawley, "Conflict and Pseudo-Conflict in Current Educational Reform in English" (unpublished doctoral dissertation, Northwestern University, 1970), p. 151.

studies,[41,42,43] particularly those concerned with the students' understanding of literature, have relied upon some kind of cognitive test of students' awarenesses and perceptions. This method of evaluation of student responses is rejected for this investigation because it is considered to be too factual, demanding set ways of responding by the students.

An alternative to this kind of factual, content-oriented test is the rating scales, designed to measure student mode of response, which have been developed by Squire[44,45] and Purves.[46] A discussion of this kind of measure of response occurs below.

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[41]Edwin Paige Prettyman, "Two Methods of Teaching English Literature and Student Attitudes toward These Methods" (unpublished doctoral dissertation, The Pennsylvania State University, 1965).

[42]William Howard Evans, "A Comparison of the Effects of a Superior Junior Novel and Silas Marner on the Ability of Tenth Grade Students to Read the Novel" (unpublished doctoral dissertation, The Florida State University, 1961).

[43]Nathan S. Blount, "The Effect of Selected Junior Novels and Selected Adult Novels on Student Attitudes toward the 'Ideal' Novel" (unpublished doctoral dissertation, The Florida State University, 1963).

[44]James R. Squire, "The Responses of Adolescents to Literature Involving Selected Experiences of Personal Development" (unpublished doctoral dissertation, University of California, 1956).

[45]James R. Squire, The Responses of Adolescents While Reading Four Short Stories (Champaign, Illinois: National Council of Teachers of English, 1964).

[46]Alan C. Purves with Victoria Rippere, Elements of Writing about a Literary Work: A Study of Response to Literature, Research Report No. 9 (Champaign, Illinois: National Council of Teachers of English, 1968).

Among the earlier studies to concern themselves with the problem of measuring student response to literature are those by Meckel[47] and Forman.[48] These studies concluded that student free-association response to a literary work provided as much information about student reaction to literature as did more direct kinds of tests. Squire[49] developed a scale to examine student free-association response to short stories. He decided that students' mode of response could be classified under seven main headings: literary judgment, interpretation, narration, association, self-involvement, prescriptive judgment, miscellaneous. Purves[50] further examined the dimension of student response, developing an intricate method of classifying the elements of writing about literature. His four basic categories were engagement-involvement, perception, interpretation, and evaluation, with each of these four categories further sub-divided.

Since the development of these two scales for classifying student response to literature, at least five studies have been completed which have made use either of

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[47]Henry Christian Meckel, "An Exploratory Study of Responses of Adolescent Pupils to Situations in a Novel" (unpublished doctoral dissertation, University of Chicago, 1946).

[48]Earl Forman, "An Instrument to Evaluate the Literary Appreciation of Adolescents" (unpublished doctoral dissertation, University of Illinois, 1951).

[49]Squire, 1956, ibid.

[50]Purves, ibid.

Squire's scale or Purves's scale. Cooper[51] used Purves's categories to test tenth grade students to discover preferred modes of literary response. He designed four questions for the four short stories used in his investigation, each question representing one of Purves's categories. After reading each short story, students selected the one question which they would prefer to answer if required to do so. Cooper found that three-fourths of his sample group had a preferred way of responding to the selected short stories, with fifty per cent of these students indicating a preference for interpretation questions. He found, too, that better readers tended to select the interpretative questions and poorer readers, the evaluative questions.

Wilson[52] used Squire's scale to determine the influence of class study of four novels upon the responses of college students to these novels. He found statistically significant differences between responses written before the study of each novel and those written after the study of each novel. He found that literary judgment responses, narrational responses, associational responses, self-involvement responses, and prescriptive judgment responses tended to decrease from

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[51]Charles Raymond Cooper, "Preferred Modes of Literary Response: The Characteristics of High School Juniors in Relation to the Consistency of Their Reactions to Three Dissimilar Short Stories" (unpublished doctoral dissertation, Berkeley: University of California, 1969).

[52]James R. Wilson, Responses of College Freshmen to Three Novels: Research Report No. 7 (Champaign, Illinois: National Council of Teachers of English, 1966, first presented as an unpublished doctoral dissertation, 1963).

pre-study protocols to post-study protocols, whereas interpretative responses increased from pre-study protocols to post-study protocols.

Grindstaff[53] examined student reponses to four novels in which two instructional strategies were used: structural analysis and experiential-reflective analysis. Using Squire's categories, she categorized pre-study protocols and post-study protocols and found significant differences in the narrational, associational, literary judgment, and interpretational categories. Analysis of responses indicated little difference in mode of response between instructional groups. Grindstaff reported that the reflective group made more divergent responses on post-study protocols than did the structural analysis group.

Sanders[54] also using Squire's coding scale, analyzed responses of tenth grade students to eight short stories to discover the influence of instruction in interpretation upon responses. He found that the experimental group made more responses coded as interpretational and fewer responses coded as literary judgment than did the control group; other response categories were the same between control group and experimental group.

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[53]Faye Louise Grindstaff, "The Response of Tenth-Grade Students to Four Novels" (unpublished doctoral dissertation, Colorado State College, 1968).

[54]Peter Lawrence Sanders, "An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to Selected Short Stories" (unpublished doctoral dissertation, Syracuse University, 1970).

The present investigation uses the Squire coding scale because it seems to provide sufficient information about student response for the purposes of this study, and because it allows for a direct comparison of the findings of this investigation with those of Squire, Wilson, and Sanders. Procedures followed in coding protocols for this investigation are outlined on pages 73 to 79 and in Appendix E.

The Measurement of the Effect of Instructional Strategies Upon Student Response

Most studies which have attempted to measure the effect of method of instruction upon student response have used a comparative technique. Purves and Beach[55] have pointed out that many such experimental studies of treatment effect have not considered teacher-pupil interaction. Indeed, research reported by Flanders[56] points out that the interaction between student and teacher may have a profound influence upon learning patterns, an influence perhaps of equal importance with method. Only a few studies in English education, such as the one by Pfeiffer,[57] have made use of interaction analysis As Squire concludes:

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[55] Purves and Beach, op. cit., p. 180.

[56] N. A. Flanders, Analyzing Teaching Behavior (Reading, Massachusetts: Addison-Wesley Publishing Company, 1970)

[57] Isobel L. Pfeiffer, "Teaching in Ability Grouped English Classes: A Study of Verbal Interaction and Cognitive Goals" (unpublished doctoral dissertation, Kent State University, 1966).

> Approaches to the reading and study of literature introduced in the classroom may also affect the attitudes and responses of readers. However, experimental studies of instructional procedures in teaching literature have been sporadic and disappointing, perhaps because researchers have lacked valid and reliable instruments for assessing the effectiveness of teaching.[58]

Prettyman[59] examined eighty-one separate studies which compared the effects of the lecture method and one other method, usually something called an activity method. He found that most studies did not reveal significant differences between the two methods compared. If there were differences, however, the non-lecture method most often emerged as the superior method. Students' attitudes most frequently favoured the non-lecture method over the lecture method.

Among the studies in research on teaching of literature which examine methods of instruction are the following: Sanders[60] who compared the effects of instruction in interpretation with those of no instruction in interpretation upon tenth grade students' responses to eight short stories; Grindstaff[61] who compared the effects upon tenth grade students' responses to four novels of three teaching techniques -- structural analysis, experiential-reflective

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[58]James R. Squire, "What Does Research in Reading Reveal - About Attitudes toward Reading?" What We Know about High School Reading, ed. M. Agnella Gunn (Champaign, Illinois: National Council of Teachers of English, 1969), p. 34.

[59]Prettyman, ibid.

[60]Sanders, ibid.

[61]Grindstaff, ibid.

analysis, and no instruction; Wilson[62] who compared the effects of the study of four novels upon college students' responses on posttest protocols; Prettyman[63] who contrasted the results of a lecture approach and an activity approach upon twelfth grade students' achievement in a unit on Victorian literature; Hackett, Brown, and Michael[64] who compared the achievement of twelfth grade students studying Antigone using two methods --a traditional recitation or question-answer method and an open, creatively-oriented discussion method.

None of the above studies directly accounts for the variable of teacher-pupil interaction. Recognizing this weakness in experimental design, the investigator made plans initially to audio-record classroom lessons and use Flanders's Interaction Analysis upon these tapes. Because it was discovered that in situ, verbal interaction between teacher and students became a rather insignificant factor during treatment procedures, the Flanders's Interaction Analysis was not completed. This issue is discussed further on page 72.

To ensure that the prescribed instructional strategies did occur in practice, student descriptions of classroom procedures are reported. In a posttest questionnaire, students described the method of instruction used by their teacher

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[62] Wilson, ibid.

[63] Prettyman, ibid.

[64] Marie G. Hackett, George I. Brown, and William B. Michael, "A Study of Two Strategies in the Teaching of Literature in the Secondary School," The School Review, LXXVI, 1 (March, 1968), pp. 67-83.

during the short story unit. The summary of these comments, which are reported in Table 22 on page 134, indicates that teachers generally followed the lesson plans provided. Any further analysis of the instructional strategies per se may require the use of interaction scales such as that of Flanders. This kind of evaluation of the effectiveness of the instructional strategies in operation is a subject for further investigation.

The present study is related to a growing body of research in education which does not depend upon quantitative analyses to deduce conclusions, but which provides observations of natural processes in the classroom. Examples of this kind of research are Fader and McNeil[65] and Smith and Geoffrey.[66] Data collected for the present study are concerned with the effects of a response-oriented curriculum in literature as it occurred in certain classrooms. These data, then, present a kind of composite, comprehensive description of a response-oriented literature curriculum in operation at the classroom level.

This review of related research has considered studies which have examined the issue of the measurement of student response to literature and of the measurement of the effect

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[65]Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program & Proof (Berkley Publishing Company, 1968, copyright, 1966).

[66]Louis M. Smith and William Geoffrey, The Complexities of an Urban Classroom: An Analysis toward a General Theory of Teaching (Toronto: Holt, Rinehart and Winston, Inc., 1968).

of instructional strategies upon student response. These studies have influenced the design of the present study, as noted in Chapter III.

Instructional Objectives and Instructional Strategies

The Formation of Instructional Objectives

The purpose of the preceding review of authoritative statements which have been written about the response-oriented literature curriculum is not to present a comprehensive and complete survey of the writings which have been published in this area. Rather, the purpose is to provide examples of the kind of statements about the teaching of literature which prompted this investigation. The questions which these writings raised are these: Is it possible to put a response-oriented literature curriculum into operation, given the conditions which typically exist in secondary schools? If it is possible to implement a response-oriented curriculum, what happens when this kind of learning experience is established in secondary classrooms? Is it possible to measure the influence of a response-oriented curriculum upon student work? What are some of the problems and observations which occur when a response-oriented literature curriculum is made operational?

Using the rationale provided by educators who see the importance of student response to literature in an instructional program, the investigator established a set of instructional objectives for the teaching of a unit on the

short story. These objectives are as follows:

1. Students will be encouraged to respond to the short stories in a personal, involved manner, without turning the experience into a formal study of the literary quality of the short stories.

2. Students will be given the opportunity to examine the short stories in the light of their personal experience.

3. Students will be encouraged to respond to the short stories both verbally and also through as many other modes of response as possible.

4. Students will be encouraged to extend their responses from a narrative retelling of events or from an intellectual interpretation of the short story to self-involvement and associational response and to an appreciative or engagement kind of response.

5. Students will be encouraged to internalize the short stories which they study either by talking about them or by some other mode of response.

6. The teacher's role in the learning process will be either that of director of students' response patterns or that of facilitator of their response patterns.

The Formation of Instructional Strategies

Using these instructional objectives as a starting point, the investigator developed two differing instructional strategies to suit the purposes of this study. It should be noted, however, that both of these instructional strategies

have been developed from a response-oriented rationale and are, in effect, different means to achieve a common set of objectives.

These instructional strategies have been modified to provide for an examination of the role both of the teacher and the students. One instructional strategy, labelled Method A, was designed so that the teacher would be central to the learning process; he would be a director of the students' responses to the short stories. It would be his goal to direct the students to respond to the selected short stories through their own personal experiences and to encourage as much talk about the relationship of these personal experiences to the short story as possible. The key components of Method A are teacher responsibility for students' response and student talk in attempting to find a personal experience which relates to that which is being studied in the short story.

The second instructional strategy, labelled Method B, was designed so that the teacher would be the facilitator in the learning process. It would be his goal to encourage students to respond to the short stories through a variety of modes -- to answer questions which students initiate, but not to direct students' responses to the short stories. The key component of this instructional strategy is the fact that students are engaged in activities which will probably assist in bridging the gap between the students' personal experiences and those ideas perceived in the short stories.

A more detailed description of these two instructional strategies is provided on pages 63 to 67 and also in Appendix D.

Summary

The preceding review of related literature has been divided into two areas: a review of authoritative statements and a review of related research. In addition, instructional objectives and instructional strategies are presented. The following main points are noted:

1. review of authoritative statement

   (a) A recent trend in English education is a concern with a response-oriented literature curriculum, which takes as its main objective the personal growth of the students.

   (b) Those writers cited in the review of the authoritative statements which give rise to this study are these: Squire, Dixon, Whitehead, Holbrook, Summerfield, Rosenblatt, Moffett.

   (c) Writings in this area have not been substantiated by research.

2. review of related research

   (a) Methods of measuring student response to literature which depend upon a factual, cognitive test of knowledge are rejected because the means of measurement seem incompatible with the objectives of the study.

(b) To measure student response to literature, the coding scale developed by Squire is used for this study, in preference to a more elaborate scale developed by Purves. At least five studies have been carried out, using either of these measures of student response.

(c) Most studies of the treatment effect of various instructional strategies, such as those of Wilson, Prettyman, Grindstaff, and Sanders, have not considered the influence of teacher-pupil verbal interaction upon learning outcomes.

(d) No interaction analysis of teacher-student verbal exchange is utilized for the present study because teacher-pupil verbal interaction was not found to be a significant part of the instructional strategies in operation. The present study must be considered as a descriptive commentary upon a response-oriented literature curriculum and is similar to that of Smith and Geoffrey who provide, not quantifiable data arrived at by rigorous experimental procedures, but observations of natural processes in the classroom.

3. formation of instructional objectives and instructional strategies

(a) The statements made by educators who point out the value of student response to literature are used in establishing instructional objectives for a unit

on the short story.

(b) Two instructional strategies are developed from these instructional objectives: Method A, a teacher-directed, verbal approach; Method B, a teacher-facilitated, activity approach.

CHAPTER III

DESIGN OF THE STUDY AND ANALYTICAL PROCEDURES

This study investigates a response-oriented unit on the short story in practice, as it occurs in representative classrooms. Data were collected by empirical testing and by descriptive reporting. The empirical method was used to determine changes in mode of response from pretest to posttest protocols. The descriptive method was used to collect information about the implementation of treatment procedures. The descriptive method was also used to establish the validity of treatment procedures: a means to confirm that the treatment was, in fact, carried out and that students did respond to this treatment.

This chapter provides an account of the preliminary planning for the study, of the experimental groups, of the instructional strategies used in this study, of the experimental treatment, of the analytical procedures used to examine data, and of the limitations imposed by sampling procedures.

Preliminary Planning

This study went through several revisions in the planning stage to ensure that teaching strategies were clear and that student free-association response to the short story could be conveniently obtained. The following discussion is

a summary of the activities that preceded this investigation.

1. To determine the effectiveness of the free-association technique, as used by Meckel,[1] Squire,[2,3] and Wilson,[4] a preliminary investigation was carried out. Three grade eleven and two grade nine classes were asked to write free-association responses to the short story "The Giraffe."[5] Responses to this short story indicated that most students would write enough information to give some measure of their mode of response, as coded on the rating scale developed by Squire.

2. Short stories used in this study were selected from Prose for Discussion,[6] a text authorized in Alberta for grade eleven English. To ensure that short stories were of high literary merit and of high interest for students, a

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[1]Henry Christian Meckel, "An Exploratory Study of Responses of Adolescent Pupils to Situations in a Novel" (unpublished doctoral dissertation, University of Chicago, 1946).

[2]James R. Squire, "The Responses of Adolescents to Literature Involving Selected Experiences of Personal Development" (unpublished doctoral dissertation, University of California, 1956).

[3]James R. Squire, The Responses of Adolescents While Reading Four Short Stories: Research Report No. 2 (Champaign, Illinois: National Council of Teachers of English, 1964).

[4]James R. Wilson, Responses of College Freshmen to Three Novels: Research Report No. 7 (Champaign, Illinois: National Council of Teachers of English, 1966).

[5]E. W. Buxton (ed.), Prose for Discussion (Toronto: W. J. Gage Limited, 1968), pp. 236-239.

[6]Buxton, ibid., passim.

panel of three graduate students in English education evaluated the investigator's selection. The following short stories were agreed upon by the investigator and the panel:

O. Henry	The Cop and the Anthem
Shirley Jackson	After You, My Dear Alphonse
Sherwood Anderson	Brother Death
John Collier	Thus I Refute Beelzy
Katherine Mansfield	The Doll's House
Graham Greene	The Basement Room
Mauro Sensi	The Giraffe
Walter Van Tilburg Clark	The Portable Phonograph
Daniel Keyes	Flowers for Algernon

3. The investigator prepared lesson plans for each short story for each of the two instructional strategies designed for this study. These plans were discussed with graduate students in English education and with faculty members, and appropriate changes were made. These lesson plans are included in Appendix D.

4. A teacher of English used these lesson plans with three of her grade eleven English classes to test their suitability for classroom use.

5. To evaluate lesson plans and to develop methods for observation of classroom practices, the investigator sat in on several of these class sessions. Both the teacher and the investigator concluded that the lesson plans were workable.

6. Scales designed to measure student opinion of the instructional strategies and student perception of the purpose of the study of literature were developed from responses provided by students from these three English classes. These scales are included in Appendix B.

Experimental Groups

Location

The schools involved in this investigation were located in a city of 28,000 population in the province of Saskatchewan. Three small senior high schools, each with a student population between 400 and 450 students, were used. One high school was a parochial school; one was a public high school; one was a public composite high school, which drew its student population from the rural districts surrounding the city, bussing students as far as eighty miles daily.

Cooperating Teachers

The teachers participating in this study were selected on the advice of an English teacher of considerable experience and reputation who taught in the city in which the study was carried out. Teachers selected met the following criteria: a university degree in English; two or more years of teaching experience; an established record as a successful teacher of English; a teaching load which included two average classes in grade ten or grade eleven

English. The three teachers selected were male.

Student Population

Two classes from each school were selected; both classes in each school were taught by the same teacher. Classes in School J and School K were grade ten classes; those in School L, grade eleven. All classes were just beginning the second term in their particular grade, having already completed half of their English course.

Table 1 summarizes information from cumulative records and provides a description of ability in literature for the total population, for each of the experimental groups, and for each class. The following methods of reporting these data from cumulative records were adopted:

1. IQ ratings for students in School J were obtained from a Differential Aptitude Test battery; ratings for School K and School L were obtained from a Lorge-Thorndike test. No uniformity in testing procedure among schools was evident.

2. The record of previous achievement in literature varied among the schools from per cent marks, to letter grades, to anecdotal comments. For the purposes of this study, marks were estimated where necessary and the following scale adopted: 100% to 90% -- 5; 89% to 80% -- 4; 79% to 70% -- 3; 69% to 60% -- 2; 59% and lower -- 1.

3. Self-ratings of past achievement in literature, from 5 (high) to 1 (low) were obtained from a rating scale which was administered before testing procedures were

Table 1

Age, previous achievement in literature, self-rating in Literature, and IQ for the Sample

Class or Group	N	Age		Previous achievement in literature		Self-Rating in literature		IQ*	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
J A	23	15.6	17.1-14.3	4.2	5-3	3.8	5-3	121	149-98
K A	23	16.2	18.3-15.0	2.5	4-1	2.9	4-2	101	148-74
L A	22	16.6	17.2-16.0	3.0	4-2	3.0	4-2	96	115-81
J B	20	15.8	16.9-14.4	4.0	5-2	3.3	5-2	120	148-90
K B	22	15.5	17.1-14.6	4.0	5-2	3.5	4-2	110	129-85
L B	11	16.8	17.6-16.1	3.3	4-3	3.1	4-3	105	119-87
Group A	68	16.1	18.3-14.3	3.2	5-1	3.2	5-2		
Group B	53	15.7	17.6-14.4	3.8	5-2	3.3	5-2		
Both Groups	121	15.9	18.3-14.3	3.5	5-1	3.3	5-2		

*IQ ratings in School J are Differential Aptitude scores; those in School K and School L are Lorge-Thorndike scores. Scores were not available for all students. There was no consistency in procedures used to administer these tests.

implemented (See Table 16).

4. Students ages have been noted in years and months.

These data suggest that students in Experimental Group B were slightly superior in ability in literature to students in Experimental Group A. Students in Experimental Group B were younger, and had a higher mean score both in previous achievement in literature and in self-rating of ability in literature. The IQ scores were also higher for students in Experimental Group B.

All six classes were reported by teachers as unstreamed classes. However, on the basis of data reported in Table 1, some difference in ability level in literature occurred among the six classes. Classes J A, J B, and K B appeared to have a greater amount of ability as students of literature; classes K A, L A, and L B, a lesser amount.

Table 2 presents the number of subjects by sex. A total of 154 students were enrolled in the classes used for experimental treatment, 73 males and 81 females. Protocols of fourteen students, twelve males and two females, were not included in statistical analyses of pretest to posttest changes because these protocols provided too little information for meaningful computation. These students either missed pretest or posttest procedures, or they wrote fifty or fewer words on any three protocols. In addition, responses of nineteen students, nine males and ten females, were not used because these students had not written one of the test protocols. Therefore 121 students, 53 males and 68 females, were used in computing results

Table 2

Sex and number of students in the study

Class or Group	Initial Enrolment Total (Male, Female)	Students Dropped from Study: Unsatisfactory Performance Total (Male, Female)	Students Dropped from Study: Incomplete Protocols Total (Male, Female)	Students Used Total (Male, Female)
J A	26 (12, 14)	1 (1, 0)	2 (2, 0)	23 (9, 14)
K A	29 (16, 13)	4 (4, 0)	2 (1, 1)	23 (11, 12)
L A	28 (15, 13)	1 (1, 0)	5 (2, 3)	22 (12, 10)
J B	28 (12, 16)	2 (2, 0)	6 (3, 3)	20 (8, 12)
K B	28 (9, 19)	4 (3, 1)	2 (1, 1)	22 (5, 17)
L B	15 (9, 6)	2 (1, 1)	2 (1, 1)	11 (8, 3)
Experimental Group A	83 (43, 40)	6 (6, 0)	9 (5, 4)	68 (32, 36)
Experimental Group B	71 (30, 41)	8 (6, 2)	10 (4, 6)	53 (21, 32)
Total Population	154 (73, 81)	14 (12, 2)	19 (9, 10)	121 (53, 68)

concerning student response on test protocols. these students, 68 were in Experimental Group A and 53 n Experimental Group B. In the evaluations of the structional strategies, responses from the nineteen students opped for missing one protocol were included.

Instructional Strategies

Two instructional strategies were designed: Method A, a teacher-directed, verbal approach; Method B, a teacher-facilitated, activity approach. These two instructional strategies have been introduced in Chapter II, page 50, and they have been outlined in Appendix D. Each of the three teachers was required to use Method A with one class and Method B with the other.

Method A Lesson Plans

Lesson plans for Method A were of a conventional nature. The teachers were allowed to use either an inductive or a deductive means to effect the objectives of the unit, but their methods had to employ verbal interaction: lecture-discussion, class discussion, panel, debate, small group discussion, written commentary, journal entries. Although teachers did not insist upon one interpretation (rather, they attempted to make students as resourceful as possible in their interpretations), they did lead the classes in a consideration of the relative merits and acceptability of the interpretations suggested.

For each of the short stories, cooperating teachers received the following information: a statement of possible interpretations and illuminations which a high school class might consider; a series of illustrative questions. Cooperating teachers, however, were allowed to substitute their own procedures to get students to interpret the short stories.

The illustrative questions for Method A lesson plans were grouped into five levels, designed to be used in sequence. Level A, introductory questions, were entry questions which asked the student to suggest personal reactions and inferences. Level B questions, which followed the reading of the short story, were designed to examine the students' literal understanding of the short stories. Level C questions considered the insights and interpretations, the literary meanings. Level D questions attempted to relate the interpretations inherent in the short story to the world as the students perceived it. Finally, Level E questions, used only at the discretion of the cooperating teachers, were designed to help students evaluate the artistic merit of the short story.

These levels of questions are in agreement with those stages suggested by Gordon,[7] Burton,[8] and Early[9] -- progressing from fact to application, from immediate enjoyment to a sophisticated appreciation of art, from subjective reaction to objective appreciation and analysis.

These levels differ from those of Gordon, Burton, and Early in the emphasis which is placed upon subjective response. For the purpose of this study, the student was asked to view his subjective response as a phenomenon worthy of consideration, to look at his response, to find out why he responded as he did, and to compare his response with those of his peers. Procedures for Method A allowed the teacher to initiate -- perhaps even to guide -- student response.

Student response, then, is an important consideration in this investigation; it is the means through which the student comes to see himself in relation to the literature which is being studied. It is not, as formal theories of the teaching of literature would suggest, a means of leading

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[7] E. J. Gordon, "Levels of Teaching and Testing," Teaching English in Today's High Schools, ed. D. L. Burton and J. S. Simons (2d ed.; Toronto: Holt, Rinehart and Winston, Inc., 1970), pp. 82-89. (First published in English Journal, XLIV (September, 1955), 330-334).

[8] D. L. Burton, Literature Study in the High School (3rd ed.; Toronto: Holt, Rinehart and Winston, Inc., 1970).

[9] Margaret J. Early, "Stages of Growth in Literary Appreciation," Burton and Simons, ibid., pp. 30-40. (First published in English Journal, XLIX (March, 1960), 161-167).

students into the literary work so that they might engage in formal analysis.

Method B Lesson Plans

Lesson plans for Method B were suggestions for activities rather than prescribed procedures. At the beginning of the short story unit, students received instructions outlining the nature of the work which was expected of them. They were then left alone to complete activities and to report [illegible]s. Students in School J received two stories at a time and worked their way through the short story unit in this fashion. Students in School K and School L received all short stories at the beginning of the unit and were required to organize their own learning situation.

The students received a mimeographed page which gave examples of activities, one for each of the nine short stories selected. The following techniques were among those suggested: diagramming episodes, improvisations and dramatizations, collage construction, opinion polling, illustrating the plot by creating a comic strip, brain storming, taped reading, and role playing. Students were encouraged to modify these activities or to design and execute their own.

The Role of the Teacher

It is a basic assumption of this investigation that teachers will, in fact, be capable of changing roles from Treatment A to Treatment B. Indeed, Treatment A demanded skills which were already part of teachers' repertoire, a facility with discussion techniques. Treatment B, on the other hand, did not ask the teacher to effect a role change; rather, this method turned the responsibility for the learning experience over to the students. Hence, the design of this investigation did not make unrealistic demands on teachers' abilities to put the two prescribed instructional strategies into practice. In addition, this design provided for a comparison of each teacher's experience as a director of learning, as expected with Method A, with his experience as facilitator of learning, as expected with Method B.

Experimental Procedures

Table 3 provides an overview of the procedures which were followed and outlines the sequence in which the data were obtained. This study consists of two main parts. The first part determines the effect of the prescribed instructional strategies upon students' mode of response to selected short stories by comparing pretest free-association response with posttest free-association response. The second part obtains evaluations and observations of the prescribed instructional strategies in operation at the classroom level: rating scales, questionnaires, and *in situ* observations.

Table 3

An overview of the investigation

Descriptive data: IQ, grade point average in English

Student Questionnaire: self-estimate of ability in English

Pretest: free-association response to two short stories, administered on successive days

EXPERIMENTAL TREATMENTS	
Method A teacher-directed, verbal approach	Method B teacher-facilitated, activity approach
Teacher #1 Class J A	Teacher #1 Class J B
Teacher #2 Class K A	Teacher #2 Class K B
Teacher #3 Class L A	Teacher #3 Class L B

OBSERVATIONS OF EXPERIMENTAL TREATMENT

1. teachers' journal commentaries
2. product of students' work
3. investigator's classroom observations
4. observation instrument: Flanders's Interaction Analysis*

Posttest: free-association response to two short stories, administered on successive days

Student Questionnaire: attitude to literature and to experimental treatment

*Note: This observation instrument was subsequently dropped from the study.

Data Collected before Experimental Treatment

Before beginning the experimental treatment, descriptive data about students were collected from cumulative records: IQ, previous achievement in literature, age, sex. The students also completed a questionnaire to provide a score on self-rating of past achievement in literature. This information, presented in Table 1 and Table 2, was used to provide a description of the nature of the students in the sample. Because of a lack of uniformity in methods used by the school systems in reporting these data, it was decided that this information from school records was not suitable for use as a basis for statistical analysis.

All students wrote free-association responses to two pretest short stories which were administered by the investigator on successive days. The pretest short stories were "Two Fishermen" by Morley Callaghan[9] and "The Last Leaf" by O. Henry.[10] The instruction sheet which outlines procedures for responding to the test short stories has been included in Appendix B.

Experimental Treatment

Instruction of classes. Following the pre-tests, the cooperating teachers conducted the prescribed short story

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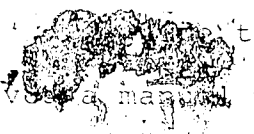
[9] Buxton, op. cit., pp. 246-250.

[10] O. Henry, "The Last Leaf," The Complete Works of O. Henry (Garden City, N.Y.: Doubleday & Company, Inc., n.d.) pp. 1455-1459

unit. As Table 3 outlines, each teacher was required to use Method A with one class and Method B with the other. The matching of class with method of instruction was done arbitrarily by the investigator before the beginning of the study. The short story unit, which involved the teaching of eight or nine short stories, lasted approximately three weeks. All students were made aware that their participation in the study was voluntary and that no grades would be assigned to any work completed for this short story unit.



Before teaching procedures, cooperating teachers received a manual which included a philosophic overview of the intent of the study, a statement of the rationale behind each teaching method, specific instruction for teaching each method, and specific plans for each story for each method. This information is included in Appendix C and Appendix D.

Observation of instructional strategies. The investigator observed classroom proceedings during the course of the short story unit. Table 4 presents the frequency of the observations made in each classroom. On the average, seven visits were made. While observing in the classrooms, the investigator made anecdotal notes and, where applicable, audio-taped lessons for later use in applying Flanders's Interaction Analysis[11] to the verbal exchange between students

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11. N. A. Flanders, Analyzing Teaching Behavior (Reading, Massachusetts: Addison-Wesley Publishing Company, 1970).

Table 4

Timetable for observation in classrooms: January 31--March 2, 1972

Date	School J		School K		School L	
	Group A	Group B	Group A	Group B	Group A	Group B
Jan 31	pre-Q pre #1	pre-Q pre #1				
Feb 1	pre #2	pre #2	pre-Q	pre-Q		
Feb 2		OBS	pre #1	pre #1		
Feb 3	OBS		pre #2	pre #2		
Feb 4			OBS	OBS		
Feb 7	OBS	OBS	OBS		pre-Q	pre-Q
Feb 8		OBS		OBS	pre #1	pre #1
Feb 9					pre #2	pre #2
Feb 10			OBS	OBS	OBS	OBS
Feb 11	OBS		OBS	OBS		
Feb 14	OBS	OBS	OBS		OBS	OBS
Feb 15	OBS	OBS		OBS		
Feb 16		OBS	OBS	OBS	OBS	OBS
Feb 17	Teachers convention for				OBS	OBS
Feb 18	School J and School K					
Feb 21			OBS	OBS	OBS	OBS
Feb 22	OBS				OBS	OBS
Feb 23	OBS		OBS			OBS
Feb 24			Post-Q	Post-Q	Post-Q	Post-Q
Feb 25	Post-Q	Post-Q				
Feb 28	Post #3	Post #3	OBS	OBS		OBS
Feb 29		Post #4	Post #3	Post #3		
Mar 1	Post #4		Post #4	Post #4	Post #3	Post #3
Mar 2					Post #4	Post #4

and teachers. Cooperating teachers kept daily journal accounts, providing reactions to proceedings and a numerical rating of the effectiveness of the instructional strategies.

Data Collected after Experimental Treatment

At the completion of the short story unit, students wrote free-association responses to two posttest stories, "The Fly" by Katherine Mansfield[12] and "Indian Camp" by Ernest Hemingway.[13] Procedures used in administering pretest short stories were followed in administering posttest short stories. In addition, all students completed a Likert rating scale to evaluate method of instruction and wrote open-ended replies to four questions asking for opinions about the instructional strategies. These testing devices are included in Appendix B.

Rejection of Interaction Analysis and Ratings by Teachers

At the completion of experimental procedures, it was decided to delete two data sources from the study. First, data for Flanders's Interaction Analysis did not appreciably to the amount of information about the instructional strategies in operation because of the limited verbal interaction between pupils and teachers, particularly in Experimental Group B. However, data from students' responses to the open-ended

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[12] Buxton, op. cit., pp. 188-190.

[13] Ernest Hemingway, "Indian Camp," Twelve Short Stories, ed. Marvin Magalaner and E. L. Volpe (New York: The Macmillan Company, 1969), pp. 106-110.

questions have been used to present the nature of the classroom interaction (See pages 160 to 179). Second, since teachers were not consistent in reporting numerical data on rating scales to provide daily reactions to the implementation of the instructional strategies, these data were not analyzed. However, representative statements from cooperating teachers' journal accounts have been included on pages 182 to 187. This information provides a general overview of cooperating teachers' reactions to their role in effecting the instructional strategies.

Measurement of the Effect of Instructional Strategies

The free-association responses to pretest and posttest short stories were coded using the scale developed by Squire, and used in the earlier studies by Squire, Wilson, and Sanders. Squire's scale distinguishes the following categories: literary judgment response, interpretational response, narrational response, associational response, self-involvement response, prescriptive judgment response, and miscellaneous response. A complete explanation of these categories appears in Table 5, an adaptation of the coding directions provided by Squire.[14] The coding manual used in this study has been included in Appendix E.

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[14] Squire, 1964, op. cit., pp. 17-18.

Table 5

Squire's categories for coding students' response to literature

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The following description of seven response categories appears in J. R. Squire's monograph, The Responses of Adolescents While Reading Four Short Stories, NCTE, 1964:

1. Literary Judgments: Direct or implied judgments on the story as an artistic work, including such generalized comments as "It's effective" or "It's good," where the statement appeared to refer to the literary or aesthetic qualities, rather than to judgment on specific situations in the story. Also, specific reaction to language, style, characterization.

II. Interpretational Responses: Reactions in which the reader generalizes and attempts to discover the meaning of the stories, the motivational forces, and the nature of the characters, including references to evidence from the stories marshalled to support interpretational generalizations. Three types are found: interpretations of characters or plot, interpretations of ideas and themes, visual reconstructions of scenes which seemed to represent visual interpretation of specific facts.

III. Narrational Reactions: Responses in which the reader reports details or facts in the story without attempting to interpret. This factual retelling may occur when the reader has difficulty in comprehending.

IV. Associational Responses: Responses in which the reader associated ideas, events, or places, and people with his own experience other than the association of a character with himself. These associations are direct, e.g., "This is like my home" or inverse, e.g., "These are not like my home."

Table 5 (Continued)

V. Self-involvement: Responses in which the reader associates himself with the behavior and/or emotions of characters. These range in degree from slight to intense and may be expressed through identification or rejection.

VI. Prescriptive Judgments: Responses in which the reader prescribes a course of action of a character based on some absolute standard, e.g., "She ought to do this," "He must do this."

VII. Miscellaneous: Responses which were not coded elsewhere.

pages 17 and 18.

Explanation of Coding Procedures

Cooper[15] has suggested that the Squire categories do not discriminate sufficiently among the interpretational responses on test protocols, providing too little information about a category which includes well over half of the responses made by subjects. He further notes that the Purves[16] system of classification of response provides a more sensitive instrument to measure appreciation than the Squire scale. However, the investigator chose to use the Squire coding scale for the following reasons:

1. The Purves scale categorizes response to literature into finer units than are necessary to achieve the objectives of this study. The Squire scale, on the other hand, provides a profile, an overview perhaps, of the effects of the two prescribed instructional strategies upon the mode of response of the subjects.

2. The Squire scale more closely represents operations at the classroom level than does the Purves scale. That is, the classroom teacher is more likely to be concerned with the students' level of categorization than with the distinctions between the elements of the same category.

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[15]Charles R. Cooper, "Measuring Appreciation of Literature, A Review of Attempts," Research in the Teaching of English, V, 1 (Spring, 1971), 5-23.

[16]Alan C. Purves with Victoria Rippere, Elements of Writing about a Literary Work: A Study of Response to Literature, Research Report No. 9 (Champaign, Illinois: National Council of Teachers of English, 1968).

3. Studies by Wilson[17] and Sanders[18] have used Squire's coding scale to determine the effect of instruction in literature classes upon student mode of response. By also using Squire's scale, the investigator was able to compare results from the present study with those of Wilson and Sanders, to provide, in effect, a replication and extension of previous studies.

Procedures for ding Student Response

The following procedures were used to code responses on test protocols:

1. All responses on protocols were divided by the investigator into response units which, as defined by Squire, are the "smallest combination of words which convey . . . . the sense of a single thought."[19]

2. The investigator typed all of the pretest and posttest protocols, correcting obvious errors in mechanics and syntax. It was thought that typed protocols, free of obvious errors, would provide for a more objective kind of coding procedure.

3. The investigator coded all responses on pretest and posttest protocols. Each protocol was coded twice, and

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[17] Wilson, 1966, op. cit.

[18] Peter L. Sanders, "An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to Selected Short Stories" (unpublished doctoral dissertation, Syracuse University, 1970).

[19] Squire, 1964, op. cit., p. 17.

where discrepancies between first coding and second coding existed, responses were carefully examined to determine which of the two codings would be recorded.

4. The coding by the investigator was validated by the following procedures:

(a) Two teachers of English were trained to use Squire's scale by coding twenty-five protocols randomly selected from those available for this investigation. These coded protocols were compared with those which had been coded by the investigator and discrepancies in coding discussed.

(b) Working independently, these two teachers coded a sample of fifty protocols selected randomly.

(c) The coding completed by these teachers was compared with that done for the same protocols by the investigator. Table 6 points out that the percentage of responses which agreed with those of the investigator were 79.4 per cent for Teacher A and 80.0 per cent for Teacher B.

(d) Each of the two teachers then re-examined those coded responses which did not agree with the coding of the investigator. Table 6 indicates that the percentage of agreement between the teachers' coding and that of the investigator, after the second attempt at coding the response unit, was 90.5 per cent for Teacher A and 92.0 per cent for Teacher B.

Table 6

Summary of agreements in coding between investigator and two check coders

	Teacher A	Teacher B
First Coding		
Number of Items Coded	500	500
Number of Items Agreeing with Investigator	397	400
Per Cent Agreement with Investigator	79.4	80.0
Second Coding		
Number of Items Coded	500	500
Number of Items Agreeing with Investigator	451	460
Per Cent Agreement with Investigator	90.5	92.0

Analytical Treatment of Data

The analyses of data for this study involved the following procedures

1. statistical analysis of pretest to posttest change in coded responses on test protocols;

2. statistical analysis of students' evaluation of the effectiveness of the instructional strategies;

3. descriptive reporting of evaluative comments from students, cooperating teachers, and the investigator.

The present study employs statistical procedures ed by Wilson[20] in his investigation of the responses of llege students to three novels. Statistical analyses were leted through the facilities of the Division of ational Research Services, University of Alberta, monton, Alberta, Canada.

Analysis of Pretest to Posttest Change On Test Protocols

Students' responses on pretest and posttest protocols were coded into seven categories, using the scale developed by Squire. Statistical procedures determined the pretest to posttest change in students' mode of response on these protocols. The analysis was carried out independently for each of the categories on the coding scale.

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[20] Wilson, op. cit.

Research by Squire,[21] Wilson,[22] and Sanders[23] suggests that students' mode of response tends to become more interpretational (Category II) and less narrational (Category III) as well as less self-involved (Category V) after some kind of formal study of fiction. Analyses for the present study attempt to discover whether or not the prescribed instructional strategies influence the nature of student response as suggested above and also to look specifically at the self-involvement and associational categories, categories stressed by the instructional strategies designed for this study.

The following statistical tests were employed to determine pretest to posttest change on students' protocols:

1. The Wilcoxon Matched-Pairs Signed-Ranks test,[24] a non-parametric statistic, was used because the matched-pairs observations in this study were not continuous nor symmetrical in distribution, particularly in Categories III to VII.

2. A correlated "t" test[25] or a Difference Method of statistical analysis was used in Category I and Category

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[21] Squire, 1956, 1964, op. cit.

[22] Wilson, op. cit.

[23] Sanders, op. cit.

[24] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (Toronto: McGraw-Hill Book Company, Inc., 1956), pp. 75-83.

[25] G. A. Ferguson, Statistical Analysis in Psychology and Education (Toronto: McGraw-Hill Book Company, 1966), pp. 169-171, 183-184.

II only, where responses were frequent and continuous, to parallel the Wilcoxon Matched-Pairs Signed-Ranks test. Results for the correlated "t" tests have been placed in Tables 36 to 39 in Appendix A.

Analysis of Students' Evaluations of Instructional Strategies and Perceptions of Objectives for High School Literature

After the posttests, students were asked to complete two rating scales. One scale required students to rate the effectiveness of the instructional strategies, using a Likert scale with 1 as low and 5 as high. The second scale asked students to select three statements from a possible fourteen statements which they believed presented the most important objectives for a high school literature program.

Evaluations of instructional strategies. To determine the effectiveness of the two prescribed instructional strategies, the responses from students in each of the experimental groups were compared. Because the two experimental groups were non-equivalent, the result of using classes, students' self-ratings of previous achievement in literature obtained during pretesting were used as a covariate. A one-way analysis of covariance was carried out, with students' ratings of the effectiveness of instructional strategies as the criterion and students' self-ratings of previous achievement in literature as the covariate.

Students' perceptions of the objectives for high school literature. At the completion of experimental treatment, students answered a questionnaire in which they selected three statements out of fourteen statements to indicate the most important objectives for a high school literature program.[26] The fourteen statements were grouped into four categories: personal development and self-awareness; social awareness; acquisition of specific skills; acquisition of knowledge of the nature of literature as a discipline and as a cultural heritage. The per centage of responses in each category was determined and differences between Experimental Group A and Experimental Group B were noted.

Descriptive Reporting

Students answered four open-ended questions, asking for their comments about the prescribed instructional strategies. These answers were read and categorized by the investigator. Wherever possible, the wording from students' responses was retained to determine the categories for this analysis. Information from these observations has been presented as raw data because the open-ended question technique does not lend itself to quantitative analysis. These responses are important because they provide some indication

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[26]This issue of student perception of the purpose of the study of literature is referred to in J. W. Ring's doctoral dissertation, "A Study of Interpretative Processes Employed by Selected Adolescent Readers of Three Short Stories," Ohio State University, 1968. Some comments made by Ring have been included in the above scale.

of students' perceptions of their learning, some indication of what they thought important. The frequency with which these responses occurred is not particularly meaningful.

Limitations Imposed by Sampling Procedures

This study into the effect of prescribed instructional strategies upon student response and upon classroom procedures involved working with six high school English classes. This kind of sampling was purposefully selected since the intent is not to determine quantitatively the merits of the instructional strategies employed with these classes, but rather to determine what happens when instructional strategies designed to provide for student involvement are put into practice in a classroom situation. This study is similar to a body of research such as that of Smith and Geoffrey[27] which has used the intact classroom as its data source, attempting only to provide descriptive comment about the classroom situation, and not attempting to use rigorously controlled empirical techniques for classroom investigation.

Sampling procedures have imposed the following limitations upon analytical procedures and upon generalizability of results.

Students were not assigned randomly to experimental treatment groups. Therefore caution must be used in

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[27]Louis M. Smith and William Geoffrey, The Complexities of an Urban Classroom: An Analysis Toward a General Theory of Teaching (Toronto: Holt, Rinehart and Winston, Inc., 1968).

interpreting results involving differences between groups. Although statements about responses for the total group may be made with reasonable certainty, statements about responses of students in either of the experimental groups considered separately must be examined in light of the fact that students were not randomly assigned to these treatment groups. For this reason analytical procedures do not attempt to contrast treatment groups. Any comparisons undertaken are qualitative descriptions of the similarities or the differences between students' responses in the two treatment groups. The reader is referred again to the theoretical basis for this study which is established in Chapter II.

Analyses of background data confirm that the treatment groups are not equivalent in their ability as students of literature. For example, an inspection of Table 1 reveals that Classes J A, J B, and K B have a higher mean IQ rating, a higher mean score on previous achievement in literature, and a higher mean score on self-rating of past achievement in literature than do Classes K A, L A, and L B.

These limitations, however, may seem less severe when considered in the light of such statements as those of Goodlad. He suggests that the process of observation of classroom procedures is an avenue of research which is likely to improve educational techniques. Goodlad writes:

> . . . the study of education is much more than the testing of alternative teaching strategies. We must build models that include the supposed major causal factors, and then seek to determine the relative influence of each. This is an exceedingly complex research enterprise, but at least it does not suffer from the naive simplistic conceptualizations of just a few years ago.[28]

In effect, the response-oriented curriculum in literature is the causal factor being examined in this study. The instructional strategies may be viewed as the models under examination; the analytical procedures used in the study may be viewed as the means to determine the relative influence of these models.

Summary

This chapter has presented the research design, the data collection procedures, and the means by which these data were analyzed. The following information was presented: an overview of procedures used in preliminary planning for this investigation; a description of the schools, teachers, and students used in this investigation; a description of the two instructional strategies prescribed for this investigation; an outline of the procedures used to collect data. The discussion of the analysis of data involved the following: an explanation of the procedures used to code protocols; an explanation of the procedures used to examine data; a statement of the limitations imposed upon analysis of data by sampling procedures.

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[28] John I. Goodlad, "How Do We Learn?," Saturday Review, LII, 25 (June 21, 1969), p. 85.

CHAPTER IV

RESULTS OF ANALYSIS OF PROTOCOLS

The results presented in this chapter examine the influence of the two prescribed instructional strategies upon students' mode of literary response and have been presented under the following headings: a comparison of students' responses on pretest protocols with those responses on posttest protocols a comparison of the findings of the present investigation with findings of major studies in the area of student response to literature.

It might be noted here that results reported in Chapter V are concerned with the evaluation of the two instructional strategies designed for this study. The results of two rating scales are presented and comments made by students in response to four open-ended questions are tabulated and discussed. In addition, comments made by cooperating teachers and by the investigator about the instructional strategies in operation are presented.

Review of Treatment Procedures

The analytical procedures attempt to ascertain the significance of differences between the frequency of coded responses on pretest protocols and the frequency of coded responses on posttest protocols in each of the seven response categories on the coding scale. Since responses were not continuous and equally distributed, the Wilcoxon Matched-

Pairs Signed-Ranks test was used to determine the significance of the differences between pretest and posttest scores. In addition, a correlated test was performed for Categories I and II, where responses were more frequent and continuous. These results are reported in Appendix A, Tables 36 to 39.

Restatement of the Problem

The one question examined in this chapter is the following: Do the instructional strategies designed for this study have an influence upon students' mode of literary response, as measured on the Squire scale? More specifically, is there a change in mode of response from pretest protocols to posttest protocols, and what is the nature of this change?

The following null hypotheses were stated:

Hypothesis 1:

There is no significant difference between the frequency distributions of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for all subjects involved in the study.

Hypothesis 1a:

There is no significant difference between the frequency distribution of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for subjects in Experimental Group A.

Hypothesis 1b:

There is no significant difference between the frequency distributions of coded responses in each of the seven categories on pretest protocols and frequency distributions of coded responses in each of the seven categories on posttest protocols for subjects in Experimental Group B.

Results Relating to Student Response

Frequency of Response

Table 7 presents the results from the coding of students' responses on pretest and posttest protocols, reporting the frequency of response in each of the seven categories on the coding scale. For pretest protocols, the frequency of response is a combination of responses written for pretest #1, "The Two Fishermen," and pretest #2, "The Last Leaf." For posttest protocols, the frequency of response is a combination of responses written for posttest #3, "The Fly," and posttest #4, "Indian Camp." These results are noted for the total population, for Experimental Group A, and for Experimental Group B. Results for each of the classes involved in this study are presented in Table 31 in Appendix A.[1]

An inspection of the results in Table 7 reveals changes in the frequency of response from pretest to posttest protocols among three of the categories. The frequency of response in Categories I and V tends to decrease on posttest protocols, whereas the frequency of response on posttest protocols tends to increase for Category II. The significance of these differences is tested in the following discussion.

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[1] Data in Table 32 provide the frequency of the number of words written for each of the short stories used in testing procedures.

Table 7

Comparison of the frequency of response in the seven Squire categories for combined pretest scores and combined posttest scores for the total population and for each of the experimental groups

Category	Total Population		Experimental Group A		Experimental Group B	
	N	%	N	%	N	%
	Data for Pretest #1 and Pretest #2 combined					
I	748	28.2	447	28.7	301	27.5
II	978	36.9	487	31.3	491	44.9
III	428	16.1	338	21.7	90	8.2
IV	178	6.7	99	6.4	79	7.2
V	194	7.3	122	7.8	72	6.6
VI	64	2.4	34	2.2	30	2.7
VII	61	2.3	31	2.0	30	3.7
Total	2651		1558		1093	
	Data for Posttest #3 and Posttest #4 combined					
I	638	21.8	391	22.4	247	20.9
II	1461	50.0	838	48.1	623	52.8
III	461	15.8	332	19.1	129	10.9
IV	188	6.4	86	4.9	102	8.6
V	92	3.1	54	3.1	38	3.2
VI	44	1.5	23	1.3	21	1.8
VII	39	1.3	18	1.0	21	1.8
Total	2923		1742		1181	

Testing the Hypotheses Related to Pretest-Posttest Performance

Results for Hypothesis 1 and the sub-hypotheses are presented in the following sections: results for combined pretest and combined posttest protocols; results for specific short stories; results for each of the classes. Tables for the analyses of combined pretest and posttest protocols and for specific short stories are arrayed in the text of this study; results for each of the classes, which are based upon a low frequency of observations, are arrayed in Table 33 and Table 34.

In each of the sections noted above, both the major hypothesis, Hypothesis 1, and the sub-hypotheses, Hypothesis 1a and Hypothesis 1b, are tested. The following information is arrayed in the tables which relate to these hypotheses: a description of the population, a T score (i.e., the smaller number of the sum of the positive ranks or of the negative ranks) or a z score, a statement of the number of cases (i.e., N is equal to the number of matched pairs minus the number of pairs of ratings for which the difference in ranking was zero), and the probability ratings. For those analyses based on N greater than twenty-five, Table A in Siegel[2] was consulted to determine the significance level of the z scores. For those analyses based on N less than twenty-

[2]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (Toronto: McGraw-Hill Book Company, Inc., 1956), p. 247.

six, Table G in Siegel[3] was consulted to determine the significance level of the T scores.

Results for combined pretest and combined posttest protocols. Table 8 presents the results from the Wilcoxon Matched-Pairs Signed-Ranks test to determine the significance of the difference in the mean frequency of response from combined pretest scores to combined posttest scores in the seven categories for the total population and for each of the experimental groups.[4]

There are no significant differences in the mean frequency of response between performance on pretest protocols and performance on posttest protocols for the following categories: literary judgment response, Category I; narrational response, Category III; associational response, Category IV; prescriptive judgment response, Category VI; miscellaneous response, Category VII. Therefore, the null hypothesis is not rejected for these categories, nor are the sub-hypotheses rejected for these categories. It seems reasonable to suggest that neither Method A, the teacher-directed, verbal approach, nor Method B, the teacher-facilitated, activity approach, had an appreciable influence upon students' tendency to use the

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[3] Siegel, ibid., p. 254.

[4] Results for the correlated t test are included in Tables 36, 37, 38, and 39, in Appendix A. These results, which were computed only for Categories I and II where responses were frequent and continuous, confirm results obtained from the Wilcoxon test.

Table 3

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between combined pretest protocols and combined posttest protocols in seven categories for the total population and for each of the experimental groups

Category	Total Population T (or z score)	N	p	Experimental Group A T (or z score)	N	p	Experimental Group B T (or z score)	N	p
Literary Judgment (I)	z=-1.846		ns	z=-1.339		ns	z=-1.267		ns
Interpretation (II)	z=-5.130*		0.05	z=-4.607*		0.05	z=-2.461*		0.05
Narration (III)	z=-1.370		ns	z=-0.600		ns	z=-1.616		ns
Association (IV)	z=-0.106		ns	z=-1.185		ns	z=-1.256		ns
Self-Involvement (V)	z=-3.810*		0.05	z=-3.189*		0.05	z=-2.248*		0.05
Prescriptive Judgment (VI)	z=-1.201		ns	z=-0.939		ns	67.5	18	ns
Miscellaneous (VII)	z=-0.416		ns	86.0	20	ns	90.5	19	ns

*p<0.05

literary judgment, narrational, associational, or prescriptive judgment modes of response.

Results in Table 8 indicate a significant difference in mean frequency of response between pretest performance and posttest performance on test protocols for interpretational response, Category II, and for self-involvement response, Category V. The data for Category II indicate that students tended to increase the frequency of response in the interpretative mode of response on posttest protocols. On the basis of these data, the null hypothesis is rejected at the 0.05 level of confidence for the interpretative response category. In addition, both of the sub-hypotheses are rejected at the 0.05 level of confidence for this category. It appears, then, that both Method A and Method B may have influenced students to make more interpretative responses on posttest protocols than they had made on pretest protocols.

The results for Category V, on the other hand, indicate that students tended to decrease the frequency of response in the self-involvement mode of response on posttest protocols. The change from pretest performance to posttest performance exists in a negative direction, to the left of the curve, going from a combined pretest score of 7.3 per cent of the total number of responses to a combined posttest score of 3.1 per cent of the total number of responses.

On the basis of the data presented in Table 8, the null hypothesis is rejected at the 0.05 level of confidence

for each of the treatment groups. It would seem, then, that both Method A and Method B prompted students to make significantly fewer self-involvement responses on posttest protocols than they had made on pretest protocols.

Results for the associational category and the self-involvement category, Categories IV and V, hold special importance in the context of this study. It was thought that the two instructional strategies designed for this study would prompt an increase from pretest to posttest performance in these two categories. The analysis of data for Category IV reveals no significant change in the frequency of response from pretest to posttest protocols, and for Category V, a decrease in the frequency of response.

There does not seem to be any apparent reason for this tendency among the students involved in this study. Perhaps the instructional strategies led students to consider only the interpretational aspect of literary response. Or, perhaps the length of time given to experimental treatment, three weeks, was not enough to counteract the formal-interpretative kind of response to literature which subjects had undoubtedly experienced for several years in their literature classes. On the other hand, there may have been a failure of the instructional strategies to communicate their objectives to the students, or a failure of the coding system to differentiate associational response from narrative-interpretative response. At any rate, the failure of these two instructional strategies to prompt students to respond

in the associational and the self-involvement modes on posttest protocols, indeed to have them significantly decrease their self-involvement response, would seem to be a phenomenon which needs further thought and investigation.

Results for specific short stories. Results of the comparison of the frequency of response in each category between pretest protocols and posttest protocols are presented in Tables 9 to 12. Results in Table 9 and 10 compare "The Two Fishermen," pretest #1, with "The Fly," posttest #3, and "Indian Camp," posttest #4. Results in Tables 11 and 12 compare "The Last Leaf," pretest #2, with the two posttest short stories.

In the literary judgment category, Category I, these results indicate no significant difference between performance on pretest #1 and the two posttest stories for the total population and for each of the experimental groups. There is, however, a significant difference at the 0.05 level between performance on pretest #2 and the two posttest stories for the total population and for each of the experimental groups.

As data in Table 7 indicate, there is a decrease in the frequency of response from combined pretest protocols to combined posttest protocols in Category I, a decrease which overall is not significant. As the preceding discussion points out, however, this decrease in the frequency of response from pretest to posttest protocols is significant

Table 9

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for the total population and for each of the experimental groups for pretest story #1 and posttest story #3

Category	Total Population T (or z score)	N	p	Experimental Group A T (or z score)	N	p	Experimental Group B T (or z score)	N	p
Data for "The Two Fishermen," pretest #1, and "The Fly," posttest #3									
Literary Judgment (I)	z=-0.519		ns	z=-0.548		ns	z=-0.139		ns
Interpretation (II)	z=-4.222*		0.05	z=-4.420*		0.05	z=-1.201		ns
Narration (III)	z=-2.796*		0.05	z=-1.744		ns	71.0*	25	0.05
Association (IV)	z=-1.810		ns	z=-1.983*		0.05	z=-0.673		ns
Self-Involvement (V)	z=-3.963*		0.05	z=-2.721*		0.05	31.0*	21	0.05
Prescriptive Judgment (VI)	z=-3.653*		0.05	10.0*	17	0.05	27.0*	16	0.05
Miscellaneous (VII)	z=-0.012		ns	52.0	15	ns	33.0	12	ns

p 0.05

Table 10

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for the total population and for each of the experimental groups for pretest story #1 and posttest story #4

Category	Total Population T (or z score)	N	p	Experimental Group A T (or z score)	N	p	Experimental Group B T (or z score)	N	p
Data for "The Two Fishermen," pretest #1, and "Indian Camp," posttest #4									
Literary Judgment (I)	z=-0.930		ns	z=-0.968		ns	z=-0.306		ns
Interpretation (II)	z=-0.860		ns	z=-1.851*		0.05	z=-0.703		ns
Narration (III)	z=-0.591		ns	z=-0.333		ns	69.5	18	ns
Association (IV)	z=-0.232		ns	z=-1.214		ns	z=-0.841		ns
Self-Involvement (V)	z=-2.852*		0.05	z=-2.283*		0.05	98.5	25	ns
Prescriptive Judgment (VI)	z=-1.507		ns	112.0	23	ns	43.5	16	ns
Miscellaneous (VII)	121.5	24	ns	18.5	10	ns	49.0	14	ns

*p<0.05

Table 11

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for the total population and for each of the experimental groups for pretest story #2 and posttest story #3

Category	Total Population T (or z score)	N	p	Experimental Group A T (or z score)	N	p	Experimental Group B T (or z score)	N	p
Data for "The Last Leaf," pretest #2, and "The Fly," posttest #3									
Literary Judgment (I)	z=-4.179*		0.05	z=-3.509*		0.05	z=-2.432*		0.05
Interpretation (II)	z=-6.248*		0.05	z=-4.866*		0.05	z=-3.894*		0.05
Narration (III)	z=-2.229*		0.05	z=-1.216		ns	z=-2.260*		0.05
Association (IV)	z=-0.510		ns	z=-0.308		ns	95.0	21	ns
Self-Involvement (V)	z=-2.205*		0.05	66.5	22	ns	24.5	12	ns
Prescriptive Judgment (VI)	27.5	11	ns	5.0	6	ns	6.5	5	ns
Miscellaneous (VII)	139.0	24	ns	46.5	14	ns	27.0	10	ns

Table 12

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for the total population and for each of the experimental groups for pretest story #2 and posttest story #4

Category	Total Polulation T (or z score)	N	p	Experimental Group A T (or z score)	N	p	Experimental Group B T (or z score)	N	p
Data for "The Last Leaf," pretest #2, and "Indian Camp," posttest #4									
Literary Judgment (I)	z=-2.627*		0.05	z=-1.859*		0.05	z=-1.890*		0.05
Interpretation (II)	z=-2.627*		0.05	z=-2.471*		0.05	z=-2.127*		0.05
Narration (III)	z=-1.875		ns	z=-1,508		ns	84.0	21	ns
Association (IV)	z=-2.205*		0.05	z=-0.620		ns	z=-2.424*		0.05
Self-Involvement (V)	z=-2.627		0.05	97.0	23	ns	81.5	18	ns
Prescriptive Judgment (VI)	70.0*	23	0.05	34.0	15	ns	7.0	8	ns
Miscellaneous (VII)	z=-1.045		ns	14.5	11	ns	64.0	16	ns

*p<0.05

for one of the pretest to posttest comparisons, for "The Last Leaf" and the two posttests. The nature of "The Last Leaf" may have led to the higher proportion of literary judgment responses for this short story. Whereas students may have responded to the theme of the other three short stories, they may have responded to the situation and to the characters in "The Last Leaf," thus prompting the high frequency of response in the literary judgment category.

In the context of this study, the above discussion places some qualification upon the decision not to reject the null hypothesis and the sub-hypotheses. If pretest story #1, "The Two Fishermen," had been more like "The Last Leaf," then perhaps the decrease in the frequency of response in Category I from pretest to posttest protocols would have been significant. If this were the case, results from this study would be more in line with those results reported by Sanders. (See further discussion on page 118 of this chapter).

Results for the interpretational category, Category II, indicate a significant increase in the frequency of response from pretest protocols to posttest protocols, with two exceptions, for the total population and for each of the experimental groups. These exceptions occur in the frequency of response between pretest #1 and the two posttests for Experimental Group B. Although students in Experimental Group B did tend to increase the frequency of response in Category II on posttest protocols (as noted in Table 31, Appendix A) this increase was not sufficiently large to be

significant at the 0.05 level. Nevertheless, an examination of the results for the specific short stories does tend to support the rejection of the null hypothesis for Category II.

In the narrational category, Category III, the results indicate no significant difference between the frequency of response on pretest and posttest protocols, with two exceptions, for the total population and for each of the experimental groups. The exceptions are a significant increase in the frequency of response in Category III between pretest #1, "The Two Fishermen," and posttest #3, "The Fly," for Experimental Group B and for the total population. Perhaps the nature of "The Fly," which prompted the greatest number of responses of all test short stories, may have resulted in this difference between these two short stories for Experimental Group B. In addition, Experimental Group B tended not to use the narrative mode as frequently as did Experimental Group A, as noted in Table 7; hence any noticeable increase in the frequency of response to a short story, as is the case with "The Fly," could be expected to be significant. In spite of these two exceptions, however, results for Category III support the retention of the null hypothesis.

Results for the associational category, Category IV, indicate no significant difference between the frequency of response on pretest and posttest protocols, with three exceptions, for the total population and for each of the experimental groups. The exceptions are these: a significant decrease in the frequency of response from pretest #1,

"The Two Fishermen," to posttest #3, "The Fly," for Experimental Group A and for the total population; a significant increase from pretest #2, "The Last Leaf," to posttest #4, "Indian Camp," for Experimental Group B and for the total population. Perhaps the nature of the short stories themselves prompted these differences in the frequency of response. "The Two Fishermen" prompted students to consider the issue of justice, whereas "The Fly" prompted students to examine the metaphorical importance of this short story. And, "The Last Leaf" prompted the students to judge the protagonist, whereas "Indian Camp" prompted students to consider the Indian problem--a serious issue in the locality in which this study was conducted. Indeed, several students wrote about their experiences on Indian reservations in their response to "Indian Camp," noting the similarities between conditions described in Hemingway's short story and conditions as they actually seem to exist on Indian reservations.

The few observations in Category IV make these statistical comparisons somewhat unreliable, particularly for the experimental groups or the individual classes considered separately. In general, it would seem that data presented for Category IV for the specific short stories would support the retention of the null hypothesis.

Results for the self-involvement category, Category V, generally tend to indicate a significant decrease in the frequency of response from pretest to posttest protocols for the total population and for each of the experimental groups. However, no significant difference is found in the frequency

of response between pretest #1 and posttest #4 for Experimental Group B and between pretest #2 and both of the posttests for each of the experimental groups. Again, no explanation for these exceptions to the general tendency is apparent. The nature of the short stories may have contributed to the exceptions. More than likely, the few observations in Category V tend to influence the statistical results, thus causing the discrepancies. However, the variations in the pattern of results for the specific short stories is not great enough to question the rejection of the null hypothesis and the sub-hypotheses for this category.

Results for the prescriptive judgment category, Category VI, and the miscellaneous category, Category VII, indicate no significant differences in the frequency of response between pretest and posttest protocols, with the exceptions in the prescriptive judgment category of the results for pretest #1 and posttest #3 for the total population and for each of the experimental groups and also for pretest #2 and posttest #4 for the total population only. It would seem that pretest #1, "The Two Fishermen," and posttest #4, "Indian Camp," prompted a relatively higher frequency of response in the prescriptive judgment mode.

Because of the few observations made in Categories VI and VII, statistical comparisons are not easily made. The null hypothesis is not rejected for these two categories and no discussion is included in this report.

In summary, findings from specific short stories

used as pretest and posttest indicators would seem to support the following conclusions:

1. Findings for specific short stories, in general, are comparable to findings reported for combined pretest and posttest protocols.

2. Because of the general similarity of results for specific short stories and the results on the combined protocols, the findings for the combined protocols, as presented in the previous section of this chapter, may be accepted with a reasonable degree of certainty.

3. Findings for specific short stories indicate some differences in mode of response resulting from the nature of the short stories used in testing procedures. The exact nature of this influence is not ascertained through procedures used in this study.

4. Results from tests of significances of differences between frequency of response on pretest and posttest protocols may have been influenced by the small number of observations for specific short stories, particularly for Categories III, IV, V, VI, and VII. Therefore, discrepancies between results for combined protocols and specific short stories need not be contradictory.

Results for specific classes. Results for specific classes involved in this study are reported in Tables 33, 34 and 35 in Appendix A. The small number of observations made in each category for the specific classes does not warrant

these results to be considered as part of the body of the report. These results, therefore, have been placed in the appendix. The following discussion has been included not as definite fact, but in the interest of completeness.

Because of the low frequency of observations for the specific classes, statistical comparisons are not entirely appropriate for examining the differences among the total population and the experimental groups. Although statistically significant differences were found in Category II and Category V for the larger groups, these differences occur infrequently among the specific classes. Where statistically significant differences do occur for specific classes, no consistent pattern of response develops.

The following conclusions concerning individual classes used in this study seem pertinent. First, classes have been divided according to ability in literature, as noted in Table 1. Results presented for specific classes in Table 31 indicate that students in classes of a greater amount of literary ability (Classes J A, J B, and K B), and students in classes of a lesser amount of literary ability (Classes K A, L A, and L B), tended to write more interpretative responses on posttest protocols than they had written on pretest protocols. However, students in higher ability classes tended to make a greater increase in the mean frequency of response in the interpretational category on posttest protocols.

Second, Classes L A, L B, and K A, the classes with

a lesser amount of literary ability, tended to increase their narrational response on posttest protocols more frequently than did those classes with a greater amount of literary ability. This finding supports that reported in Squire's study, in which he noted that students of lesser ability in literature tended to respond to the test short stories in the narrative mode.

Summary and Conclusions

The intent of this study was to determine the effect of two prescribed instructional strategies upon students' mode of response to selected short stories. To determine this influence, performance on pretest protocols, as measured by the frequency of response in each of the seven categories in the Squire coding scale, was compared with performance on posttest protocols. The Wilcoxon Matched Pairs Signed-Ranks test of significance was used to determine the extent of the change from performance on pretest protocols to performance on posttest protocols. A summary of the findings is as follows:

1. There are no significant differences in the mean frequency of response between pretest and posttest protocols for the following categories: literary judgment response, narrational response, associational response, prescriptive judgment response, miscellaneous response.

2. There is a significant increase in the mean frequency of response from pretest to posttest protocols for the interpretational response category.

3. There is a significant increase in the mean frequency of response from pretest to posttest protocols for the self-involvement response category.

4. Results for the specific short stories used as indicators of response suggest that the nature of the short stories themselves had some influence upon students' mode of response. The extent of this influence, however, does not seem great enough to question the reliability of data obtained from the combined protocols.

5. Data for specific classes involved in this study suggest that classes of a greater amount of literary ability and of a lesser amount of literary ability tended to increase their frequency of response on posttest protocols in the interpretative mode although the better classes tended to make a more noticeable gain. In addition, classes of a lesser ability tended to make significantly more narrational responses on posttest protocols than did classes of greater ability.

In the context of this study, these findings suggest the following conclusions:

1. There appears to be no difference between Method A, the teacher-directed, verbal approach, and Method B, the teacher-facilitated, activity approach, in the influence which the instructional strategy had upon students' mode of response on posttest protocols.

2. Although the instructional strategies designed for this study attempted to increase the associational and self-involvement response of the students, there is no increase in

the frequency of response on posttest protocols in these categories. In fact, there is a significant decrease in the self-involvement mode of response.

3. The ability of the students in literature appears to have some influence upon students' mode of response. Students of greater literary ability made more interpretative responses on posttest protocols than did students of lesser literary ability. Students of lesser literary ability made significantly more narrational responses on posttest protocols; students of greater literary ability did not change in this category.

A Comparative Survey of Findings from Studies of Student Response

The results reported in the present study are comparable to those reported for other studies of student response to selected short stories. Table 13 indicates the extent of the agreement among studies completed by Squire, Wilson, and Sanders with the present study. Results presented in this table consist of the per cent of the total responses which have been coded for each category. These data have also been arrayed in Figure 1.

Because the present study is, in effect, a replication of the Wilson study with younger students, the following discussion will concentrate upon a comparison of results for these two studies. In addition, pertinent data from Squire's study and from Sanders's study will be discussed. Where

Table 13

Comparative survey of findings of studies of student response, expressed as a per cent of responses in each category

	Response Category						
	I %	II %	III %	IV %	V %	VI %	VII %
Squire							
Male	14.8	42.6	21.4	3.5	13.3	2.7	1.7
Female	14.9	43.9	16.3	2.4	16.8	3.6	2.1
Wilson							
Pretest	17.0	54.5	13.0	2.8	10.5	1.4	1.9
Posttest	7.0	78.4	3.6	1.3	7.0	1.1	0.8
Sanders							
Control L	64.7	19.4	3.7	4.3	1.8	1.9	4.3
T	71.2	18.4	1.2	1.5	0.5	3.4	3.8
Exper L	15.3	63.0	1.6	5.6	0.6	3.3	10.7
T	25.5	54.9	3.3	2.1	1.2	6.1	5.8
Present Study							
Pretest	28.3	37.0	16.2	6.7	7.3	2.4	2.2
Posttest	21.8	50.0	15.8	6.4	3.1	1.5	1.3

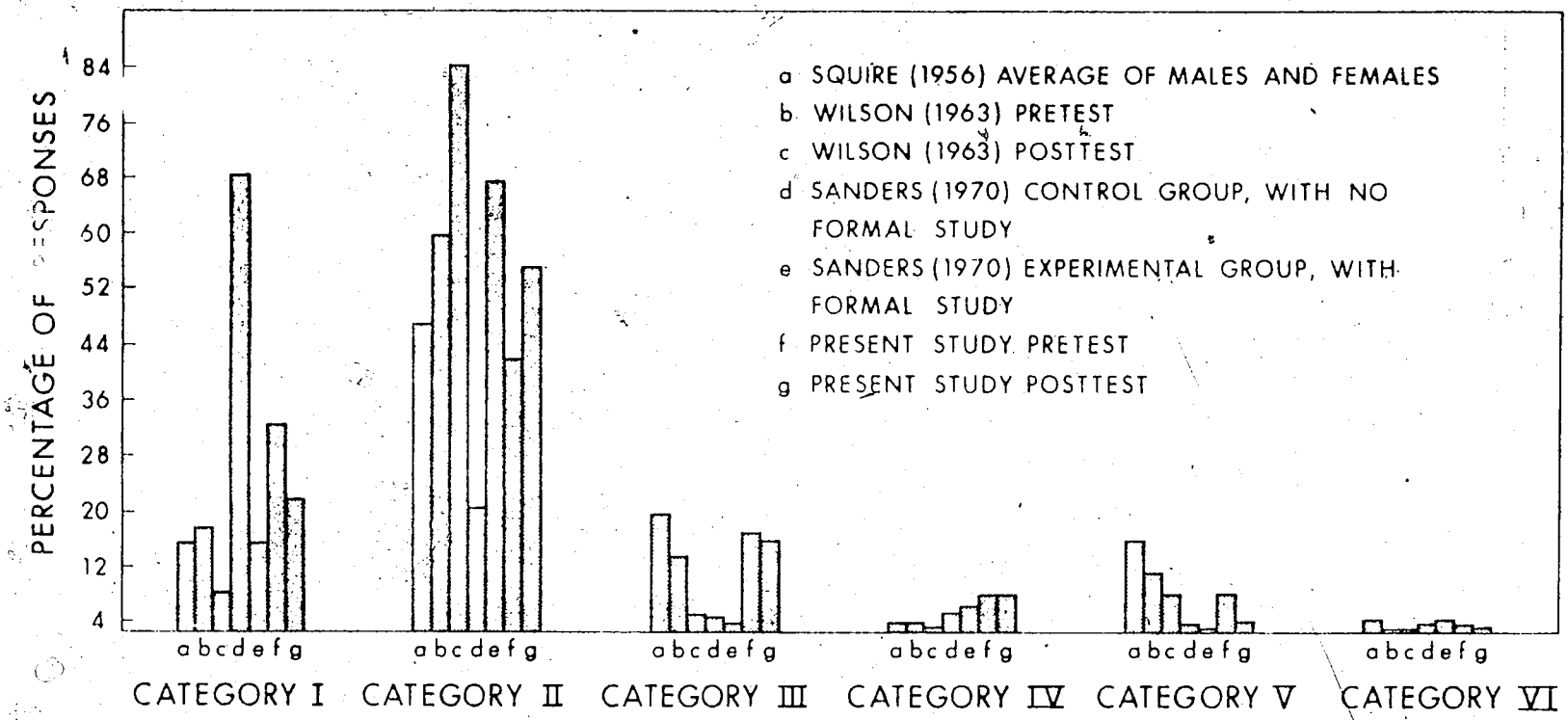

Figure 1. Graphical comparison of studies of student response to selected fiction: Squire, Wilson, Sanders, Present Study.

applicable, this discussion will attempt to note those conclusions or facts about student response to selected short stories toward which all of these studies seem to point.

The Wilson Study

A similar pattern in the nature of student response does emerge for the Wilson study and the present investigation (see Table 13 and Figure 1).

However, differences in the results may be attributed to the varying ages of the subjects, to the variations in testing situation, and to the different genres used in testing procedures. Wilson's subjects were college students; the subjects for the present study were high school students in grades ten and eleven. In addition, Wilson's technique for obtaining responses may have been more favorable toward the interpretational category than was that of the present study. In Wilson's treatment, students read the novel and then wrote their pretests. This procedure was followed by one and one-half class periods of general discussion of the novel, some of the discussion led by students and some by the instructor. Following the second discussion period, subjects immediately wrote their posttest responses on the same novel.

In contrast with Wilson's procedures, the present study used high school students for experimental treatment. The pretesting procedures were followed by a three week unit on the short story, using short stories found in a senior

high school text. Posttesting procedures used short stories which were unfamiliar to the students; hence, they wrote posttest protocols without the benefit of a general class discussion preceding the posttest.

Perhaps the most direct method of comparing these two studies is to examine the per cent gain or loss for each category from the frequency of response on pretest protocols to the frequency of response on posttest protocols. These results are summarized in Table 14. The per cent loss for Category I, 10 per cent for the Wilson study and 6.5 per cent for the present study, suggests little difference between performance of subjects in the two studies. However, the present study does report a higher per cent of responses in Category I, literary judgment response, than does the Wilson study; perhaps the maturity of the subjects effects this difference.

For Category II, the interpretational response category, Wilson's subjects gained 23.9 per cent, going from 54.5 per cent on pretest protocols to 78.4 per cent on post-test protocols. Subjects in the present study gained 13.0 per cent, going from 37.0 per cent on pretest protocols to 50.0 per cent on posttest protocols. The larger gains attributed to Wilson's subjects may be the result of the age difference, of differences in genres used, and of procedural differences.

Four of the classes in the present study, however, did achieve posttest frequencies in the interpretational

Table 14

Comparison of the per cent gain or loss for each of the seven response categories for the Wilson study and the present study

Category	Wilson Study			Present Study		
	Pretest %	Posttest %	Gain or Loss	Pretest %	Posttest %	Gain or Loss
Literary Judgment (I)	17.0	7.0	-10.0	28.3	21.8	- 6.5
Interpretation (II)	54.5	78.4	+23.9	37.0	50.0	+13.0
Narration (III)	13.0	3.6	- 9.4	16.2	15.8	- 0.4
Association (IV)	2.8	1.3	- 1.5	6.7	6.4	- 0.3
Self-Involvement (V)	10.5	7.0	- 3.5	7.3	3.1	- 4.2
Prescriptive Judgment (VI)	1.4	1.1	- 0.3	2.4	1.5	- 0.9
Miscellaneous (VII)	1.9	0.8	- 1.1	2.2	1.3	- 0.9

category which are comparable to those reported by Wilson. The following percentage frequencies, as noted in Table 31, are reported for the present study on posttest protocols for "The Fly" and "Indian Camp" respectively: Class J A, 70.6 per cent and 54.7 per cent; Class J B, 63.3 per cent and 44.3 per cent; Class K B, 57.0 per cent and 48.2 per cent; Class L A, 44.4 per cent and 55.0 per cent. It would seem that when high school students have been subjected to instruction in the short story, their frequency of response in the interpretative mode approaches that of college students.

As Table 14 indicates, the loss in frequency of response from pretest protocols to posttest protocols in the narrational response category is 9.4 per cent for subjects in the Wilson study; for subjects in the present study, this loss is negligible, 0.4 per cent. Again, this difference in the maturity of the subjects may explain the discrepancy noted in these data.

In the associational response category and the self-involvement response category, the per cent loss in frequency of response from pretest protocols to posttest protocols, as reported in Table 14, is comparable for both studies. When these categories are combined, the per cent of the frequency of response is almost identical for both studies--13.3 per cent on pretest protocols and 8.3 per cent on posttest protocols for the Wilson study; 14.0 per cent on pretest protocols and 9.5 per cent on posttest protocols for the present study.

As noted in Table 14, the loss in frequency of response from pretest protocols for the prescriptive judgment category and the miscellaneous category is similar for both studies. However, the frequency of observations in these two categories is low.

In summary, there is much similarity between results reported for the Wilson study and those reported for the present study. Wilson reports a higher frequency of response in the interpretative mode than does the present study, and the present study reports a higher frequency of response in the narrational mode than does the Wilson study. These differences may perhaps be attributed to the result of varying levels of maturity and ability for subjects in these studies, to the different genres used to obtain response, and to the differences in experimental procedures. For both studies, nevertheless, the practice of instruction in the short story tends to increase the frequency of the interpretative response on posttest protocols and to decrease the frequency of associational and self-involvement responses on posttest protocols.

The Squire Study and the Sanders Study

Although Squire's study and Sanders's study are concerned with student response to selected short stories, these studies are not as directly related to the present study as is Wilson's study. Squire examines changes in student mode of response while reading short stori[illegible]

Sanders examines the influence of instruction in interpretation upon student mode of response. Data are reported in Table 13 and in Figure 1.

The Squire study. Although the frequency of response in each category is not comparable between Squire's study and the present study, results reported for these studies suggest similar pattern in the frequency of response in each category. In the literary judgment category, Squire reports 14.8 per cent of the total number of responses compared with 28.3 per cent on pretest protocols and 21.8 per cent on posttest protocols for the present study. In the interpretational response category, the pretest figure of 37 per cent of the responses for the present study is comparable to Squire's figure of 42 per cent. The posttest figure for the present study of 50 per cent, however, may be attributed to the effects of the instructional procedures involved in the experimental treatments.

For the narrational response category, results reported for the two studies indicate a similar pattern. Squire reports 19 per cent of the responses in this category; the present study reports 16 per cent of responses on posttest protocols in this category. In the associational response category, Squire reports 3 per cent of the responses in this category; for the present study, 6 per cent of both pretest and posttest protocols are associational response. In the self-involvement category, Squire reports an average of 15 per cent of the responses; the present study, 7 per cent on pretest protocols and 3 per cent on posttest

protocols. Results reported for the prescriptive judgment category and the miscellaneous category are comparable for the two studies, although the number of observations in each of these categories is so small that meaningful comparison is impossible.

Differences which occur between results reported by Squire and those reported for the present study are not readily explainable. Perhaps the interview technique, the one-to-one relationship in obtaining student response, had some influence upon the manner in which subjects in Squire's study responded to test short stories.

The Sanders study. For his control group and his experimental group, Sanders reports two sets of results: the mean frequency of response in each category for protocols written after instruction; the mean frequency of response for protocols written following independent reading. These data are noted in Table 13 and in Figure 1.

For his experimental group, Sanders's mean frequency of response in the literary judgment and interpretational categories is similar to those reported for the present study. The mean frequency of response reported for the narrational category is somewhat lower than those for the present study. Results for the other categories are comparable.

Results for the control group, the group receiving no formal instruction, are not consistent with those results reported in the three other studies. Sanders found the

frequency of response for the literary judgment category much greater than that which occurred for the interpretational category. According to results reported for the other studies and for his own experimental group, Sanders's control group could have been expected to make more responses in the interpretational category than they did. Although coding procedures or treatment procedures may in part account for this difference in results, no explanation seems readily available to justify the results reported for Sanders's control group.

Summary

This chapter has presented the findings regarding the effects of two instructional strategies upon students' mode of response to selected short stories, and has compared these findings with those of other studies. The results indicate that the instructional strategies designed for this investigation resulted in a significant increase in the frequency of interpretational response on posttest protocols and a significant decrease in the frequency of self-involvement response on posttest protocols. No significant differences were found for the other categories used to code students' responses. In addition, these results are comparable with those reported by Squire, Wilson, and Sanders.

In addition to examining the nature of the influence of the prescribed instructional strategies upon students' mode of response, this study has set out to describe what

happens when these instructional strategies are put into operation in the six classrooms. A discussion of these findings is presented in the following chapter.

CHAPTER V

EVALUATION OF INSTRUCTIONAL STRATEGIES

Results presented in Chapter IV have dealt with the influence of the two prescribed instructional strategies upon students' mode of response. This chapter examines statements made by students, cooperating teachers, and the investigator in evaluating the prescribed instructional strategies.

Results are presented under the following headings: results from two rating scales; results from four open-ended questions; selected examples of students' written response to the open-ended questions; comments by cooperating teachers; investigator's anecdotal comments.

The results in the first section of this chapter are examined, first, to provide a composite statement about the total population and, second, to provide inter-group comparisons between Experimental Group A and Experimental Group B. However, the reader is again reminded that students were not randomly assigned to treatment groups; hence, results are limited in the extent in which generalizations may be made. The results presented in the four remaining sections of this chapter are reported quantitatively, providing impressions of evaluative comments about the prescribed instructional strategies.

Results from Two Rating Scales

On a post-treatment questionnaire (see Appendix B),

students were asked both to rate the effectiveness of the instructional strategy which they had experienced and to select from a prepared list the three objectives which they considered to be the most significant for a high school literature program. A discussion of these responses follows.

Students' Ratings of Effectiveness of Instructional Strategies

To rate the effectiveness of the methods of instruction, students were asked to respond to the following question:

> Circle the number on the following scale which most closely represents your evaluation of your reaction to the manner in which you studied the short stories in the unit which you have just completed.
>
> 1 2 3 4 5
>
> did not like average liked very much

Responses were collected from 140 students. The responses of the thirteen students originally rejected from the study were not used.

Table 15 summarizes responses to the above question by arraying the frequency of response and the percentage equivalent of these responses at each level on the scale. Results are presented for each class, for Experimental Group A and Experimental Group B, and for the total population.

These results suggest that in general students were satisfied with the instructional strategies used in their particular classroom situation, with seventy-one students

Table 15

Students' responses on a scale rating the effectiveness of instructional strategies

Class	N	Frequency of Response					Percentage Equivalents				
		1	2	3	4	5	1	2	3	4	5
J A	26	--	--	8	8	10	--	--	30.7	30.7	39.2
K A	25	--	2	19	4	--	--	8.0	76.0	16.0	--
L A	27	--	1	17	7	2	--	3.7	62.9	25.9	7.4
J B	25	--	--	2	12	11	--	--	8.0	48.0	44.0
K B	24	--	2	11	11	--	--	8.3	45.8	45.8	--
L B	13	--	--	7	6	--	--	--	53.8	46.2	--
Total	140	--	5	64	48	23	--	3.6	45.7	34.3	16.4
Total A	78	--	3	44	19	12	--	3.8	56.4	24.3	15.4
Total B	62	--	2	20	29	11	--	3.2	32.3	46.8	17.8

(51%) rating the effectiveness of the method at the high end of the scale, that is 4 or 5, and five students (4%) rating the effectiveness of the method at the low end of the scale, that is 1 or 2. Moreover, students taught with Method B appeared more satisfied with their method of instruction than were students in Method A classrooms, for forty students (65%) in Experimental Group B and thirty-one students (40%) in Experimental Group A rated the effectiveness of the instructional strategy at the high end of the scale.

Hypothesis related to rating of the effectiveness of the instructional strategies. A research hypothesis was established to determine the extent of the difference in the ratings of the effectiveness of the method of instruction between students in Experimental Group A and those in Experimental Group B. This hypothesis was stated as follows:

> Hypothesis 2:
>
> There is no significant difference between the evaluation of the experimental treatment as measured on a rating scale administered after experimental treatment for subjects in Experimental Group A and those in Experimental Group B.

To test this hypothesis, a one-way analysis of covariance was carried out, with students' ratings of the effectiveness of method of instruction as the criterion and students' self-ratings of past achievement in literature as the covariate.

It was thought that this covariate might provide an estimate of students' natural ability in literature since success in the subject would be expected to coincide with a

high rating in the subject and vice versa. This self-rating was carried out on a five point Likert scale, which has been included in Appendix B. The scale was administered before the experimental treatment was carried out, with students being asked to rate their past achievement in literature from 1, poor achievement, to 5, high achievement. The distribution of the frequency of response to this scale is presented in Table 16. Students in Experimental Group B tended to rate themselves higher in past achievement in literature than did students in Experimental Group A, with 25 students (32%) in Experimental Group A and 26 students (42%) in Experimental Group B rating achievement as a 4 or 5 on the rating scale.

The following discussion presents the results of the analysis of covariance. Table 17 displays the within group regression. The coefficients suggest that the within group regression may not be homogeneous.

Table 18 presents the results of the analysis of variance on the covariate, students' self-rating of past achievement in literature. The probability level in this table indicates that the two experimental groups do not differ significantly on the covariate.

Table 19 presents the results of the analysis of variance on the criterion, evaluation of method. On this variable, the two experimental groups are significantly different at the $p<0.04$ level of confidence.

Because the two experimental groups do not differ significantly on the covariate, the results of the ANOVA on

Table 16

Students' self-ratings of previous achievement in literature

Class	N	Frequency of Response					Percentage Equivalent				
		1	2	3	4	5	1	2	3	4	5
J A	26	--	--	10	12	14	--	--	38.5	46.2	15.4
K A	25	--	6	14	5	--	--	24.0	56.0	20.0	--
L A	27	--	5	18	4	--	--	18.5	66.6	14.9	--
J B	25	--	1	12	11	1	--	4.0	48.0	44.0	4.0
K B	24	--	1	10	13	--	--	4.2	41.7	54.1	--
L B	13	--	--	12	1	--	--	--	92.3	7.7	--
Total	140	--	13	76	46	5	--	9.3	54.3	32.9	3.5
Total A	78	--	11	42	21	4	--	14.1	53.9	26.9	5.1
Total B	62	--	2	34	25	1	--	3.2	54.9	40.3	1.6

Table 17

ANCOVA: Within group regression for Experimental Group A and Experimental Group B

Within group regression: Experimental Group A

Variable	Means	Coefficients
Covariate	3.23	0.52
Criterion	3.51	1.84

$R^2=0.23$

Within group regression: Experimental Group B

Variable	Means	Coefficients
Covariate	3.31	-0.007
Criterion	3.79	4.02

$R^2=0.006$

Table 18

ANOVA on the covariate: self-rating of past achievement in literature

Source	SS	df	MS	F	p
Groups	0.20	1	0.20		
Within	87.02	138	0.63	0.31	0.6
Total	87.22	139			

Table 19

ANOVA on the Criterion: Evaluation of Method

Source	SS	df	MS	F	p
Groups	2.66	1	2.66	4.28	0.04
Within	85.76	138	0.62		
Total	88.42	139			

Table 20

Unadjusted Means and Adjusted Means for the Criterion: Evaluation of Method

	Unadjusted Means	Adjusted Means
Group A	3.51	3.52
Group B	3.79	3.78

the criterion and the ANCOVA on the criterion can be expected to be similar. (Data in Table 40 in Appendix A do, in fact, indicate that the difference as determined by ANCOVA is slightly less significant than that resulting from the ANOVA procedures.) Data in Table 20 present the unadjusted means and the adjusted means for the criterion. For the purposes of this study, there is no practical difference between the means.

In short, a significant difference at the $p<0.04$ level is found for students' ratings of the effectiveness of the method of instruction between Experimental Group A and Experimental Group B, and Hypothesis 2 is rejected at the 0.05 level of confidence. It would seem, then, that Method B, the activity approach, is rated higher by students in this study than is Method A.

Students' Ratings of Fourteen Possible Objectives for a Secondary Literature Program

Students were presented with fourteen statements on a post-treatment questionnaire (see Appendix B) which represent possible objectives for a secondary literature program. Students ranked the three objectives which they considered to be the most important for a secondary literature program. The construction of this rating scale is discussed in Chapter III.

The following discussion of students' ratings of these objectives has been divided into three sections: a

discussion of results for all students providing a composite statement of the perceptions of the purpose of the study of literature for the sample population; a discussion of results indicating differences between ratings in Experimental Group A and those in Experimental Group B; a discussion of results indicating differences among specific classes involved in this study.

For the purpose of analysis, the fourteen statements on this questionnaire have been classified into four categories: acquisition of skills, awareness of the discipline and the cultural heritage; personal growth and self-awareness; social awareness. These four categories contain the following objectives:

1. acquisition of skills
   - -basic reading skills (1).[1]
   - -improved writing skills (2).
   - -improved usage habits--to learn to speak better (3).
   - -an increased capacity to think critically (4).
2. awareness of literature as a discipline and of the heritage
   - -an understanding of the skills needed to interpret and analyze literature (5).
   - -an awareness of the beauty of literature (6).
   - -training for leisure-time activity (7).

---

[1] Numbers following each statement refer to the order in which statements appear on the post-treatment questionnaire. See Appendix B.

-better insight into the major currents of Western thought (13).

-a knowledge of famous authors and famous literature (14).

3. personal growth and self-awareness

-an opportunity to develop imagination and self-expression (8).

-a sense of personal understanding and of self-identity (9).

-an opportunity to examine values and to become more tolerant and open-minded (12).

4. social awareness

-an opportunity to share thoughts and feelings with others (10).

-a broadened and deepened experience with the varieties of human problems and values (11).

Results for the total population. Table 21 presents the choices of all of the students for the most important objectives for a high school literature program. This table displays two sets of data: the frequency of choices ranked first, second, or third; the frequency of the choice ranked first only. As this table and subsequent tables indicate, little difference occurs from these two ways of comparing these data.

Results in Table 21 suggest the following information about students' perceptions of the purpose of the study of

Table 21

Choices of students for the most important objectives for a secondary literature program as obtained from a rating scale

Description of Objective	Frequency of responses rated first, second, or third choice	Rank of Choice	Frequency of response rated first choice	Rank of Choice
10. sharing thoughts, feelings	68	1	21	2
8. self-expression, imagination	64	2	24	1
12. values, tolerance	56	3	16	3
11. experiences with human problems	40	4	14	4
5. interpretation and analysis of literature	34	5	12	5
9. personal identity, understanding	31	6	11	6
3. better speaking	29	7	10	7
1. reading skills	22	8	10	7
2. writing skills	21	9	6	9
4. critical thought	15	10	5	10
6. beauty of literature	15	10	5	10
7. leisure activity	9	12	2	12
14. authors and works	9	13	1	13
13. Western thought	4	14	1	13
Total	417		138	

literature:

1. Objective 10, an opportunity to share thoughts and feelings with others, Objective 8, an opportunity to develop imagination and self-expression, and Objective 12, an opportunity to examine values and to become more tolerant and open-minded, are decisively rated as the most important objectives.[2]

2. Objective 7, training for leisure-time activity, Objective 14, a knowledge of famous authors and famous works, and Objective 13, better insight into the major currents of Western thought, are consistently rated as the least important objectives.

Table 22 presents the results of students' choices of objectives as categories. These results suggest that students selected items in the personal growth and self-awareness category (36%) and in the social awareness category (25%) as the most important objectives much more frequently than they selected items in the skills category (21%) and in the discipline-heritage category (17%).

Results indicating differences between Experimental Group A and Experimental Group B. Results arraying the choices for students in Experimental Group A and for those in Experimental Group B are noted in Table 23. The most

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[2]These findings are supported by students' responses to the open-ended questions, asking for descriptions of successful and unsuccessful experiences which occurred during experimental treatment. See pages 151 to 157 and also Tables 25 and 26.

Table 22

Per centage of choices in each of four categories for the most important objective for a secondary literature program

Category	Frequency of responses rated first, second, or third	%	Frequency of responses rated first, second, or third	%
personal growth and development (objectives 8, 9, 12)	151	36.2	51	36.9
social awareness (objectives 10, 11)	108	25.4	35	25.4
acquisition of skills (objectives 1, 2, 3, 4)	87	20.9	31	23.2
awareness of nature of the discipline and the cultural heritage (objectives 5, 6, 7, 13, 14)	71	17.2	21	15.1
Total	417	99.7	138	99.6

Table 23

Per centage of choices in each of four categories by students in Experimental Group A and in Experiment Group B for the most important objectives for a secondary literature program

Category	Experimental Group A Frequency of Responses Rated				Experimental Group B Frequency of Responses Rated			
	first, second and third choice		first choice only		first, second and third choice		first choice only	
	f	%	f	%	f	%	f	%
personal growth and development (objectives 8, 9)	74	31.5	18	23.1	77	42.5	33	55.0
social awareness (objectives 10, 11)	60	25.5	20	25.6	48	25.0	15	26.5
acquisition of skills (objectives 1, 2, 3, 4)	63	27.6	24	30.9	25	13.9	7	11.7
awareness of nature of the discipline and the cultural heritage (objectives 5, 6, 7, 13, 14)	40	17.1	16	20.5	31	17.2	5	8.3
Total	237	101.7	78	100.1	181	98.6	60	101.5

noticeable inter-group difference occurs in the personal growth category. In Experimental Group A, eighteen students (23%) rated objectives in this category as their first choice. In contrast, thirty-three students (55%) in Experimental Group B rated these objectives as their first choice. However, when first, second, and third choices are considered, the inter-group difference is not as marked. In Experimental Group A seventy-four (32%) and in Experimental Group B seventy-seven (43%) of the choices rated objectives in the personal growth and self-awareness category as the most important objectives.

It is possible that treatment experienced in Experimental Group B prompted some of the students to perceive the study of literature as having something to do with the development of self. The extent of this influence upon the students and the effect of this kind of awareness upon performance in literature class are issues which lie beyond the scope of this study.

A difference between students' ratings in Experimental Group A and those in Experimental Group B is found in the literature as discipline-heritage category. In Experimental Group A, sixteen students (21%) rated the objectives as their first choice; in Experimental Group B, five students (8%) rated these objectives as first choice. When all three choices are considered, however, no appreciable difference emerges between Experimental Group A (17%) and Experimental Group B (17%).

Students in Experimental Group A tended to rate objectives in the acquisition of skills category higher than did students in Experimental Group B. In Experimental Group A, twenty-four students (31%) rated these objectives as the most important, whereas seven students (12%) in Experimental Group B rated them as the most important. Similarly, when all three of the students' choices are considered, sixty-three responses (28%) in Experimental Group A and twenty-five responses (14%) in Experimental Group B rated these objectives as first choice. The peculiar nature of Class L A, as noted in Table 24, makes this comparison somewhat unreliable. Class L A has been characterized as being noticeably more practical in their perception of the purpose of literature than were the other classes in this study.

In the social awareness category, no noticeable inter-group difference occurs. When the first choice objective only is considered, twenty students (26%) in Experimental Group A and fifteen students (25%) in Experimental Group B rated these objectives as their first choice. A similar ratio occurs when all three choices for objectives for a high school literature program are considered.

Results indicating differences among specific classes. Results in Table 24 are arrayed to present the first choice objective for each of the classes in this study. Although the frequency of response for certain items is low, some differences among classes do emerge.

Table 24

Per centage of choices in each of four categories by students in each class for the most important objective for a secondary literature program

Category	Frequency of Responses Rated as First Choice											
	J A		K A		L A		J B		K B		L B	
	f	%	f	%	f	%	f	%	f	%	f	%
personal growth and development (objectives 8, 9, 12)	9	34.6	5	20.0	4	14.9	13	54.1	15	65.6	5	38.5
social awareness (objectives 10, 11)	9	34.6	8	32.0	3	11.1	5	20.8	5	21.9	5	38.5
acquisition of skills (objectives 1, 2, 3, 4)	4	15.4	6	24.0	14	51.8	2	8.3	2	8.8	3	23.1
awareness of nature of the discipline and the cultural heritage (objectives 5, 6, 7, 13, 14)	4	15.4	6	24.0	6	22.2	4	16.6	1	4.3	0	00.0
Total	26	100.0	25	100.0	27	100.0	24	99.8	23	100.6	13	100.1

In general, these data follow the pattern presented in preceding tables, with personal growth objectives and social awareness objectives receiving the highest frequency of choices. Class L A, however, deviates from this pattern. This class rated the skills category higher than did the others, with fifty-two per cent of their choices occurring in this category. Perhaps these results indicate the existence of a wide range in objectives held by students.

It has been suggested in studies such as that of Squire that students with a greater amount of literary maturity tend to make more interpretational responses and fewer narrational responses than do students with a lesser amount of literary maturity. In the present study, a distinct pattern of response develops between those classes identified as possessing a greater amount of literary maturity and those identified as possessing a lesser amount of literary maturity.

The three classes identified as possessing a greater amount of literary maturity[3] tended to select personal growth objectives as most important more frequently than did classes of lesser ability. The frequency of selection, as noted in Table 24, is the following: greater ability classes--J A 35%, J B 54%, K B 66%; lesser ability classes--K A 20%, L A 15%, L B 39%. Classes of greater literary ability tended to select literary skills objectives less frequently than did classes of lesser ability. The frequency of selection in this

[3]Data for these classifications are presented in Table 1 on page 60 of the preceding chapter.

category is the following: greater ability classes--J A 15%, J B 9%, K B 8%; lesser ability classes--K A 24%, L A 52%, L B 23%.

Summary. The main findings of this analysis of students' perceptions of the purpose of the study of literature at the high school level are these:

1. Personal growth and social awareness objectives were considered more important by all students than were skills and discipline-heritage objectives.

2. The instructional strategy in Experimental Group B may have prompted students to perceive the purpose of the study of literature in terms of personal development more frequently than did the instructional strategy in Experimental Group A.

3. Classes of a greater literary ability seemed to have a different understanding of the purpose of the study of literature than did classes of lesser ability.

These results may suggest a possible reason for student dissatisfaction with literature. According to research such as that of Squire and Applebee,[4] much of what goes on in literature classes is concerned with literature as a discipline or as cultural heritage: the close reading of literature, the chronological or genre organization of courses of study. Yet, it seems that it is just this aspect

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[4]James R. Squire and Roger K. Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, 1968).

of literature which is least valued by the students in the present study. The question of students' perception of the purpose of the study of literature is, undoubtedly, one which merits further investigation.

Results From Four Open-Ended Questions

In addition to completing a rating scale of the effectiveness of the methods of instruction and a statement of objectives for a literature program, students answered four open-ended questions about the experimental treatments (see Appendix B). The first question asked for students' perceptions of the instructional strategy as it was practised in their classrooms:

> (a) Describe the teaching method(s) which were used during your study of the short story. Then, mention its (their) strengths and weaknesses.

The second and third questions asked for students' reactions to their personal involvement during the investigation by having them describe successful and unsuccessful learning experiences:

> (b) Describe briefly two successful experiences . . . which you had during this unit on the short story.
>
> (c) Describe briefly two unsuccessful experiences . . . which you had during this unit on the short story.

The fourth question asked for students' perceptions of the role of the teacher during the experimental treatment:

> (d) To what extent did your teacher influence and direct your study of the short story in the unit which you have just completed? Did you

> ever feel during this unit on the short story that you needed more help from your teacher than you actually did receive? . . . Did you ever feel during this unit on the short story that you wanted less help and direction from your teacher than you actually did receive? . . .

Categories were developed from the responses of the students, a technique depending entirely upon the investigator's ability to comprehend students' statements. Because no attempt was made to establish a reliability rating for these categorization procedures, statements included in this discussion are representative and suggestive in nature only.

Nevertheless, these responses do provide a means of getting at the tone of student reaction to the instructional strategies. Indeed, these responses are important not in the quantity in which they occur but for the fact that they occur at all, in that students thought these statements important enough to note them without the stimulus of a rating guide.

Comments About Teaching Method

Students' comments about the methods used by their teachers during the investigation not only provide a description of the instructional strategies in practice but may also point out the differences which exist between the two treatment procedures. As Table 25 points out, students in Experimental Group A tended to see their classroom procedures in terms of teacher direction (items 5 to 11), whereas students in Experimental Group B tended to see their classroom procedures

Table 25

Categorization of students' perceptions of instructional strategies in practice

Student Statement	Frequency of Response							
	JA	KA	LA	f	JB	KB	LB	f
1. individual freedom/ self-initiative	1	--	1	2	21	14	5	40
2. various activities in groups	--	1	--	1	8	7	3	18
3. class presentation	--	--	--	--	5	5	--	10
4. teacher as guide/ source	--	--	--	--	3	4	--	7
5. small group discussion	16	11	3	30	--	--	8	8
6. whole class discussion	22	11	16	49	--	--	5	5
7. teacher presented story to the class	15	11	--	26	--	1	--	1
8. teacher provided questions for discussion	11	13	11	35	--	--	--	--
9. reporting discussions to the whole class	--	4	--	4	--	--	--	--
10. introductory discussion to the lesson	--	3	1	4	--	--	--	--
11. story read by students	--	--	19	19	--	--	--	--
12. too much literary analysis	1	--	--	1	--	--	--	--
13. no literary analysis or answering of questions	2	--	--	2	3	--	1	4

in terms of student activity (items 1 to 4). It is interesting to note, for example, that students in Experimental Group B saw procedures as "various activities in groups," while students in Experimental Group A saw these procedures as "small group discussion." Item 8, moreover, indicates the questioning technique inherent in Method A.

Data presented in Table 25 do point out some intra-group differences, which have been confirmed by the investigator's observations of classroom proceedings. In Method A classes, for example, teachers in Class J A and Class K A tended to read most of the short stories in the unit to their classes, whereas the teacher of Class L A presented the reading of the short stories as an assignment to be completed at the beginning of the unit. This difference in teaching style is indicated in items 7 and 11. The teachers in Class J A and Class K A used small-group discussions more frequently than did the teacher of Class L A, as is indicated by item 5.

In Experimental Group B, Class L B, because of its small number of students, tended to operate more as a whole class than did Class J B or Class K B, which proceeded entirely as small groups. This fact is pointed out by items 2 and 6. Moreover, Class L B never did complete many activities or projects; they were more inclined to talk. This difference is indicated by items 5 and 6. Indeed, in this aspect, the classroom experience of Class L B would seem to be related to those of students in

Experimental Group A. At the same time, Class J B and Class K B, which operated as small groups, perceived their teacher as a source of information or as a guide, as suggested by item 4, but students in Class L B as well as those in Experimental Group A, which operated for the most part as a whole class, did not make this observation. In addition, the various groups in Class J B and Class K B reported the results of their projects to classmates, either as oral reports or as displays; this peer reporting did not occur in Class L B, as shown by item 3.

This examination of students' descriptions of instructional strategies in practice, although lacking in precision, does provide an overview of the perceived learning experiences of the two experimental groups and of the classes within these groups. Moreover, it suggests not only the differences in classroom procedures between Experimental Group A and Experimental Group B but also the differences in classroom procedures within each of the treatment groups. If nothing else, this examination of students' perceptions of teaching method does verify that the instructional strategies which were prescribed for this investigation did, in fact, occur in operational terms in the six classes selected for this investigation.

Statements about the strengths and weaknesses of the prescribed instructional strategies. Students were also asked to evaluate the effectiveness of the method of

instruction by mentioning the strengths and the weaknesses of the method which they experienced. Table 26 lists the statements which students made in discussing the strengths of the prescribed instructional strategies. These data point out that there is little difference in students' descriptions of the strengths of the method of instruction between Experimental Group A and Experimental Group B. Item 1 indicates a general satisfaction with the methods of instruction, with students in Experimental Group B making a greater number of positive statements, a fact which is consistent with conclusions reached in considering students' ratings of the effectiveness of the instructional strategies (see page 129). Moreover, both groups of students placed a high value upon sharing opinions with peers, (item 9) and upon understanding the short story (item 10). Indeed, these two items have the highest frequency of response of all other items in this table.

Class K A, however, would seem to be an exception to the above generalization. As Table 26 points out, students in this class made few positive statements about the method of instruction. Because of the lack of success with the experimental treatment in this classroom, Class K A has been the subject of a special case study (see page 179).

Some inter-group variation does occur. Statements from students in Experimental Group B (items 2 to 8) tend to be concerned with a personal growth concept of the purpose of literature: freedom of activity and thought, self-

Table 26

egorization of students' perceptions of the strengths of
:ructional strategies in practice

Student Statement	Frequency of Response JA	KA	LA	f	JB	KB	LB	f
1. positive reaction/an interesting method	6	3	--	9	7	7	7	21
2. freedom of activity and thought	1	--	1	2	7	6	--	13
3. satisfactory group experience	--	3	1	4	2	1	--	3
4. developing self-expression/thought	4	--	2	6	6	--	1	7
5. responsibility for learning situation	--	--	--	--	2	--	--	2
6. developing imagination/ creativity	--	--	--	--	2	--	--	2
7. incentive to learn	--	--	--	--	1	--	--	1
8. students not allotted marks	--	--	--	--	--	1	--	1
9. sharing opinions with peers/group discussions	14	--	3	17	8	3	6	17
10. heightened understanding of the short story	8	--	10	18	10	4	1	15
11. benefits of whole class discussion	4	2	1	7	--	--	1	1
12. teacher's oral reading	4	--	--	4	--	--	--	--
13. teacher's guidance to achieve interpretation	1	--	--	1	--	--	--	--
14. literary analysis	2	--	--	2	--	--	--	--

responsibility, developing imagination and creativity, and incentive to learn. Statements from students in Experimental Group A (items 11 to 14) would seem to indicate a more objective view of the method of instruction. Their particular perceptions include the following comments: enjoyed whole class discussions, enjoyed teacher's oral reading, achieved a correct interpretation, learned literary analysis. Statements from the two experimental groups are not mutually exclusive, making further generalization unwise. Nevertheless, this distinction between responses from Experimental Group A and those from Experimental Group B is consistent with those results obtained from the rating scale of objectives for a secondary literature program (see pages 129 to 141).

Table 27 summarizes students' comments about the weaknesses of the instructional strategies in operation. In general, students were not adversely critical of the teaching methods used, with a number of them stating that they had had no unsuccessful experiences. Students in both of the experimental groups seemed to be concerned with two problems: the lack of success in small group participation (items 5, 13, 14, 17, 18) and their inability to understand the short stories (items 4, 10). It is interesting to note that it is just these two items which received by far the greatest concern in students' statements about the strengths of the instructional strategies, as noted in Table 26. These data, then, would seem to suggest the importance of

Table 27

Categorization of students' perceptions of the weaknesses of the instructional strategies in practice

Student Statement	Frequency of Response							
	JA	KA	LA	f	JB	KB	LB	f
1. negative reaction/ uneventful/ uninteresting	2	1	--	3	--	1	--	1
2. method of value for a limited time only	--	--	--	--	2	1	--	3
3. repetition/lack of originality, new ideas	--	--	--	--	2	--	1	3
4. superficial, incomplete treatment of content	2	--	--	2	1	7	1	9
5. project work time consuming	--	--	--	--	--	1	--	1
6. objectives of the method not clear	--	--	--	--	--	3	--	3
7. too little time to complete projects	--	1	2	3	4	1	--	5
8. group members did not contribute/ fooling around	2	--	2	4	4	3	--	7
9. shy students/ domination by few students in class	2	--	2	4	2	--	2	4
10. difficulty in understanding short stories	--	5	--	5	2	1	--	3
11. dislike of whole class discussions	--	3	--	3	--	--	1	1
12. need for more whole class discussion	1	2	--	3	--	--	--	--
13. groups more limited in ideas than whole class	1	--	--	1	--	--	--	--

Table 27 (continued)

Student Statement	Frequency of Response JA	KA	LA	f	JB	KB	LB	f
14. no variety in group membership	1	--	--	1	--	--	--	--
15. lack of project/ opportunity for self-expression	2	2	--	4	--	--	--	--
16. no opportunity to comprehend story by self	1	--	--	1	--	--	--	--
17. ideas in small groups lack focus/direction	1	--	--	1	--	--	--	--
18. dislike of group participation	1	2	--	3	--	--	--	--
19. dislike of writing out answers to questions	--	2	--	2	--	--	--	--
20. dislike of teacher's oral reading	--	1	--	1	--	--	--	--

communicating with others and comprehending the required material for students at the secondary level.

The data in Table 27 suggest, too, that students in Experimental Group B tended to be more critical than did students in Experimental Group A. Students in Experimental Group B had this to say about their method of instruction: it was of value for a limited time only (item 2); it presented difficulty in searching for new ideas (item 3); it was time consuming (item 5); the objectives of the method were not clear (item 6). These students were also concerned because the method of instruction seemed incomplete, providing only a superficial treatment of the short story (item 4). They also noted that some of the members of the group did not contribute their share to the learning experience (item 8). Students in experimental Group A mentioned a dislike for whole-class procedures (items 11, 19, 20) and for the monotony of the method, which allowed for little self-expression (item 15). These students also appeared to be aware of the difficulty of small group procedures (items 8, 13, 17).

Comments About Successful and Unsuccessful Learning Experiences

Students were asked to describe two experiences which they considered to be successful learning experiences and two experiences considered to be unsuccessful learning experiences. These data are arrayed in Table 28 and Table 29.

Successful learning experiences. Table 28 presents

Table 28

Categorization of students' statements about successful learning experiences

Student Statement	Frequency of Response JA	KA	LA	f	JB	KB	LB	f
1. involvement	1	--	--	1	6	3	--	9
2. self-challenge	--	--	--	--	3	1	--	4
3. freedom from teacher/ external influence	--	--	--	--	1	3	--	4
4. project work/specific assignments	--	2	--	2	8	14	3	25
5. self-reward	--	--	--	--	3	1	--	4
6. opportunity to become open-minded	--	--	--	--	1	--	--	1
7. a leisurely learning experience	--	--	--	--	2	--	--	2
8. group participation/ contact with others/ peers	16	3	4	23	6	5	7	18
9. comprehension of short stories/literary skills	17	5	7	29	13	8	1	22
10. incentive to examine values/life	3	2	11	16	1	3	6	10
11. incentive to examine student's own life	7	2	1	10	1	--	2	3
12. giving opinion to small group or to whole class	1	4	--	5	2	--	--	2
13. development of imagination/ self-expression	1	--	2	3	2	1	--	3
14. positive reaction to specific short stories	--	7	1	8	--	--	4	4
15. writing out ideas	--	--	1	1	--	--	--	--
16. no successful experiences	2	8	5	15	--	1	1	2

a summary of students' statements about successful learning experiences which occurred during their study of the short story unit. Items 8 and 9 seem to verify the statement generally evident in students' evaluations of instructional strategies: that peer involvement and comprehension of short stories were a significant part of students' concern with literature. Without exception, students in all classes rated these items as their most successful learning experiences, and the frequency of these responses provides an indication of their importance.

Some inter-group variation does appear in this list of successful experiences. Responses of students in Experimental Group B tended to be more varied than those in Experimental Group A, with many of the comments in Experimental Group B relating to personal involvement, as noted in items 1 to 7. In this treatment group, twenty-five students noted that their class work (item 4) was considered to be one of their most successful experiences. Only two students in Experimental Group A made this kind of comment.

On the other hand, students in Experimental Group A seemed more concerned than were students in Experimental Group B with an objective kind of examination not only of their own lives (item 11) but also of life in general (item 10).

Unsuccessful learning experiences. Table 29 presents students' statements about unsuccessful learning experiences which occurred during the course of the treatment.

Table 29

Categorization of students' statements about unsuccessful learning experiences

Student Statement	Frequency of Response							
	JA	KA	LA	f	JB	KB	LB	f
1. differing opinions with peers	--	--	--	--	1	3	--	4
2. difficulty in groups/ lack of involvement	--	1	--	1	4	2	--	6
3. difficulty in developing new ideas	--	--	--	--	2	1	--	3
4. lack of time for effective projects	--	--	--	--	1	5	--	6
5. group structure too confining	--	--	--	--	--	1	--	1
6. compulsory reading of short stories	--	--	--	--	--	1	--	1
7. dissatisfaction with results of assignments	3	--	--	3	--	6	2	8
8. negative reaction to specific short story(s)	4	12	9	25	1	3	4	8
9. difficulty comprehending short stories	1	6	2	9	1	2	--	3
10. answering questions uninteresting	1	8	3	12	--	1	1	2
11. discussion groups unsatisfactory	2	1	--	3	--	--	--	--
12. student domination/no total participation	2	1	--	3	--	--	--	--
13. lack of variety in method	1	1	--	2	--	--	--	--
14. class dicussion inaudible	1	--	--	1	--	--	--	--
15. no self-expression	1	--	--	1	--	--	--	--
16. poor class discussion	1	2	1	4	--	--	--	--
17. revelation of self	1	--	--	1	--	--	--	--
18. no unsuccessful experiences	12	2	6	20	15	1	5	21

Students in both of the experimental groups criticized the content of some of the short stories (items 8 and 9). In Experimental Group A twenty-five students expressed a negative reaction to various short stories, and nine commented that they were unable to understand some of the short stories. In Experimental Group B, eight students expressed a negative reaction to certain short stories, and three commented on their inability to understand some of the short stories. It is possible that the method of instruction prompted more students in Experimental Group A than in Experimental Group B to discover difficulties in comprehending the short stories.

Certain of these items of criticism seem to characterize each of the treatment groups. Students in Experimental Group A expressed a negative reaction to the traditional process of writing out answers to questions (item 10) and complained about class discussions (items 14, 15, 16). They also noted the lack of variety in methodology (item 13). Students in Experimental Group B tended to be dissatisfied with their own accomplishments, and not with method per se. They mentioned the following dissatisfactions: the clash of opinions among peers (item 1); the lack of self-involvement (item 2); the lack of time to successfully complete projects (item 4); the generally poor results of their own work (item 7).

General observations about learning experiences.

Certain conclusions seem evident from the data reported in

Table 28 and Table 29. These data suggest that the method of instruction had an influence not only upon the manner in which students perceived the study of literature but also upon the manner in which they engaged in the study of literature. Data in Table 28 indicate that the method of instruction seemed to work differently in each of the experimental groups, prompting students to perceive the purpose of the study of literature in different ways. Method A seemed to make students somewhat more objective and analytical than did Method B; Method B seemed to make students somewhat more personally involved than did Method A. In addition, data in Table 29 suggest that students in Experimental Group A appeared to be more critical of external factors in their unit of study and that students in Experimental Group B appeared to be more critical of their own accomplishments.

Data in these tables also suggest that students in Experimental Group B seemed to indicate a higher degree of satisfaction with their method of instruction than did students in Experimental Group A. In Table 28 (item 16) fifteen students in Experimental Group A and two students in Experimental Group B mentioned that they had had no successful learning experiences during the unit of study. In Table 29 (item 18) twenty-one of sixty-two students in Experimental Group B and twenty of seventy-eight students in Experimental Group A mentioned that they had had no unsuccessful learning experiences. These results are in

general agreement with results presented in the analysis of the rating scale (see page 122).

Comments About Students' Perceptions of the Teacher's Role in the Learning Experience

Table 30 summarizes students' comments about the function of the teacher in their learning experience. An examination of items 4, 6, 8, 9 and 10 suggests that students in Experimental Group B tended to perceive the teacher as a guide, but not a facilitator, of the learning experience. On the other hand, students in Experimental Group A perceived the teacher as a kind of controlling force, either as a guide (item 12), or as a director of the situation (items 13, 14). In general, students in Experimental Group B felt less dependent upon teacher direction than did students in Experimental Group A. But, as item 1 points out, most students seemed to be satisfied with their relationship with their teacher.

It is interesting to note that no student in either treatment group seemed to perceive the teacher as a collaborator in the learning experience. The teacher was always something external to the students' immediate concerns, a source to which they turned for advice and authority. It would seem that the role of the teacher as facilitator of the learning process was not easy to achieve. Perhaps students were not willing to accept the teacher as a learning partner; or perhaps the teachers had difficulty functioning in the role of the facilitator of learning.

Table 30

Categorization of students' perceptions of the teacher's role in the learning experience

Student Statement	Frequency of Response JA	KA	LA	f	JB	KB	LB	f
1. satisfaction with teacher's help	13	11	15	39	18	11	9	38
2. student needed/desired less help from teacher	2	1	4	7	--	1	1	2
3. student needed/desired more help from teacher	--	3	3	6	--	2	--	2
4. teacher had no influence upon the student	--	2	1	3	6	7	2	15
5. student satisfied with teacher's influence	10	2	5	17	7	5	5	17
6. student saw teacher as supplier of materials	--	--	--	--	3	2	--	5
7. student felt teacher's concern for his learning	1	--	--	1	4	--	--	4
8. teacher provided model/suggestions/ ideas	4	--	1	5	15	1	5	21
9. teacher gave help only when asked	1	2	--	3	2	3	1	6
10. teacher facilitated group processes	--	--	--	--	1	--	--	1
11. teacher allowed free discussion	2	--	--	2	--	--	1	1
12. teacher guided class discussion	10	1	6	17	--	--	--	--
13. teacher provided direct questions	4	2	8	14	--	--	--	--
14. teacher dominated and directed the class	2	3	3	8	--	--	--	--

Summary of Students' Response to Four Open-Ended Questions

The discussion in the preceding section has presented the findings from students' responses to four open-ended questions. Because the methods used to present these data lack precision, these findings must be considered, at best, as representative statements which will require further study. The main points noted in the above discussion are as follows:

1. Responses provide students' perceptions of the instructional strategies developed for this investigation. In general, students were satisfied with their method of instruction. Students in Experimental Group A perceived their classroom situation as teacher-directed; students in Experimental Group B perceived their classroom situation as activity-centered. Students' responses pointed out various intra-group differences. Sharing opinions with others and ease of comprehension of the short stories were mentioned as the greatest strengths of both instructional strategies and also as the greatest weaknesses. Information presented in students' responses indicate that procedures prescribed to effect the purpose of this study were carried out in each of the treatment groups.

2. Responses also provide a list of successful and unsuccessful learning experiences. Students showed much concern with peer relationships and with comprehension of the short stories. There was little difference between

Experimental Group A and Experimental Group B in their statements about successful and unsuccessful learning experiences.

3. Responses indicate that students in Experimental Group A were more inclined to perceive the role of their teacher as a director of the learning experience than were students in Experimental Group B. Students in Experimental Group B perceived the role of their teacher as that of a guide, but not of a facilitator.

4. These results tend to verify conclusions reached in the examination both of the rating scale used to evaluate the instructional strategies and the scale rating students' perceptions of the purpose of literature in the high school program.

5. With respect to the influence of the two instructional strategies upon students' perceptions of the purpose of the study of literature, it would seem that Method A, the teacher-directed, verbal approach, tended to prompt students to see literature in terms of social awareness, and that Method B, the teacher-facilitated, activity approach, tended to prompt students to see literature in terms of self. It would seem, too, that Method A prompted students to be critical of factors beyond self in their unit of study and that Method B prompted students to be critical of their own, individual achievements.

Selected Examples of Students' Responses to Open-Ended Questions

The following section presents examples of students'

written comments in reply to the four questions on the post-treatment questionnaire. These examples provide, in effect, illustrations of the data outlined in the preceding section of this chapter.

Four questions asked for students' comments about the following topics: a description of the instructional strategy in operation; a description of successful learning experiences; a description of unsuccessful learning experiences; a description of the role of the teacher in the learning experience. Statements have been organized as follows: comments from students in Experimental Group A; comments from students in Experimental Group B; inter-group comparison of comments; a case study of Class K A. Student comments have been recorded exactly as written on the response sheets, retaining errors in spelling, punctuation, syntax, and so forth.

Comments from Students in Experimental Group A

The intent of the instruction in Method A classes was to guide students consciously, but not autocratically, to some acceptable understanding of the short stories selected for the unit of study in relation to personal experiences. The following comments, chosen from all three classes in Experimental Group A, indicate that students had just this perception of their learning experience, with the teacher in control of the learning situation but not dominating it.

Some students wrote decidedly positive comments about

this learning situation:

> Mr. XXXXX is a good teacher. In my opinion he gave us just enough help. He would'nt come right out with an answer but he might ask us another question that would open our eyes to the first or he may put himself or tell us to put ourselves in the situation (ID 173).[5]

> The teacher tried not to influence our study of these short stories until after we had completed the questions. Mr. XXXXX was very helpful at times but didn't over do it (ID 268).

> He would discuss the story with us, then while asking us questions, we would be able to see more clearly what the writer is trying to get across to us (ID 306).

The above quotations are typical of most of the responses made by students in Experimental Group A.

A few students in Experimental Group A, however, showed some distress at the teacher's domination. Some were general in their criticism:

> I think we received to much help from the teacher. He put ideas into our head and then we worked on them. Myself I would have rather wrote what I thought about the story without having anybody elses point of view and then discuss it (ID 174).

> In some cases I thought that the story was discussed so much that you all most memorized it. It was the dragging of question after question which made this a drag (ID 254).

Others were more direct, arguing that class discussion merely repeated the obvious:

> The teacher influence on our study was almost nil. They only brought out the most direct and totaly known aspects of the story, not speaking of the authors motives for writing (ID 308).

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[5]The abbreviation ID means identification number. The system of numbering used is the following: J A, 150-176; K A, 250-271, L A, 300-327; J B, 100-129; K B, 200-227; L B, 350-364.

> Overall, I didn't get anything out of the unit because I didn't like the way it was handled. I thought we discussed things that weren't even important. eg. When we found a symolism between the trees and the children in the story "Brother Death." I didn't see what this had to do with the story. It didn't help me understand the story any better (ID 166).

In addition to this reaction to teacher domination, students in Experimental Group A criticized the following aspects of their learning experience: the dull routine of answering questions, group situations, whole class discussions, the short stories themselves.

Students' comments also pointed out intra-group differences, outlining the way [illegible] teacher handled his classroom situation. In School J, the teacher depended upon small group discussions which were followed by whole class discussions. A student in this class writes:

> We were given a short story to read. Sometimes we were briefed on it before we read it and other times we were not prepared for it at all. On some occasions, Mr. XXXXX read the story aloud to us. After reading it, we discussed it, either in groups or as a class. We were given questions to make us think deeper about the story sometimes. But also after our discussion many other questions arose to help us further apply the story to our lives (ID 158).

The investigator observed some exceedingly lively whole class discussion sessions in this classroom.

School K followed a similar procedure, with more emphasis upon student reporting of group discussions. A girl in Class K A describes these procedures:

> We first read the story over ourselves. We then discussed some of them in class. Some of them we were first divided into groups for and discussed them as a group. Then a member of the group gave a report to the class stating our feelings on the story. Afterward

> if there was anything we wanted to discuss in class we were able to do so (ID 276).

The experimental treatment was not successful with Class K A. Therefore, this classroom situation is examined in detail in a special case study on page 179 to 182 of this chapter.

In School L, students were assigned the reading of all of the short stories in the unit at the beginning of the investigation. They then discussed these short stories either as a class or in small groups, with stories of particular interest assigned to be reread. A girl writes this summary:

> During our study of short stories we read several then afterwards gave our reactions as to feeling and meaning of it. It is a good way to bring out the different meanings or interpretations of the story, but sometimes they are hard to grasp a real meaning in some of the stories (ID 305).

Students in Class L A were distinctive in their insistence upon the practical aspect of the study of literature. One boy notes that the method of teaching did not improve his ability to write:

> You don't learn much about writing because we didn't do all that much and the writing that we did do didn't have to be marked by our teacher so I suppose a person sort of slacked off and didn't really take care in his writing (ID 319).

Other students complained because they did not learn anything of a factual nature from the short stories:

> I enjoyed but did not learn anything new from the short stories except I did not get the point of the two fishermen unless it was about mob rule how and why it happens (ID 321).

Although this particular student stated that he had not

understood the short stories, he did make a perceptive comment about "The Two Fishermen," suggesting that he was perhaps unaware of his ability to interpret literature. Another student did not understand how the study of the short stories would improve his reading ability:

> I learned very little. My only successful experience is that I think I learned very little. I can't see how short story reading is supposed to raise your reading ability to very high standards at once. It will take quite awhile before we will learn to read just perfect (ID 312).

This concern which Class L A showed for the acquisition of skills and for the application of literature has also been noted in the data listing the objectives for a high school literature program. It would be interesting to know in what way this "skills" concept of the purpose of the study of literature has affected Class L A, particularly in the light of the objectives established for this study which stress personal growth and social awareness. That, however, lies beyond the context of this study.

Students in Experimental Group A liked the interaction with their peers. They frequently alluded to the opportunity which Method A provided to understand the ideas of their fellow students. A girl writes:

> I enjoyed the short stories because they are meaningful and I also learned that different people can read the same short story but have a different view on the story and interpret the theme differently (ID 324).

A girl in another classroom pointed out the benefits of whole class discussion:

> I found that when a class all get in and give their say in the matter you actually don't need a teacher, maybe just to give a new topic or question (ID 155).

As Table 29 indicates, a few of the students in Experimental Group A did note that they disliked small group participation, or, conversely, that they thought whole class discussions boring.

The following list summarizes the observations presented above:

1. Students in Experimental Group A were generally satisfied with Instructional Strategy A.

2. Students typically perceived the role of their teachers as that of a guide who had control over their learning situation.

3. Students pointed out that the method of instruction provided for an exchange of ideas among peers, and noted that whole class discussion could be stimulating.

4. Some students were critical of the learning situation, mentioning particularly their frustrations with the dominance of the teacher.

5. One class tended to see the study of literature in terms of the acquisition of practical skills.

Comments From Students in Experimental Group B

Many of the comments from students in Experimental Group B provide descriptions of the learning situation in the three classrooms, which concur with observations made *in situ* by the investigator. In School J, students received

two short stories to read at one time, were allowed two days to complete a project using either or both of the assigned short stories, and then presented their projects to the class. Here is how one girl describes this situation:

> First of all, we were given a short story to read. Then, after we had finished we were given class time to express, as a group, what we got from the story. This method of teaching gave the students a chance to share thoughts and feelings with others. We were given an opportunity to express ourselves as an individual through a group. The only weakness in this is that some groups weren't quite original in their ideas or else they repeated their ideas (ID 118).

In School K, students were assigned to eight short stories at the beginning of the unit ("The Doll's House" was omitted because they had read this story previously), and then given three weeks to react to the short stories. Some presentation of projects to classmates did occur during the final week of the unit. One of the boys in this class succinctly sums up the situation:

> After we were placed in our groups the teacher gave us a talk on what we were to do. Many questions were asked before I understood what the main objective was. Once things were settled we were left alone most of the time to do our work (ID 204).

And one of the girls says:

> There was no teaching method. We were told to read the story and analize it ourselves. We were free to do what we wanted which made it more interesting. However, we undoubtedly missed some valuable points but through losing them we gained more in some other ways. I enjoyed this way of doing things (ID 226).

In School L, the class never really became concerned with projects and group activity. Since this class contained only fifteen students, Class L B tended to operate as one

large group. The class became involved with a prolonged discussion of the Indian situation and with the welfare issue, urgent problems in the province in which this investigation was carried out. One of the girls sums up the unit this way:

> In the literature program we mostly had discussions between students and teachers, or between students and themselves. We discussed life and death, racial discrimination and various other things. We also watched films and had a welfare worker in to talk with us. The discussions were good in many ways because we learned to speak out what we thought and through that we learned various human values. In a way they were bad though because if you were shy, you wouldn't say anything and most of the time some loud mouth would take over (ID 360).

One of the boys in this class sees the situation this way:

> The most important teaching method was that the teacher tried to get us to express our thoughts and feelings through pictures and plays. This was not very effective because most students had no idea what to do (ID 350).

In commenting on the fact that students in Class L B were slow in becoming involved in project work, their teacher mentioned that most of the students had a small rural school background and were used only to a traditional study of the text.

The statement which occurs again and again in the responses from Experimental Group B is that these students valued the freedom provided by the instructional strategy used in their classrooms, the opportunity for some kind of self-control over the learning situation. In addition, students frequently refer to the chance which they had to exchange ideas with their peers. The following quotations

are typical:

> In this manner [i.e., group activity] everyone expressed their ideas, the stories were seen in many ways that many of us had not seen them in and the teacher was not for a change having us answer questions, find the plot, the climax, etc. But in a way all these questions were answered and the climax and plots found in a different manner by everyone. The only problem I found in this method was that sufficient time was not given for some projects (ID 111).

> I thought the method of letting a person along with others find the meaning of the story was very good. It enabled us to share ideas and thoughts and to top it all we were free. By free I mean we could express ourselves in a way which would be understood by the whole class. I think all English classes should be conducted as ours was. It has proven to be very successful (ID 114).

> You were free to do anything you want to do about the short stories. The teacher was there to help you out if you ran into difficulties. I think the project was good to me (ID 210).

For the student who made the last statement, a boy over-aged for his grade, the method probably was good for him, in that he never appeared to be overly ambitious.

The comments in the first of the preceding series of quotations point out an interesting dichotomy: although the student valued the freedom for self-expression provided by the instructional strategy, the perceived objective of this self-expression was to understand literature as a discipline. It would seem, then, that the literature as discipline-heritage concept, and not the personal growth concept, is very much a part of students' idea of what literature is all about. A move toward personal growth of the student as the main instructional objective might be expected to cause confusion among students, at least in the

initial stages.

Another statement which appears frequently in the responses of students in Experimental Group B is that they enjoyed working for themselves. One of the boys says this:

> With this way of studying the short story I was able to enter the story deeper and find out what it is about more clearly. I also had a challenging time on the way to present them. I would say the experiences are successful because I was left things to do and to understand by myself instead of having someone driveing them at me (ID 101).

However, this kind of student control over the learning situation was not without its frustrations. One of the girls sums up her experience in a group situation:

> No teacher has given me this freedom to work out of class for so long a period (3 weeks). The first week we did nothing. But then we became bored and tired of sitting and exchanging gossip so we worked. Mr. XXXXX did not force us but I could see his temper rising inside but he held on to it. I think this new freedom gave me a chance to find out I [am] not just a kid because someone gave me a chance to be mature (ID 202).

The activity approach to the study of the short story also made demands upon students' capacity to think. One of the girls notes that this aspect of the learning situation presented a problem:

> I liked this method because I can put across what I think and not what I get from the teacher because I have to go at it on my own. We had the chance to use our imagination and come up with something of our own even though most of us did about the same thing. I guess we seem to be running out of new ideas about what to do but I think it's because we're not really used to thinking for ourselves all that much (ID 116).

Most students in Experimental Group B perceived the role of the teacher to be that of a resource person or guide.

Few students even considered that the teacher was abandoning his traditional role. The following statement is representative of responses:

> I feel that we were helped just enough because we weren't told exactly what to do and we weren't completely left in the dark. Also if we needed any help we could just ask (ID 212).

The boy who wrote the next statement is much more definite about what he thought the teacher's role should be:

> The teacher would perhaps suggest an activity but the choice was always ours and we had to use our own imaginations. There was a lot of room for creativity and I enjoyed it. I feel this is much better than when the teacher gives out a story, assigns questions, and gives answers. The teacher is in this case just giving out information as he sees it, with no room for students ideas. I feel that the teacher should be only a guide, suggest ideas but never forcing students to do a particular activity (ID 123).

The following quotation neatly sums up the issue of teacher influence:

> Very little compared to other times and subjects. Just enough to get ideas in your head. Just right as far as I am concerned (ID 109).

A girl expresses this same concept more metaphorically:

> I feal that he put me on the track and all I had to do was run (ID 125).

On the other hand, the following comments, made facetiously perhaps, underline a concern of the teachers in Method B classrooms that they were losing direct contact with their students. Two girls, from separate classrooms, write:

> I think we had sufficient help from the teacher, I mean Mr. XXXXX got us the paints and paper, paintbrushes etc. (ID 223).

> In this unit of the short study, the teacher did not have any influence or direct our studies. . . . The only thing we needed him for was to supply us with paper, scissors etc. (ID 113).

It would seem that the teacher, if he is to use an activity approach, must work out his relationship with his class and consciously strive to have his class see him not as a technician but as a facilitator of learning. Undoubtedly, this is a difficult problem for any teacher to cope with. Answers to this problem lie beyond the scope of this study.

A few students were decidedly negative toward their experiences in this short story unit. The following quotations point out the frustrations of an unsuccessful learning situation. One of the girls writes, with perception:

> I learned that, as the weeks went by, I began to dread coming to English class, for every period was one of complete boredom, especially when no one co-operates. . . . I got stuck with writing short stories--so I'd write them and get nothing but destructive criticism and then when I'd ask what they would suggest--nothing. The moral of the story is: If you're left with too much leisure time, thou shalt fight over nothing and tell jokes (ID 215).

The following quotation, written by a highly intelligent and sincere boy, points to another major problem connected with an activity approach: superficial treatment of content. Although he says that "the group idea was good because we were more free and had more fun at it," he points out that the doing, the projects and activities, may get in the way of learning:

> Our group used a radio play, tape-recorded interviews and discussions and collages (not completely finished). The collages and tapes were good because they gave everyone the chance to think about the meanings in the

> story and discuss the ideas and then illustrate them, on the tapes with words and on the collages with pictures and words we had to find in magazines. The radio play and this would probably be the same for a dramatic play was not the same as this because the only thing we were concerned about was the perfection of the dialogue, working out sound effects, and costumes etc. In our group this didn't really give us a chance to think of the meaning and ideas and by the time we were finished we were sick of the whole thing (ID 216).

The dichotomy between literature as personal growth and literature as a discipline-cultural heritage appears again in this student's response. This issue is also apparent in the following quotation. A boy writes:

> We read the story and then discussed what meaning there was in the story. In this manner we brought out some good points about the story. There was a weakness in that we just brung out the main thought of the short story and really did not go into what could of happened or the characters, plot and setting (ID 217).

Some students were genuinely concerned about the problem of interpretation, and about the seeming anarchy of thought resulting from group experiences. One of the girls asks the following question:

> I think the main idea of the method which we used (drawing, etc.) to get the interpretation was good, but, the only problem is, how do we know if the interpretation we got was right? Sometimes, in some stories, the plot was so deep, that everyone interpreted it differently. However, in most cases doing character sketches, analizing the stories, etc., did help us to understand the story (stories) better (ID 225).

This quotation suggests a basic need for any literature program: that the students have a clear understanding of the purpose of the program. It becomes apparent by examining the above quotations that students have come to see literature as a discipline or as some content to be mastered, and not as

some experience to foster personal growth. To make Method B operable, teachers will have to consider the attitudes and understanding of their students, indeed, to orient them consciously to see literature as providing for personal growth and to accept the program within this frame of reference.

Occasionally a questionnaire contains remarks which build up the ego of even the most objective of investigators.[6] The following "PS" by a girl in one of the Method B classes just begs to be quoted:

> I found it kind of hard to be suddenly on my own after being spoon-fed all my life. All this freedom was too much all at once. I felt lost a lot of times because there's was no teacher telling me what to do. Towards the end though I liked the freedom. I found out how much more I could do. Now I find it a real head-ache going to my other classes because theres hardly any freedom of expression except for the odd discussion. I really like this way of doing and learning English (ID 112).

The following quotation, however, is much more realistic in its assessment of the situation. This student concludes:

> We were given a free hand to do as we liked and since it doesn't happen too often, maybe we didn't do as much as we should have but it was a change to think things out and work on our own without teacher's influence. I think we did OK, considering and it wouldn't be such a bad idea to keep on this way (ID 116).

In summary, the following observations have been recorded from comments from students in Experimental Group B:

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[6] These quotations are similar to those reported by Silberman in Crisis in the Classroom, in which he reports comments by students in elementary level open classrooms and various projects at the secondary level. An eleventh grade student comments on his involvement with the Parkway Program as follows: "And here, you know, . . . if I want to learn something, nobody else is responsible for my education except myself, and nobody's going to come up and pat you on the back and say, 'You're not doing your best and you're not going to get an education.' It's up to me now" (p. 355).

1. Students who experienced Method B were generally satisfied with the manner in which they studied the short stories.

2. Students' responses point out that they appreciated the freedom which this method made possible.

3. Students frequently commented that they liked having an opportunity to confer with their peers.

4. Students noted that they enjoyed working for themselves, without teacher domination.

5. Students felt that this method of instruction encouraged them to think for themselves.

6. Students perceived the role of the teacher in this type of learning situation to be that of a guide or a resource person. They were not particularly concerned by the fact that their teacher was not formally teaching.

7. A few of the students' responses criticized this method of instruction, pointing out the frustrations which occurred in group situations and also the problems which were experienced in interpreting the short stories.

8. Students' comments about the class situation provide a description of Method B in operation.

Inter-Group Comparisons of Responses

A number of similarities and differences have been noted between Experimental Group A and Experimental Group B. Generally, students in both groups were satisfied with their learning experience, with students in Experimental Group B indicating a stronger preference. Students in both treatment groups noted that they valued not only the opportunity to exchange ideas among peers, but also the opportunity to understand the short stories selected for this study.

The most striking contrast between the two groups occurs in the stance or point of view which students take to the short stories in this unit.[7] Students in Experimental

[7] The reader is referred to Table 28 and Table 29 and to the related discussion of the influence of the instructional strategies or students' perceptions of the purpose of literature and of the methods of the study of literature.

Group A were more direct than were students in Experimental Group B in pointing out any relationship between themselves and the short stories. They were more inclined to say: I learned this about myself. The following quotations illustrate this tendency toward self-examination:

> While discussing a story there came a discussing of prejudice and discrimination and through examining what was being said I realized some of the prejudices I have myself. I feel it is important for a person to realize these things about himself so he can change for the better hopefully (ID 156).

> We were talking about prejdudices, I learned that the person may not realize he is prejduce until it is pointed out to him or her. I found myself sticking up for people in the stories that I never though I would stick up for (ID 173).

> I found some of the stories very helpful because they showed me how some people even myself may react to. They helped me discover that I should try to think how to react to the present of different types of people. Discussing the short stories helped me because I found out the ideas of my friends and schoolmates. I found out how most of them would act (i.e., if I were colored or poor) (ID 315).

> In each story we see how our society today is really like. Prejudice, unwilling to give someone a chance and just allround society is just thinking of themselves. Its kind of every man for himself (ID 320).

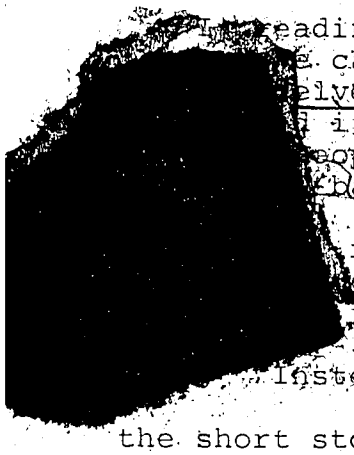
In each of the above literary experiences, the experience of the short story is connected with the student's personal life or with society in general.

Comments from students in Experimental Group A reveal much less personal identification with the short stories than do comments from students in Experimental Group B. Comments from Group A reveal a detached, factual understanding, a concern with external facts and with interpretation. These

comments seem to say, not "this is how I feel" as do comments from Experimental Group B, but rather "this is how I interpret the short story." In addition to the quotations listed above, the following statements serve to illustrate:

> --discussing "Thus I refute Beelzy"--this was successful because after discussing the story I found my interpretation of the story almost completely wrong (ID 162).

> In my opinion the two most successful experiences were Brother Death and The Doll House. Using the class group disscussion I found out some thing which I had never noticed about the story. The group disscussion brought out about sumbolism some of the things hidden in the story (ID 175).



> reading a couple of the stories I learned that some e can't live with society. They wanted to change elves to adjust--but something happened that pre- it. In another story you could see that when eople really want something or something to bad enough, it comes true (ID 317).

> reading the "Doll's House" and the "Cop and em" helped me realize more what prejudice the poor was really like (ID 322).

Instead of taking an objective, factual stance to the short stories, students in Experimental Group B, for the most part, reacted in terms of the activity in which they had been engaged. The following quotations illustrate how these students comprehended the short stories which they read:

> We had a radio play which was good because we actually put our feelings into the characters of this story and therefore understood it better (ID 222).

> Another successful project was our play on "After You My Dear Alphonse." We had to think and discuss this story so we could get the meaning and then try and rewrite the play changing the situation and having Johnny visit at Boyd's house (ID 212).

> The Doll's House. We did a song on it. I discovered the hatred towards the two Kelseys by everyone except Kezia. There was much symbolism in that story (ID 115).

It may be argued that these student comments suggest, not a factual, objective understanding of the short stories, but a kind of identification with the short stories: "we actually put our feelings into the characters of this story" or "I discovered the hatred towards the two Kelseys." What these students were trying to do was to understand the short stories in terms of their own perceptions or experiences and to expand them in the direction which their perceptions suggest. Students in Experimental Group A, on the other hand, tended to see one-to-one relationships: "me" or society and the existence of prejudice; "me" and the way to act.

To conclude this discussion, it may be suggested that the original objectives established for each instructional strategy had some influence upon the manner in which students responded to the short stories, and perhaps upon the language which the students used to consider the short stories. Whereas Method A tended to prompt students to take a stance detached from the content of the short stories, to see the short stories in terms of "It is," Method B tended to prompt students to become personally involved in the short stories, to see the short stories in terms of "I am." It is interesting to note, too, that student comments suggest that they were concerned in both groups with a personal-social awareness kind of response to the short stories. The students were concerned about themselves, individually and collectively, and not with the problem of the cultural heritage or with a formalistic understanding of the short stories in the New

Criticism sense.

A Case Study of Class K A

As noted in the previous chapter, Class K A had the smallest per centage of interpretative responses on pretest and posttest protocols and the highest per centage of narrational responses. This pattern of response on test protocols suggests that students were lacking in literary maturity. The learning experience in Class K A was not rated highly, either by students, cooperating teacher, or the investigator. Therefore, this learning situation is the subject of a special case study to examine in detail the nature of the literary experience which occurred in this classroom.

Many of the comments written by students in Class K A reveal difficulty in comprehending the short stories. Here are some representative comments:

> I didn't like quite a few of the storys because they didn't make sense such as the Giraffe and After you My dear Alphonse (ID 252).
>
> I was bored nearly through the whole thing because the short stories he gave us didn't appeal to me. The only story that really appeal to me was the story "Flowers for Algernon (ID 270).
>
> two unsuccessful experiences where I learned very little was the giraffe and the portable phonagraph. I consider these experiences unsuccessful because I didn't like the stories so I never wanted to learn anything (ID 271).

Other students add that the questions which accompanied the short stories were as incomprehensible as the short stories:

> The questions on the short stories were very hard to understand. Some really didn't have any linkage with the story at all! Some did't make sense (ID 254).

> I was pretty well bored with all the stories but I didn't mind the discussions and questions we had to do, but some questions were very hard to understand (ID 259).

A few students provide a description of the kind of short story which they would have preferred:

> I liked some of the stories but most of them made me get mixed-up and not understand the story. I like a story that is plain and simple and you can understand each thing as it happens (ID 269).

Oddly enough, some of the comments suggest that the short stories were not too difficult but too easy:

> The stories that we received I didn't fully understand them. I didn't like the caliber of the stories, for I like adventure and sports stories. To me these stories seemed public school level, such as grade seven or eight (ID 260).

This discontent expressed about the caliber of the short stories becomes compounded with the students' view of the teaching strategy. One girl writes, in pointing out the weaknesses in the method of instruction:

> It's weaknesses are that the stories sometimes get very boring and hard to understand at some points within the story (ID 258).

Another girl notes that small group discussion became meaningless because of the difficulty of the short stories:

> When we had a group discussion and none of us said anything because we didn't know the significance of the story or else we would start off wrong and end up like everyone is mad at one another because of different views on the story (which were never right--as I later found out) (ID 255).

At the same time, the teacher's efforts to help the students comprehend the short stories, in a literary sense, were rejected by some students. One girl writes:

> In some cases I thought that the story was discussed so much that you all most memorized it. It was the dragging of question after question which made this a drag (ID 261).
>
> I didn't really understand one short story so I asked him about it--he only confused me more than ever (ID 255).

Yet, these students indicate their appreciation for the efforts of their teacher:

> He helped us enough because when we were in any trouble he would help us so good that he nearly told us the answer (ID 270).

Inherent in the above comment is a concept of literature as something concrete; the student was looking for "the" answer. Indeed, it would seem that students in Class K A did not have a clear concept of what they were doing in their literature class, of the significance of all the talk occurring in their class sessions:

> I think our teacher did all he could to influence us, and try to make us appreciate these short stories. I know I didn't know a number of points to a story (ID 260).

For this student, the purpose of the learning experience was to reveal the "points" about the story, to find the literal, factual statement. The aspect of literature as a commentary on life appears to be lacking. Moreover, few of the students in Class K A point out ~~any re~~lationship between the content of the short stories and their own lives.

In summary, it would seem that for this particular class the major objective of Method A, to encourage students to experience the short stories in terms of personal

adventures, was not translated into practice. The intent of the investigation was perhaps defeated because the short stories were too sophisticated for the students, and because the students were not sympathetic to the objectives of the instructional strategy. Indeed, it may be argued that the students' concept of the purpose of the study of literature was diametrically opposed to that established for the experimental treatment. It may also be argued that while the instructional strategy had some influence upon students' attitudes to literature and upon their concept of the purpose of the study of literature, the case study of Class K A indicates that when the objectives of instruction and those of the students are not compatible, negative attitudes may occur.

Comments by Cooperating Teachers

As an adjunct to the analyses of students' responses it was thought necessary to obtain the reactions of the teachers who cooperated in this study. These teachers were asked to keep a daily journal in which they completed a rating scale and wrote brief summaries of lessons as well as statements of reactions. These journal forms are included in Appendix B.

Because cooperating teachers were not consistent in completing the rating scale, it provided little useful information, and no analysis was performed. On the other hand, the journal comments reveal an important dimension of

this study. The following discussion presents the reactions of cooperating teachers to each of the two instructional strategies.

Experimental Group A

For the most part, teachers' comments about Method A were positive. These comments revealed, above all, the teachers' sense of control over the learning situation. This control might be physical:

> Group A seemed to get down (though loudly) to the task at hand.

or it might indicate an awareness of students' general reaction to content:

> Read and discussed--"After You, My Dear Alphonse"--seem to understand it very well.
>
> More involvement--perhaps due to a topic more to their liking-- Some surprises as to those students becoming involved, since they had appeared in previous literature lessons to be not too interested.

or of students' particular difficulties:

> Too, the weekend intervened and what was bursting to be said on Thursday was not the same on Monday.
>
> The discussion was good. It did, however, become very obvious that the one group of boys was operating strictly at the narrative or literal level.
>
> These students were extremely restless today. They had many problems with "Thus I Refute Beelzy." The main problem was in the interpretation of the ending. Their feeling is that Beelzy really existed.

or of students' attitudes and ideas:

> "After You . . . Alphonse" was quite well received. The whys and wherefores of prejudice really interest this age group.

> There was a great deal of discussion about the problem [of mental retardation in "Flowers for Algernon"]. They could not see any connection between their relationship with friends and family and Charlie's relationship with his so-called friends.

In these statements, teachers indicate that they possessed a meaningful awareness of students' learning experiences, of their criticisms and their enthusiasm.

The cooperating teachers noted several strengths and weaknesses of Method A. The following are suggested:

1. This method caused less teacher anxiety since the teachers knew what the students were experiencing.

2. This method allowed teachers to discover any problems which students were having with the short stories and to try to overcom these problems.

3. This method allowed teachers to operate with an overall plan or theme which tended to unify a block of work.

4. This method tended to intellectualize the study of literature.

5. This method made it difficult for students to respond to the short stories on their own level, particularly for students who preferred a narrative or literal response to literature.

6. This method made it difficult to achieve the participation of all students, with those students who were not verbally self-confident often being left out.

7. This method lacked variety.

Experimental Group B

Initial comments about Method B tended to be somewhat skeptical in nature, with teachers showing a concern about the superficial manner in which students read the assigned short stories, and with the reluctance of students to assume initiative. The following quotations were entered in the teachers' journals on the first day of the experimental treatment:

> Before class ended, every student had chosen an activity -- But significantly none had started. The old hang up. They were waiting to be told "Start now."
>
> Students were confused. They wanted to know specifically what they should do. . . . The students wanted me to suggest what they should do.

As treatment progressed, however, teachers' comments became more enthusiastic and more sympathetic to what was happening in the activity situation. The teachers write as follows:

> This group seems to be progressing quite well. Students are still having trouble in group work because they cannot arrive at a decision satisfactory to all. Some students are looking for an easy way out and they can't find it. Their lack of effort stands out and embarrasses them.
>
> It was nice to sit back and watch the kids for a while. They did quite well and more important, they enjoyed it. I rather suspect at this point that this group learned as much as the teacher-directed one did. (I hope this is still the case when the novelty wears off).

Teachers mentioned the following strengths and weaknesses for Method B:

1. 'Students had the responsibility for group participation

and for control over their own learning environment.

2. The method tended to foster social relationships, drawing outsiders into peer contacts.

3. Teacher-student contact remained on a more friendly basis than in more traditional classroom situation, with discipline problems handled either within the groups themselves or on a student to teacher basis.

4. Students were required to evaluate their own efforts and any lack of effort was accountable not to teachers but to peers.

5. The method fostered enthusiasm among students, with some students choosing to work at their projects during spare periods and at home.

6. The process would be difficult to evaluate, particularly in the light of students' requests for grades.

7. The whole process seemed slow and tedious, with a relatively smaller amount of content being covered than in more traditional classroom situations

8. The activities demanded much of the teachers in doing work of a technical nature, arranging for work space or securing materials and equipment.

9. Some students seemed to be completely hostile to the process, scorning it as a cut-and-paste session. (Generally, these same students, as their teachers noted, were considered to be non-productive in more traditional classrooms).

10. Students were occasionally distracted by assignments in other subjects. One teacher outlines this problem:

> Gave them "Brother Death" to read. But--they had a geometry test slated for next period so numerous students kept dipping into that text for study. No one was anxious to start on a project once finished the story. So, so much for today: geometry wins again. Is there a school anywhere wherein math is not the be all and the end all?

Overall, the cooperating teachers tended to be satisfied with the results of their experiences in using Method B. The following are representative of concluding statements:

> While I am still not at home with this method, I intend to use it very often in the future.

> I can see where we err in spoon-feeding these students, for their arms are stronger than ours and they can dig much deeper into the bowl. I guess we should specialize in techniques and forget about imposing a narrow content upon them. It's probably what turns them off.

The preceding discussion has noted an issue which is a central concern of this study: What will be the role of the teacher in a response-oriented literature curriculum? Comments by teachers and students suggest that, in practice, a transition to a literature program designed to foster personal growth of the students will not be without its difficulties and stresses both for students and for teachers.

Investigator's Anecdotal Comments

During the three weeks in which experimental treatment was being carried out, the investigator made several visits to each of the six classes involved in this study. The notes which were made during this time are presented in this section not only to complete the description of what actually happened during the experimental treatment, but,

more significantly, to offer statements which may illuminate the area of the response-oriented literature curriculum and suggestions for further investigation.

One of the major concerns both in Experimental Group A and in Experimental Group B was that of student participation in small groups. The statements which follow about small group participation must be considered as speculative since procedures used to acquire the data were little more than mere eaves-dropping on groups working closest to the investigator.

Overall, it appears that small group procedures worked better in Experimental Group B than they did in Experimental Group A. In Experimental Group A, a typical procedure was the following: the teacher assigned several questions for students to discuss in groups, then progressed from group to group joining in with the students, and finally each group reported to the class. As a general observation, it seemed as if teachers typically allowed too much time for discussion of topics, for students in all classes had difficulty sustaining the discussion, even when guide questions were provided. Usually students did not continue with their group discussion of the short story after the teacher's visit to the group.

Experimental Group B, on the other hand, was characterized by its more informal small group situation; yet, it seems on the basis of observation that the activities provided for some kind of focus to the learning experience.

Students were stimulated first to make some kind of comment about the short story and then to continue with some kind of concrete response.

The following observations were noted in contrasting the learning situations which occurred with the two treatment groups. First, students in Experimental Group B, when taken individually, spent much more time engaged in talk than did students in Experimental Group A. The following note about a lesson in Experimental Group A supports the above generalization:

> The lesson on "Cop and the Anthem" did catch on and motivated students into a discussion. The class discussion, however, involved only three students directly. Toward the end of the lesson spontaneous outbursts from several students who had not been participating indicated a general interest in the discussion. Yet, I saw only three students make a pertinent comment to a fellow student close by.

Experimental Group B, on the other hand, was characterized by constant talk, task-directed and otherwise.

Second, students in Experimental Group B tended to provide their own reinforcement by commenting on the success of their various projects. This quiet and subtle kind of evaluation seemed to have much to do with creating a cooperative yet work-oriented atmosphere in the classrooms. On the other hand, verbal exchanges in Experimental Group A seemed to be directed toward challenging ideas, both by teachers and by students, rather than toward a cooperative search to discover personal reactions and individual differences in opinions. The flow of the discussions seemed to focus

upon drawing conclusions rather than upon the exploration of personal reactions.

Small group situations in Experimental Group B were characterized by their informality, their non-directed atmosphere. However, in this seemingly pointless talk session a kind of structure or sense of progress did emerge.[8] The following notes were made by the investigator as he sat on the fringes of two different small group sessions, the first in School J and the second in School K:

> I listened in on an informal discussion of a group who are ahead of their classmates in the completion of assignments. The question they asked themselves, entirely without teacher prompting, was "What is Mr. Beelzy?" This question immediately reminded the students of the TV program "I Dream of Jeannie." Out of the students' frivolous discussion of this program emerged, almost spontaneously, the idea for a skit in which the students saw Beelzy as "some concrete representation of Small Simon's imagination in conflict with his father's materialistic mind." What more would any teacher want from a class? How interesting to watch these ideas emerge and grow!
>
> Listened to a group of students reacting to "Thus I Refute Beelzy" again. This group decided to read the short story together, taking parts as in a radio play. The following points were touched upon in their discussion: (1) the pronunciation of "gesticulation" and its meaning; (2) the need to have a narrator read the descriptive parts of the story because the setting was an important part of the story in bringing out its meaning; (3) a discussion on how to read "No! What?" (Five suggestions were put forth); (4) a comment about the character of Big Simon: "Sounds like a real intellect."; (5) a discussion of the pronunciation of "Beelzy" and speculations as to its meaning; (6) a generalization that "Beelzy" was just a story for enjoyment, not like "After You, My Dear Alphonse," which has meaning about prejudice; (7) a quick foray

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[8] This same issue is discussed by Britton in Language, the Learner and the School by Barnes. Britton notes that this kind of learning is carried out in an expressive mode, which has a kind of spiral movement in a group situation.

into the meaning of "The Portable Phonograph" which was left unanswered; (8) a discussion of the political beliefs of a social studies teacher; (9) a statement that all short stories in the unit were boring because they were written before any of these students had been born.

The unsympathetic observer of these two small-group situations would find little evidence of learning. Yet, a tally of the ideas contained in these small group discussions, both of which it must be remembered occurred entirely without teacher prompting, presents a surprising number of pertinent, meaningful ideas.

One of the more interesting failures of this investigation occurs with Experimental Group A. A main objective of Method A was to have students connect with the short stories by relating anecdotes to achieve a personal awareness of and an interest in the short stories. In spite of the fact that the instructions for this teaching strategy suggested that lessons begin with anecdotal comments, rarely did this situation occur.

The following illustrations point out what happened to attempts to use students' anecdotal comments. On one occasion, a girl reacted spontaneously to "Thus I Refute Beelzy": "I used to be like that. I used to make up stories." But, neither this girl nor the other students responded to the teacher's invitation to pursue this reaction further. On another occasion, again a discussion of "Thus I Refute Beelzy," the teacher asked his students if they had "reasonable parents--like Big Simon." This question sparked

immediate attention among the students, but they were reticent to offer additional comment. Perhaps the situation was just too personal for them. If the students had been able to approach the problem less personally, with less of a threat to themselves, or if they had been able to use the literature selection as a "Third Ground," as David Holbrook would call it, would they have been open to discuss the issue of parental rationality? The point of this discussion, however, is that it appears to be much more difficult than some of the authoritative statements would have teachers believe to utilize anecdotal situations in classroom proceedings, to use literature as a Third Ground to get at students' personal growth in a response-oriented literature curriculum.

The second apparent failure which emerges in the two experimental groups is that of student involvement. It seems in a few isolated situations that students in Experimental Group B were merely dividing up their work, and not experiencing the literature at all. They performed tasks, but did not respond to literature. A solution to this problem would involve careful planning and executing of students' activities. This points out a need to study the nature of the actual activities in which students become involved. Is there, for example, a relationship between the students' activities and their level of literary response?

There were obvious failures under both methods of instruction--students who passively rejected the whole

proceeding, who were indifferent and uninterested. In Experimental Group B, this type of student became immediately obvious. As one teacher comments, Method B did not allow him to ignore the problem of student indifference; the problem was there, begging for attention, not obscured by the enthusiasm of twenty-five other students.

In considering this issue, the investigator wrote the following comment:

> In this Method A class are some 8 boys--the typically turned off. The question is "How does a teacher solve this problem?" Is it a matter of changing content or of changing method? Probably both. Is it better, then, to have a Method B student waste a period painting a meaningless picture, or to have a Method A student sit at the back of the class, contributing nothing--neither to the class nor to himself, agonizing for the bell?

The answer suggested by the cooperating teacher of the above classroom is the Method B situation. It seems that teachers preferred to have the problem come to the surface so that the problem could be considered. Methods by which a teacher can provide remedial attention, however, become another question, a problem for some other study.

There remains one final phenomenon which was noted frequently by the investigator during <u>in situ</u> observations: the manner in which students tried to learn what the short stories were about. The investigator noted the following:

> hypothesis: students want to grasp the total or final meaning of a short story immediately upon first reading. They seem unaware of the process of working their way through to a meaning or conclusion.

This problem, then, was evident in both class groups.

Whether students were asking their teacher or asking their peers, their first concern was always, "What did the story mean?" Their attempts to come to grips with meaning were always a search for some definite point contained with the short story. Rarely did students work their way through a short story, asking questions about the details and then attempting to put the pieces of the puzzle together to arrive at a kind of composite understanding. This general lack of inquiry seemed particularly evident among Experimental Group B students, in that the investigator not once observed a discussion aimed at arriving at an interpretation of a short story by putting together the multitude of details in the short story. For example, not one of the students in Experimental Group B ever mentioned in class the double irony in "After You, My Dear Alphonse," in which both white boy and black boy show the acquisition of their prejudice toward the Japanese. Students in Experimental Group A arrived at this illumination only when the fact was alluded to by their teachers.

In summary, the following observations were found:

1. Students in Experimental Group B tended to function more successfully in small group situations than did students in Experimental Group A perhaps because students in Experimental Group B had a concrete focus for their discussions.

2. Students in Experimental Group B seemed to spend more time engaged in talk than did students in Experimental Group A.

3. Students in Experimental Group B seemed to have more opportunity than did students in Experimental Group A to provide each other with positive reinforcement.

4. The seemingly pointless, gossipy, small group talk among students in Experimental Group B did, in fact, bring out many pertinent details about the short stories which were being discussed.

5. It was difficult for teachers particularly in Experimental Group A to prompt students to volunteer anecdotal illustrations and to use literature as the Third Ground to discuss personal concerns.

6. A few students in Experimental Group B were merely doing mechanical work and not responding to or experiencing literature.

7. Method B seemed to offer a better opportunity than Method A to recognize the problem of the uninvolved literature student.

8. Students in both experimental groups did not possess the habit of working their way through a short story to arrive at an interpretation of the story, but rather, they expected a spontaneous revelation at the conclusion of their reading.

CHAPTER VI

SUMMARY, CONCLUSIONS, OBSERVATIONS

This chapter summarizes the questions examined in the study, the procedures used in experimental treatments, and the main findings. In addition, this chapter includes conclusions reached after consideration of the findings, implications for high school literature programs, and suggestions for further inquiry. The final section of this chapter contains an epilogue attempting to place this critical inquiry into a broader educational context.

Summary of Questions and Procedures

This study into the effects of two instructional strategies, each designed in the light of recent statements about the teaching of literature, examined two main questions: What is the influence of the instructional strategies upon students' mode of response? How do students, teachers, and the investigator evaluate the implementation of these instructional strategies as they are put into operation in six classrooms?

The first step involved examination of authoritative statements about the teaching of high school literature and development of instructional strategies from these statements which could be put into practice at the high school level.

The investigative procedures were then carried out. In pre-treatment procedures, students responded to questionnaires and wrote free-association responses to two test short stories. Each of three cooperating teachers then taught a unit on the short story using Method A with one class and Method B with the other. Three high-school English teachers and 121 students in six classrooms in grades ten and eleven were involved. In post-treatment procedures, students wrote free-association responses to two test short stories and answered questionnaires to indicate their evaluations of the instructional strategies and to provide their perceptions of the purpose of literature as a subject in the high school program. In addition, cooperating teachers submitted journal commentaries providing their day-by-day reactions to the teaching of the two prescribed instructional strategies. The investigator also made in situ observations of the classroom proceedings.

Procedures used to analyze students' free-association responses on test short stories were adapted from the study carried out by Wilson. All responses on test protocols were coded into one of seven categories using the coding scale developed by Squire. The Wilcoxon Matched-Pairs Signed-Ranks test of significance was used to determine the significance of changes in the frequency of response in each category from pretest protocols to posttest protocols. Results were reported from the total population and for each of the two treatment

groups.

Scores for Experimental Group A and fo Experimental Group B, providing a rating of the effectiveness of the instructional strategies, were compared using a one-way analysis of covariance with students' own ratings of previous achievement in literature as the covariate. Scores on the scale providing students' perceptions of the purpose of literature were tabulated and the frequencies of responses for each of fourteen objectives compared between the two treatment groups. Students' responses on an open-ended questionnaire, cooperating teachers' journal comments, and the investigator's classroom observations have been presented as an attempt to generate further issues for inquiry in the area of student response to literature.

Summary of Findings

Analysis of Student Response

The main findings of the analysis of the change in mode of response from pretest protocols to posttest protocols are the following:

1. There was no significant difference between the frequency of response on pretest protocols and on posttest protocols for the total population and for Experimental Group A and Experimental Group B in the following response categories: literary judgment (Category I); narrational response (Category III); associational response (Category IV); prescriptive judgment response (Category VI); miscellaneous response

(Category VII).

2. There were significantly more responses on posttest protocols than on pretest protocols for the total population, for Experimental Group A, and for Experimental Group B in interpretational response (Category II).

3. There were significantly fewer responses on posttest protocols than on pretest protocols for the total population, for Experimental Group A, and for Experimental Group B in self-involvement response (Category V).

4. Method of instruction and literary maturity of students seemed to have an influence upon students' mode of response on test protocols.

5. The frequency of response on test protocols for each category, both for Experimental Group A and for Experimental Group B, tended to follow a pattern similar to that reported by Squire, Wilson, and Sanders.

Evaluations and Observations by Students, Cooperating Teachers, and the Investigator

On post-treatment questionnaires, students were asked to rate the effectiveness of the instructional strategies and to select objectives which they considered important for a high school literature program. Students also responded to four open-ended questions asking for reactions to the implementation of the instructional strategies. In addition, cooperating teachers provided journal commentaries of daily reactions to the instructional strategies and the investigator made observations of classroom proceedings.

The main findings from the two rating scales completed by the students are the following:

1. Students in both experimental groups tended to rate the effectiveness of the instructional strategy which they had experienced at the high end of the rating scale. Statistical analysis suggests that students in Experimental Group B rated the effectiveness of their instructional strategy significantly higher than did students in Experimental Group A.

2. Students in both experimental groups selected items in the personal growth category and the social awareness category as the most important objectives for a high school literature program. The following items were selected as the main three choices: an opportunity to develop imagination and self-expression; an opportunity to share thoughts and feelings with others; an opportunity to examine values and to become more tolerant and open-minded.

3. Students in both experimental groups selected items in the literary heritage-discipline category as the least important objectives for a high school literature program. The following items were selected: knowledge of famous authors and famous literature; better insights into the major currents of Western thought; training for leisure-time activity.

4. Certain inter-group differences were noted in students' choices of objectives for a high school literature program. Students in Experimental Group B tended to select

item 8, an opportunity to develop imagination and self-expression, as the most important objective more frequently than did students in Experimental Group A. On the other hand, students in Experimental Group A tended to select items in the literary heritage-discipline category and the skills category as the most important objectives more frequently than did students in Experimental Group B. This evidence may suggest that the method of instruction may have some influence upon students' perceptions of the purpose of the study of literature in the high school program.

The main findings from students' responses to the four open-ended questions are the following:

1. Comments by students describing the instructional strategies tended to outline the instructional strategies as they occurred in practice. In addition, comments tended to indicate differences in classroom procedures among the three classrooms in each of the experimental groups.

2. Little difference of opinion occurred between students in Experimental Group A and those in Experimental Group B in their statements of the strengths and weaknesses of the instructional strategies. In general, both experimental groups expressed satisfaction with their learning experience.

3. Students tended to place the greatest value upon the opportunity to share opinions with peers and upon the opportunity to understand the short stories. These two items were also the most frequently cited as sources of dissatisfaction

in the unit of study. Certain short stories were described as dull and incomprehensible.

4. Evidence seems to suggest that the method of instruction experienced by the students tended to influence their perceptions of the purpose of literature as a subject worthy of study. Students in Experimental Group A tended to be concerned with an objective kind of analysis not only of themselves but of life in general. Students in Experimental Group B, on the other hand, tended to be concerned with their personal involvement in their activities. A difference between experimental groups is evident in the language used by students in presenting their reactions to the short stories.

5. Evidence also seems to suggest that the method of instruction tended to influence students' criticisms of their learning experiences. Students in Experimental Group A tended to cite external factors such as class discussions, questioning techniques, or writing assignments. Students in Experimental Group B tended to be self-critical of personal accomplishments. In addition, students in Experimental Group B tended to make more negative statements about their learning experiences than did students in Experimental Group A.

6. Students in Experimental Group A saw the role of the teacher as director of the learning situation; students in Experimental Group B saw the role of the teacher as guide of the learning situation. Neither group of students

tended to perceive the role of the teacher as joint learner in the education process.

7. Although students, particularly those in Experimental Group B, seemed to value the opportunity for self-expression in response to the short stories selected for this study, they saw the purpose of this freedom to be an understanding of literature as a discipline. This kind of evidence would seem to suggest that students do not easily comprehend the objectives of a literature program which stresses personal growth and awareness.

8. A case study of one class in which students were not particularly successful in adapting to experimental treatment would seem to suggest that these students had little awareness of the personal growth or response objectives of the instructional strategy, that they saw the purpose of the study of literature as a hunt for a definite, factual answer, and that few students could see any relationship between the short stories selected for the study and their own lives.

The main findings from cooperating teachers' daily journals and from the investigator's classroom observations are the following:

1. Cooperating teachers valued Method A because it allowed them to have an awareness of, and some control over, students' learning experiences; it provided some opportunity to spot students' difficulties; and it allowed them to present an overriding point of view or theme for the unit. They criticized this method because it was too intellectual;

it did not allow students to respond to the short stories on their own individual level; it did not provide for total participation in class discussion; and it lacked variety.

2. Cooperating teachers valued Method B because it provided for student responsibility and initiative; it encouraged social contacts among students; it provided for more friendly teacher-student relationships; it allowed for various levels of response to the short stories; it brought into view those students who were non-participants, not involved; and it tended to spark enthusiasm among the students. They criticized this method because it was impossible to evaluate student response; little content was covered during the unit; physical arrangements and materials were a bothersome problem; some students failed to respond to this method of instruction; and some students seemed to become so involved with the activities that they failed to experience the literature.

3. The investigator's observations in Method A classrooms indicated that teachers had difficulty sustaining dialogue among students which related to personal awareness of the short stories, and that student indifference to the study of the short stories was more easily ignored in Method A classrooms than in Method B classrooms. Observations, particularly in Method B classrooms, also indicated that students tended not to work their way to an understanding of the short stories in the study but to insist upon an immediate and complete understanding of the short stories.

Implications

The findings noted in the previous section of this chapter suggest several implications for the teaching of fiction, particularly the short story, at the high school level. Some major implications are the following:

1. The results from the coding of protocols suggest that students in a teacher-facilitated group and those in a teacher-directed group tend to respond to short stories in much the same manner. These results provide some means of detecting the value of an activity program and indicate that this method of instruction could have some purpose and place in the high school literature program.

2. The procedure used in generating the data for this study, namely a coding scale, may suggest a means of evaluating the effects of a literature program which is not based upon the acquisition of knowledge about literature.

3. Data reported in this study would seem to confirm Squire's observations that students with a greater amount of literary maturity tend to use the interpretative mode in response to short stories more frequently than do students with a lesser amount of literary maturity. Teachers might be well advised to determine the level of students before deciding upon instructional strategies.

4. The nature of response on test protocols and on questionnaires indicates that a personal, involved response

to literature, such as that suggested by authoritative statements about English education, is not easily achieved at the high school level. The reaction of the students themselves would seem to be an important factor in implementing a response-oriented curriculum.

5. Results reported in the present study suggest that students do not favor a literature-centered program of the kind which Squire and Applebee report dominating classroom practices but that they value the chance for self-development and for self-expression. The objectives of many literature programs might be reexamined to discern their relationship to those objectives considered important by high school students.

6. Results tabulated from the questionnaires suggest that the following two factors are valued highly by high school students: the opportunity to exchange ideas with peers; the opportunity to comprehend the fiction being studied. Classroom practice should recognize the importance of these factors to students.

7. Results reported from the rating scale and from students' responses to the questionnaire suggest that the method of instruction appears to have some influence not only upon students' response to literature but also upon students' perceptions of the purpose of the study of literature. Method A tends to prompt students to be objective and detached in their response, whereas Method B tends to prompt students to be subjective and personally

involved.

Suggestions For Further Research

This examination of the response-oriented curriculum in literature in operation reveals a number of issues which have not been considered. Certain of these issues are concerned with the problem of the development among students of response patterns. Evidence in the present study, and in the studies of Squire, Wilson, and Sanders, suggests that students may progress through certain levels in their response to fiction, developing from a narrational mode of response to a more interpretative mode of response. A study might be designed to determine responses of students at varying age levels to the same short story, or to determine the responses of students in a longitudinal study. Such information about the development of a pattern of response among students might be useful in examining both literature programs and literature textbooks to discern whether or not the material contained in these programs and textbooks is suited to the students' particular mode of response.

The central issue in such a study would be that of obtaining students' response to the fiction. The free-association technique may not be a satisfactory method for younger students. Perhaps an oral response technique could be developed to solve this problem, specifically a method which could be used to survey a large number of students.

Several corollary studies emerge from this concern

with the development of a pattern of response among students. The effect of the short stories themselves upon students' mode of response would seem to be worthy of further study. We could find out, for example, to what degree students' mode of response is related to the following factors: the simplicity or the complexity of the story; the relationship of students' response to their personal preferences in fiction. Another issue for further study is that of the relationship of students' cognitive development to their mode of response to fiction. Is there a relationship between students' typical mode of response, particularly for students at the middle school level, and their mental development as identified in Piagetian theory?

The introduction of the instructional strategies gives rise to several possible studies of students' response to literature. Evidence in this study and in that of Wilson suggests that, as a result of their study of literature, students tend to reduce the frequency of associational and self-involvement responses. Studies could be designed perhaps to discover why this decrease in associational and self-involvement responses occurs and to establish methods of instruction which tend to increase these kinds of responses. Further investigations might try to find out the influence of the motivating factors in the instructional strategies upon student mode of response. The following questions seem pertinent to this issue: Does the kind of "key" question provided to students, such as those suggested in lesson plans for Method A, have an influence upon students' mode of response to the short story? Does the kind of

activity engaged in by the students, as suggested for Method B, have an influence upon students' mode of response to the short story? With the activity method of instruction, is it possible to establish maturity levels for the kinds of activity undertaken by students? Are certain activities best presented at definite age levels? Studies might be designed as well to discover the effect of instructional strategies upon different types of students. To what extent does the method of instruction influence the following type of student: students who typically respond with the narrative mode? students who typically respond with the interpretational mode? Such investigations would provide guidelines for the organizing of language arts programs, particularly where teachers are using individualized instruction techniques. This kind of information would also help curriculum planners decide the manner of instruction for each level and the amount of time which might be profitably spent using methods designed to stimulate differing modes of response.

The section which examined students' statements of the purpose of the study of literature at the high school level leads to many interesting questions. A study might be designed to further examine students' perceptions of the nature of literature by completing a survey of a considerable number of students in various programs, or at varying grade/age levels. Questions which seem relevant to this kind of study are these: When do students stop perceiving the study

of stories as an exercise in reading and begin to perceive this study as an exercise in literature? What precisely are students' perceptions of the nature of literature, and do these perceptions change with maturity? Do varied experiences with literature tend to change students' perceptions of the nature of literature? Further investigation might examine the relationship between students' perceptions of the nature of literature and their mode of response to fiction. For example, do students who do not understand the significance of literature per se typically use the narrative mode of response? Will changing a students' perception of the purpose of the study of literature change his mode of response?

Moreover, the investigator's reading of the many protocols written for this study has suggested another area of study concerning student response to fiction. It might be informative to ascertain if there is a relationship between students' language development and their capacity as a student of literature. Such an investigation might discern the facility which students at varying age levels have with the language which is specifically related to the study of literature: plot, character, theme, setting, and so forth. There also appears to be a need to find out how this language is used in the classroom. Is teacher use of the specific register of literary terminology compatible with students' awareness of this terminology?

Results from the present study suggest that English educators would do well to reconsider their awareness of the role of the teacher in the literature classroom. It would seem that the response rationale could be interpreted as one which stresses response at the expense of scholarship. But, is this exactly what such authorities as John Dixon are suggesting? The teachers in Britain, for example, who were using a response approach had a thorough academic background in literature. Moreover, students in the present study indicated their uncertainty in understanding the meaning of the short stories. What, then is the responsibility of the teacher to these students? How does he connect his scholarship with the students' response to help them achieve a deeper understanding and enjoyment of literature? A concomitant problem is the issue of teacher training programs. Specifically, how do student teachers reconcile the response-oriented rationale of the college of education with the scholarly concerns of the English department?

Epilogue

And so this report ends. Certain conclusions about a response-oriented curriculum in literature have been presented and certain implications for future practice and research noted. It seems necessary at this point to place this study into an educational context, to indicate the relationship of the findings and the intent of this study with ideas generally held in the field of education.

The present study has not been carried out with the intent to convert English education to one approach to the teaching of literature. Rather, it was conducted as a critical inquiry, as a study attempting to examine in detail the implications of what recent statements about the teaching of literature may mean at the classroom level. This study has been carried out, as Bloom would suggest, as an examination of one of many differing methods of instruction:

> Thus, over the years, researchers have fallen into the "educational trap" of specifying quality of instruction in terms of good and poor teachers, teaching, instructional materials, curriculum--all as related to group results. They persist in asking such questions as, What is the best method of instruction for the group? What is the best instructional material for the group?
>
> One may start with the very different assumption that individual students may need very different types and qualities of instruction to achieve mastery.[1]

The present study, then, may provide teachers with information about different methods of instruction, allowing them to carry out more adequately their responsibilities to their students.

At the same time, the concern with student response is closely connected with a developing humanistic concern in education, a general concern to make education more student-centered. In this light the present study may also be regarded as an exploration of a British approach to education, an outgrowth perhaps of the influence of the British Infant School philosophy upon Canadian education. Indeed, much of

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[1] B. S. Bloom, J. T. Hastings, and G. F. Madaus, Handbook of Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill Inc., 1971), p. 47.

the rationale behind the instructional strategies prepared for this study had its beginnings in the writings of a number of British educators.

In a sense the concern of this study appears to be almost a re-cycling of progressive education theory, a kind of Deweyism which has been transmuted through a British point of view. Perhaps fittingly, the closing words of this report are those of John Dewey, who instigated a phase in education which stressed child-centered philosophy. Dewey notes the many benefits which may develop from a kind of activity or experience approach in education. He also warns of the pitfalls lurking in the background, of the possibility of such an approach becoming stagnant, disguising downright poor teaching. In Experience and Education, Dewey writes:

> The more defintely and sincerely it is held that education is a development within, by, and for experience, the more important it is that there shall be clear conceptions of what experience is. Unless experience is so conceived that the result is a plan for deciding upon subject-matter, upon methods of instruction and discipline, and upon material equipment and social organization of the school, it is wholly up in the air. . . . Just because traditional education was a matter of routine in which the plans and programs were handed down from the past, it does not follow that progressive education is a matter of planless improvisation.[2]

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[2] John Dewey, Experiences and Education (London: Collier-Macmillan, 1970, copyright, 1938, by Kappa Delta Pi), p. 28.

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APPENDIX A

TABLES

Table 31

Comparison of the frequency of response in each category for combined pretest and combined posttest scores for each class

Category	School J Group A N	%	School K Group A N	%	School L Group A N	%	School J Group B N	%	School K Group B N	%	School L Group B N	%
Data for pretest #1 and and pretest #2 combined												
I	199	38.4	116	31.3	132	19.7	92	25.4	166	33.1	43	18.8
II	174	33.6	79	21.3	234	35.0	189	52.2	207	41.2	95	41.5
III	15	2.9	103	27.8	220	32.9	12	3.3	31	6.2	47	20.5
IV	51	9.8	22	5.9	26	3.9	27	7.5	38	7.6	14	6.1
V	52	10.0	32	8.6	38	5.7	24	6.6	39	7.8	9	3.9
VI	11	2.1	7	1.9	16	2.4	2	0.6	14	2.8	14	6.1
VII	16	3.1	12	3.2	3	0.4	16	4.4	7	1.4	7	3.1
Total	518		371		669		362		502		229	

Table 31 (continued)

Category	School J Group A N	%	School K Group A N	%	School L Group A N	%	School J Group B N	%	School K Group B N	%	School L Group B N	%
Data for posttest #3 and posttest #4 combined												
I	139	21.1	138	27.0	114	19.9	91	22.5	124	25.2	32	11.3
II	421	64.0	141	27.5	276	48.3	224	55.4	259	52.5	140	49.3
III	17	2.6	180	35.2	135	23.6	9	2.2	41	8.3	79	27.8
IV	48	7.3	16	3.1	22	3.8	53	13.1	34	6.9	15	5.3
V	22	3.3	18	3.5	14	2.4	13	3.2	16	3.2	9	3.2
VI	7	1.1	9	1.8	7	1.2	3	0.7	12	2.4	6	2.1
VII	4	0.6	10	2.0	4	0.7	11	2.7	7	1.4	3	1.1
Total	658		512		572		404		493		284	

Table 32

The frequency of words written on test protocols

Class	Story #1 Mean	Story #1 Range	Story #2 Mean	Story #2 Range	Story #3 Mean	Story #3 Range	Story #4 Mean	Story #4 Range	All Stories Mean	All Stories Range
J A	141	241-42	118	217-55	193	306-101	137	270-32	588	887-290
K A	81	207-17	108	237-41	144	267-32	133	250-53	466	912-201
L A	189	339-100	163	245-60	155	354-16	128	483-22	635	1270-324
J B	101	279-11	92	215-27	124	405-27	91	150-24	407	896-243
K B	150	331-39	111	252-26	131	278-48	137	287-43	524	1055-187
L B	137	175-24	108	181-25	150	203-110	146	203-99	541	715-260
Group A	136	339-17	129	245-41	164	354-16	132	483-22	562	1270-201
Group B	127	331-11	103	252-25	132	405-27	121	287-24	483	1055-187
Both Groups	132	339-11	118	252-25	150	405-16	128	483-22	527	1270-187

Table 32

The frequency of words written on test protocols

Class	Story #1 Mean	Story #1 Range	Story #2 Mean	Story #2 Range	Story #3 Mean	Story #3 Range	Story #4 Mean	Story #4 Range	All Stories Mean	All Stories Range
J A	141	241-42	118	217-55	193	306-101	137	270-32	588	887-29[redacted]
K A	81	207-17	108	237-41	144	267-32	133	250-53	466	912-201
L A	189	339-100	163	245-60	155	354-16	128	483-22	635	1270-324
J B	101	279-11	92	215-27	124	405-27	91	150-24	407	896-243
K B	150	331-39	111	252-26	131	278-48	137	287-43	524	1055-187
L B	137	175-24	108	181-25	150	203-110	146	203-99	541	715-260
Group A	136	339-17	129	245-41	164	354-16	132	483-22	562	1270-201
Group B	127	331-11	103	252-25	132	405-27	121	287-24	483	1055-187
Both Groups	132	339-11	118	252-25	150	405-16	128	483-22	527	1270-187

Table 33

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between combined pretest protocols and combined posttest protocols in seven categories for specific classes

Literary Judgment Response Class	T	N	p	Interpretational Response T	N	p
J A	72.5	22	ns	0.0*	22	0.05
K A	28.5	14	ns	62.5	21	ns
L A	56.5	18	ns	56.5	18	ns
J B	76.0	18	ns	53.5	18	ns
K B	63.5	19	ns	61.0	21	ns
L B	18.5	9	ns	18.0	11	ns

Narrational Response Class	T	N	p	Associational Response T	N	p
J A	27.5	11	ns	114.5	21	ns
K A	36.5*	19	0.05	27.5	13	ns
L A	39.5	16	ns	30.5	13	ns
J B	12.0	7	ns	33.0	16	ns
K B	28.0	13	ns	75.5	17	ns
L B	14.5	11	ns	20.5	9	ns

Self-Involvement Response Class	T	N	p	Prescriptive Judgment Response T	N	p
J A	17.5*	16	0.05	13.5	8	ns
K A	7.5	9	ns	16.0	8	ns
L A	7.5	8	ns	16.0	10	ns
J B	17.0	11	ns	1.0	2	ns
K B	29.0	15	ns	21.0	10	ns
L B	3.0	3	ns	6.5	6	ns

Miscellaneous Response Class	T	N	p
J A	5.0	6	ns
K A	17.0	8	ns
L A	5.0	6	ns
J B	11.5	8	ns
K B	10.5	7	ns
L B	1.5	3	ns

*$p < 0.05$

Table 34

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for pretest story #1 and posttest story #3 and posttest story #4

Data for Posttest Story #3				Data for Posttest Story #4		
Literary Judgment Response				Literary Judgment Response		
Class	T	N	p	T	N	p
J A	74.0	21	ns	70.0	20	ns
K A	50.5	14	ns	15.5*	17	0.05
L A	56.0	16	ns	74.5	18	ns
J B	38.5	14	ns	60.5	16	ns
K B	48.5	17	ns	103.0	20	ns
L B	10.5	8	ns	10.0	6	ns
Interpretational Response				Interpretational Response		
Class	T	N	p	T	N	p
J A	1.5*	22	0.05	49.5*	20	0.05
K A	64.0	19	ns	72.0	20	ns
L A	41.5	17	ns	103.0	20	ns
J B	50.0	17	ns	55.5	19	ns
K B	85.0	20	ns	79.0	18	ns
L B	24.5	10	ns	19.0	10	ns
Narrational Response				Narrational Response		
Class	T	N	p	T	N	p
J A	5.5	5	ns	7.0	5	ns
K A	2.0*	16	0.05	15.5	13	ns
L A	25.0*	13	0.05	16.5*	13	0.05
J B	3.0	4	ns	0.0	2	ns
K B	17.0	10	ns	18.0	9	ns
L B	9.5*	11	0.05	12.0	7	ns
Associational Response				Associational Response		
Class	T	N	p	T	N	p
J A	73.0	18	ns	64.5	17	ns
K A	9.0	9	ns	21.5	12	ns
L A	7.0	7	ns	24.5	10	ns
J B	16.5	9	ns	9.0	12	ns
K B	27.5	13	ns	30.0	14	ns
L B	4.0	4	ns	7.5	6	ns

Table 34 (continued)

Data for Posttest Story #3				Data for Posttest Story #4		
Self-Involvement Response				Self-Involvement Response		
Class	T	N	p	T	N	p
J A	24.5*	15	0.05	13.5*	14	0.05
K A	3.5	6	ns	15.5	9	ns
L A	6.0	7	ns	10.5	7	ns
J B	0.0*	6	0.05	12.5	8	ns
K B	10.0*	12	0.05	28.0	14	ns
L B	1.5	3	ns	2.5	3	ns
Prescriptive Judgment Response				Prescriptive Judgment Response		
Class	T	N	p	T	N	p
J A	1.5	6	ns	9.0	7	ns
K A	3.5	6	ns	12.0	7	ns
L A	0.0*	5	0.05	14.5	9	ns
J B	1.0	2	ns	0.0*	1	0.05
K B	2.5*	8	0.05	21.0	10	ns
L B	4.0	6	ns	4.0	5	ns
Miscellaneous Response				Miscellaneous Response		
Class	T	N	p	T	N	p
J A	3.0	3	ns	2.0	3	ns
K A	12.0	7	ns	8.0	6	ns
L A	6.0	5	ns	0.0*	1	0.05
J B	7.0	5	ns	14.0	7	ns
K B	6.0	5	ns	10.5	6	ns
L B	0.0*	5	0.05	0.0*	1	0.05

*$p<0.05$

Table 35

Wilcoxon Matched-Pairs Signed-Ranks test for differences in performance between pretest protocols and posttest protocols in seven categories for pretest story #2 and posttest story #3 and posttest story #4

Data for Posttest Story #3				Data for Posttest Story #4		
Literary Judgment Response Class	T	N	p	T	N	p
J A	55.5	20	ns	52.0	20	ns
K A	27.5	15	ns	53.5	18	ns
L A	15.0*	14	0.05	45.0*	19	0.05
J B	55.0	16	ns	39.5	15	ns
K B	44.0*	19	0.05	64.0	18	ns
L B	16.5	10	ns	18.5	11	ns
Interpretational Response Class	T	N	p	T	N	p
J A	20.0*	22	0.05	29.5*	21	0.05
K A	24.5*	15	0.05	41.0	17	ns
L A	66.0	21	ns	85.0	19	ns
J B	26.0*	17	0.05	65.0	16	ns
K B	18.5*	20	0.05	35.5*	18	0.05
L B	14.0	9	ns	16.0	11	ns
Narrational Response Class	T	N	p	T	N	p
J A	21.5	9	ns	9.0	6	ns
K A	69.5	20	ns	58.5	18	ns
L A	29.0	11	ns	28.0	12	ns
J B	7.5	6	ns	0.0	3	ns
K B	3.5	10	ns	31.0	11	ns
L B	13.5	10	ns	12.0	7	ns
Associational Response Class	T	N	p	T	N	p
J A	66.0	16	ns	65.0	17	ns
K A	9.0	6	ns	9.0	7	ns
L A	14.5	8	ns	36.5	12	ns
J B	25.0	10	ns	18.5	12	ns
K B	7.0	7	ns	11.0*	11	0.05
L B	3.5	4	ns	12.0	8	ns

Table 35 (continued)

Data for Posttest Story #3				Data for Posttest Story #4		
Self-Involvement Response				Self-Involvement Response		
Class	T	N	p	T	N	p
J A	26.5*	11	0.05	15.0	9	ns
K A	0.0*	5	0.05	14.0	8	ns
L A	4.5	6	ns	6.5	6	ns
J B	3.0	6	ns	13.5	7	ns
K B	3.5	5	ns	23.5	10	ns
L B	0.0*	1	0.05	0.0*	1	0.05
Prescriptive Judgment Response				Prescriptive Judgment Response		
Class	T	N	p	T	N	p
J A	0.0*	1	0.05	0.0*	4	0.05
K A	1.0	2	ns	2.5	4	ns
L A	0.0*	3	0.05	13.0	7	ns
J B	0.0*	1	0.05	0.0*	0	0.05
K B	1.5	2	ns	0.0*	5	0.05
L B	1.0	2	ns	3.0	3	ns
Miscellaneous Response				Miscellaneous Response		
Class	T	N	p	T	N	p
J A	3.5	5	ns	1.5	5	ns
K A	5.0	5	ns	3.0	4	ns
L A	0.0*	4	0.05	0.0*	2	0.05
J B	4.0	4	ns	13.0	7	ns
K B	5.0	4	ns	12.0	7	ns
L B	1.0	2	ns	1.0	2	ns

*$p<0.05$

Table 36

Correlated t test for differences in pretest performance and posttest performance on combined pretest protocols and combined posttest protocol for Category 1, literary judgment

Description of Group	Mean frequency of response for Pretest #1 and Pretest #2	Mean frequency of response for Posttest #3 and Posttest #4	p
All Students	6.182	5.273	0.07
Experimental Group A	6.574	5.750	0.22
Experimental Group B	5.679	4.660	0.19
Class J A	8.652	6.043	0.83
Class K A	5.043	6.000	0.12
Class L A	6.000	5.182	0.48
Class J B	4.600	4.550	0.97
Class K B	7.545	5.636	0.18
Class L B	3.909	2.909	0.46

Table 37

Correlated t test for differences in pretest performance and posttest performance on combined pretest protocols and combined posttest protocols for Category II, interpretative response

Description of Group	Mean frequency of response for Pretest #1 and Pretest #2	Mean frequency of response for Posttest #3 and Posttest #4	p
All Students	8.08	12.07*	0.001
Experimental Group A	7.16	12.32*	0.001
Experimental Group B	9.26	11.76*	0.01
Class J A	7.57	18.30*	0.001
Class K A	3.44	6.13	0.06
Class L A	10.64	12.55	0.26
Class J B	9.45	11.20	0.25
Class K B	9.41	11.77	0.09
Class L B	8.46	12.73	0.18

*$p<0.05$

Table 38

Correlated t test for differences in pretest performance and posttest performance for specific short stories for Category I, literary judgment

Description of Group	Mean Frequency of Response for Pretest #1	Mean Frequency of Response for Posttest #3	p	Mean Frequency of Response for Posttest #4	p
All Students	2.57	2.36	0.48	2.92	0.29
Experimental Group A	2.78	2.53	0.53	3.22	0.34
Experimental Group B	2.30	2.13	0.72	2.53	0.62
Class J A	4.26	2.83	0.09	3.22	0.30
Class K A	2.09	2.23	0.82	3.78*	0.002
Class L A	1.96	2.55*	0.36	2.64	0.37
Class J B	1.75	2.45	0.39	2.10	0.64
Class K B	3.32	2.14	0.14	3.50	0.83
Class L B	1.27	1.55	0.66	1.36	0.91

Table 38 (continued)

Description of Groups	Mean Frequency of Response for Pretest #2	Mean Frequency of Response for Posttest #3	p	Mean Frequency of Response for Posttest #4	p
All students	3.61	2.36*	0.001	2.98*	0.03
Experimental Group A	3.80	2.53*	0.001	3.22	0.20
Experimental Group B	3.38	2.13*	0.01	2.53*	0.05
Class J A	4.40	2.83	0.08	3.22	0.18
Class K A	2.96	2.23	0.06	3.78	0.15
Class L A	4.05	2.55*	0.03	2.64	0.09
Class J B	2.85	2.45	0.54	2.10	0.24
Class K B	4.23	2.14*	0.03	3.50	0.32
Class L B	2.64	1.55	0.24	1.36	0.19

*p<0.05

Table 39

Correlated t test for differences in pretest performance and posttest performance for specific short stories for Category II, interpretative response

Description of Group	Mean Frequency of Response for Pretest #1	Mean Frequency of Response for Posttest #3	p	Mean Frequency of Response for Posttest #4	p
All Students	4.65	7.17*	0.001	4.91	0.55
Experimental Group A	3.87	7.50*	0.001	4.82	0.10
Experimental Group B	5.64	6.74*	0.19	5.02	0.37
Class J A	4.39	11.78*	0.001	6.52*	0.03
Class K A	2.00	3.17	0.27	2.96	0.29
Class L A	5.27	7.55	0.11	5.00	0.81
Class J B	5.65	7.50	0.21	3.70	0.09
Class K B	5.86	6.31	0.66	5.46	0.68
Class L B	5.18	6.18	0.68	6.55	0.43

Table 39 (continued)

Description of Group	Mean Frequency of Response for Pretest #2	Mean Frequency of Response for Posttest #3	p	Mean Frequency of Response for Posttest #4	p
All Students	3.44	.17*	0.001	4.91*	0.001
Experimental Group A	3.30	7.50*	0.001	4.82*	0.01
Experimental Group B	3.62	6.74*	0.001	5.02*	0.03
Class J A	3.17	11.78*	0.001	6.52*	0.005
Class K A	1.44	3.17*	0.04	2.96	0.10
Class L A	5.36	7.55	0.81	5.00	0.74
Class J B	3.80	7.50*	0.01	3.70	0.91
Class K B	3.55	6.39*	0.001	5.46*	0.02
Class L B	3.46	6.18	0.23	6.55	0.15

p≤0.05

Table 40

ANCOVA on the Criterion: Evaluation of Method

Source	df	MS	F	p	
Groups	1	2.34	3.94	0.05	
Within	137	0.59			$R^2=0.05$

APPENDIX B

RATING SCALES USED TO GATHER DATA

STUDENT QUESTIONNAIRE

(pre-investigation)

Today's date .....

1. Name .....
   surname given names

2. Grade ..... 3. Sex: Male .....Female...
   (circle one)

4. School .....

5. Age ..... 6. Birthday .....
   day month year

7. By circling the appropriate number, rate your achievement as a literature student, basing your estimate on your achievement in previous grades:

1	2	3	4	5
very poor	poor	average	good	very good

8. Answer the remaining questions on the following page:

   a) What is the subject literature? Write out your definition of this subject, in about three sentences.

   b) List at least three reasons to explain why the study of literature is compulsory for high school students in Saskatchewan.

   c) In your opinion, what should be the objectives for a senior high school literature program so that it will provide the greatest amount of good for you? Try to mention and discuss at least three objectives.

   d) If you were given the task of setting up an "ideal" literature program, what would your program be like? You might discuss "what" you would include in this program, what you would not include, and how you would go about studying those items which you think are important.

Name ..... Today's date ....

Title of Short Story .....

Have you ever read or studied this short story before?

YES

(Circle the correct response)

If you answer "yes," briefly state the occasion on which you read this short story. (e.g., I read it on my own, or I studied it in English class.)

In the forty minutes which are allotted to you, write about your reactions to the short story which you have just read. Comment on your feelings, your ideas, your thoughts, and/or your opinions about any topic relating to this short story. You might consider some of the following topics: the short story's characters, its setting, its mood, its plot, its theme.

If you require more paper, please ask your teacher for some. Otherwise, please do not ask for help in writing your answer. Remember, there is no "right" answer; rather, we are interested in <u>your</u> answer, in your reactions. So, please try to express your ideas as clearly as possible.

STUDENT QUESTIONNAIRE

(post-investigation)

Today's date .....

1. Name .....
   surname given names

2. Grade ..... 3. School .....

4. Circle the number on the following scale which most closely represents your evaluation of your reaction to the manner in which you studied the short stories in the unit which you have just completed:

1	2	3	4	5
very poor	poor	average	good	very good

5. The list on the next page contains several suggestions to indicate what the study of literature in the high school classroom should do for high school students.

   a) Read the entire list through once, and decide how important each item is for you.

   b) Then, select the three statements which you feel represent the MOST IMPORTANT objectives for a high school literature program. Rank these statements in order of importance by writing the proper number in the blank on the LEFT side of the page:

      1. the most important objective
      2. the second most important objective
      3. the third most important objective

   c) Then, select the three statements which you feel represent the LEAST IMPORTANT objectives for a high school literature program. Rank these statements in order of least importance by writing the proper letter in the blank on the RIGHT side of the page:

      A. the least important objective (i.e., the lowest of all statements)
      B. the second least important objective
      C. the third least important objective

LEFT HAND COLUMN: most important objectives

RIGHT HAND COLUMN: least important objectives

The study of literature in the high school classroom should provide the student with .....

_____	basic reading skills	_____
_____	improved writing skills	_____
_____	improved usage habits--to learn to speak better	
_____	an increased capacity to think critically	_____
_____	an understanding of the skills needed to interpret and analyze literature	
_____	an awareness of the beauty of literature	_____
_____	training for leisure time activity	_____
_____	an opportunity to develop imagination and self-expression	_____
_____	a sense of personal understanding and of self-identity	_____
_____	an opportunity to share thoughts and feelings with others	
_____	a broadened and deepened experience with the varieties of human problems and values	_____
_____	an opportunity to examine values and to become more tolerant and open-minded	_____
_____	better insights into the major currents of Western thought	_____
_____	a knowledge of famous authors and famous literature	_____

6. Answer the remaining questions on the next page.

   a) Describe the teaching method(s) which were used during your study of the short story. Then, mention its (their) strengths and weaknesses.

   b) Describe briefly two successful experiences (i.e., you learned something and you enjoyed what you were doing) which you had during this unit on the short story. Then, explain why you consider these experiences successful. (If you believe that you had no successful experiences, write "no" for question (b) and then answer question (c) in greater detail to explain exactly how you do feel about your learning experiences in this unit on the short story).

   c) Describe briefly two unsuccessful experiences (i.e., you learned very little and you did not enjoy what you were doing) which you had during this unit on the short story. Then, explain why you consider these experiences unsuccessful.

   d) To what extent did your teacher influence and direct your study of the short story in the unit which you have just completed? Did you ever feel during this unit on the short story that you needed more help from your teacher than you actually did receive? Illustrate with a specific example. Did you ever feel during this unit on the short story that you wanted less help and direction from your teacher than you actually did receive? Illustrate with a specific example.

TEACHERS' DAILY JOURNAL COMMENTARIES

Directions to Cooperating Teachers:
Complete the following scale at the end of each day. Answer on impulse, then make no change in your answer. And, please complete each daily journal independently, without referring to previous comments. Make written comments on the blank page which immediately follows this one. On this rating scale, 1 means low and 5 means high.

Date .....

	METHOD A Class #1	METHOD B Class #2
I feel good about the progress of my class today.	1 2 3 4 5	1 2 3 4 5
Most of my students participated with interest in class activities and/or discussion today.	1 2 3 4 5	1 2 3 4 5
I feel satisfied with my involvement in the classroom experience today.	1 2 3 4 5	1 2 3 4 5
My students were easy to control today, without bothersome behavior incidents	1 2 3 4 5	1 2 3 4 5
I found time today to talk informally with some of my students about general or personal matters.	1 2 3 4 5	1 2 3 4 5
I was generally free today from routine matters such as providing students with AV equipment or recording students' work.	1 2 3 4 5	1 2 3 4 5

APPENDIX C

A MANUAL FOR COOPERATING TEACHERS

A MANUAL FOR COOPERATING TEACHERS

A CRITICAL INQUIRY INTO THE EFFECTS OF TWO EXPERIENCE-INVOLVEMENT APPROACHES IN TEACHING THE SHORT STORY TO HIGH SCHOOL STUDENTS

S. D. ROBINSON

FEBRUARY, 1972

GUARANTEE OF ANONYMITY

At the outset of this investigation, let me assure you that your participation in this study will in no way pose a threat to you. The study is not a measure of teaching ability; it is, rather, an observation of student learning. Hence, most of the emphasis in this study will be concerned not with teaching, but with learning. Indeed, the observations which accompany this study do not measure students' acquisition of content (the usual literature test); they measure changes, if any, in students' mode of response resulting from the influence of method. Moreover, the methods employed in this study have been imposed upon you and thus cannot be construed as your actual approach to teaching. In addition, since this investigation is, in part, a case study, your reactions to the procedures, both positive and negative, represent an important and vital part of the study, and are important for what they are.

Finally, I promise you that I shall take every precaution to keep your identity and the identities of your students anonymous.

AN ESSAY IN EXPLANATION

Like it or not, the teacher of English has inherited a legacy from the Dartmouth Conference. As a 1971 NCTE publication puts it, we have a new English, with new imperatives.[1] The experiment which I am asking you to take part in attempts to investigate the significance of these new imperatives for the literature teacher at the classroom level, to find out what happens when we put theory into practice.

The one word which epitomizes the nature of these new imperatives is response. In short, the focus of attention in the English classroom is not in the developing of skills, nor is it in the expounding of a cultural heritage--although these components do hold a significant place in the English curriculum. English, rather, is experience or involvement. The student no longer learns literature; he becomes engaged in a literary experience, an experience both of the mind and of the emotions. John Dixon, in Growth through English, labels this component of the curriculum "personal growth." He notes, moreover, that an emphasis on

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[1] Henry B. Maloney, ed., New English, New Imperatives, Champaign, Illinois: National Council of Teachers of English, 1971.

SCHEDULE OF PROCEDURES

Number of Class Hours	Responsibilities of Cooperating Teacher	Responsibilities of Investigator
I. Pre-investigation Procedures		
- -		collect data from cumulative records
1/2 hour		introduction of the students to the study. Pre-test questionnaire
1 hour		Pretest I
1 hour		Pretest II
II. Investigation Procedures		
	students study selected short stories according to prescribed methods	classroom observations: 3 observations per week per class
	tape recording of classes, as prescribed	assistance with taping. (Taping will be done only in presence of investigator; he will be responsible for all equipment)
	teacher's daily journal comments	
	recordings of product of student work (where possible, students do their own records)	collection of teacher's daily journal comments and records of student work
III. Post-investigation Procedures		
1 hour		Posttest I
1 hour		Posttest II
1 hour		Posttest questionnaire
		Conclusion

skills omits vast areas in the study of English and also stereotypes the literary experience. He points out, too, that the cultural heritage approach concentrates educational emphasis, not on the experience of the learner, but on the experience found in fiction. What is important in the study of literature, Dixon argues, is the personal culture which the student brings to the classroom. The literature lesson takes place around this personal awareness of reality and of self; it moves from subjective, personal identification to an objective understanding of the literary work. This process, Dixon goes on, represents a "natural movement from subject to object and back again" (p. 59). Nevertheless, the particular response of the student must be the teacher's main concern. And, as the student matures, his interpretative discussions will become more penetrating and more perceptive. In fact, as Frank Whitehead (The Use of English, 22, Autumn, 1970) concludes, the English curriculum can achieve continuity not through a rigid sequencing of the discipline, typical of many recent American curricula, but by acknowledging those aspects of the human development sequence which have relevance to the teaching of English.

James R. Squire has become the interpreter of this personal growth concept of literature for the North American teacher. Indeed, he represents a typical American phenomenon in English education: a redirection of interest from a concern with the structure of the discipline to a concern with the experiences of the responder to the discipline. He argues, then, for a response-oriented curriculum in literature. In New English, New Imperatives, Squire writes, in complete agreement with the British educators quoted above:

> What is important is that we perceive literature as human experience--both the experience of the writer and the experience of the reader--and know that when it really works, it can have all of the power and impact of life experience itself. The full study of literature involves concern with the work itself, concern with the writer of the work, and concern with the relationship between the reader and the work. The former are the province of the critic and the literary historian; the latter, of the teacher of literature. This is why response to literature rather than literature itself must be our major concern. (p. 92).

We must not conclude that this interest in the beholder of a literary work originated with the Dartmouth Conference or with the new breed of British educator. Indeed, this kind of concern is as old as Longinus. It reappears in the literary criticism of the Romantics, specifically in the work of Coleridge. Moreover, this interest in the development of the child in the learning situation constitutes the underlying philosophy of progressive education. In Literature as Exploration, 1938, published by the Progressive Education Association, Louise Rosenblatt presents a point of view

similar to that of John Dixon and James Squire. In addition, James Moffett, a contemporary American educator, also argued for a child-centered English curriculum before Dartmouth. Finally, psychologists such as Rogers and Maslow have continuously pointed out the need for educators to reconsider their stance--to place the personal development of the student in a higher priority than the concern with the discipline itself.

What is new to the classroom teacher, however, is the statement of the means by which this end is to be achieved. Creative drama, improvisation, mime, group discussion, internal monologue, brain storming--these terms appear in current publications. The teacher is asked to let his students use these techniques to work their way through to some understanding of the literary work. As Geoffrey Summerfield notes, in New English, New Imperatives:

> our job, professionally, is to set up situations in our classrooms which will foster or promote "the active, energetic, cultivated employment of our human endowments" (p. 46).

For too long, then, literature teachers have stressed factual knowledge: literal comprehension and critical analysis. There are other aspects of the literary experience: engagement, interpretation, evaluation (Purves's analysis of literary response). What literature teachers require is some way to make these little-used aspects of the teaching of literature operational.

It is this problem--the setting up of situations in the classroom to facilitate involvement--which sparked this investigation. Thus, I have set up two instructional strategies designed to achieve a common end: involvement. And this involvement will be measured in terms of the meaningful or insightful interpretations and evaluations and engagements with which the students involved in the investigation respond to literature, an objective based on the assumption that in all significant works of literature, the artist has some vision which he wants to communicate to his reader.

These strategies differ in the means through which the end is accomplished. One method (Method A) places the teacher at the centre of the learning process. After leading students into the literary work, after getting them involved, he will, as the experienced learner, present "key" questions to his students which will open up the work for them, and thus enable them to connect their understanding with the vision of the author. The second method (Method B) views the teacher as the facilitator of the learning process; specifically, he constructs concrete situations which will lead the students to an understanding or awareness of the significance of the literary work. These situations deal with the same issues which the teacher handles under Method A. But, with Method B, the student is encouraged to engage in some activity or experience or project (to use Summerfield's

term) which will, hopefully, make the meaningful insight available to him. In short, Method A represents a meaningful verbal approach which is directed by the teacher. As a complement to this approach, Method B is an activity-experience approach which is facilitated by the teacher.

Understandably, this second approach is loaded with difficulties. First, the teachers have had little experience in developing these special situations designed to lead students to a meaningful response; hence, the activities suggested in this investigation may not be adequate to achieve the desired end. Second, since students are not under the direct control of the teacher, behavior problems may become a factor (although I proceed with the confidence that discipline will not develop into a problem for competent teachers). And lacking this control, the teacher may experience difficulty in getting sincere, optimum effort from some students. Third, there is a danger that this style of instruction may be interpreted as permissiveness. This is not the intent of this approach. It is not the "what shall we learn today" style of education. Rather, like the integrated day of the British primary schools, the activities presented to students are expected to achieve a purpose: a response to a short story. Finally, and most significant in my mind, the students themselves will undoubtedly have had limited experience with this second instructional style. Hence, they may have difficulty adjusting to it, a factor which will not enter into the first method, and perform at a level lower than they are, in fact, capable of. But, the intent of this study is to examine two differing teaching-learning styles, and not to make some definitive pronouncement about these styles.

Nevertheless, as I have suggested in the introduction to this paper, teachers at the classroom level have to be concerned with these new imperatives. They must work with them and accept them--or modify or reject them. They must learn how to adapt this new theory of instruction in literature which is preeminently British to the Canadian educational situation.

Perhaps this investigation will make only one statement: that high school students involved in an activity approach to the study of literature respond equally well (or do not respond equally well) to those students involved in a teacher-directed approach. Perhaps this investigation will help English teachers to understand what the activity approach is attempting to achieve. Perhaps it may well encourage these teachers to utilize an activity approach in their English programs or to utilize students' personal experiences in the study of literature. These are indeed small steps for English education, but they may be important.

AN OVERVIEW OF THE INVESTIGATION

The chart on the following page provides a quick overview of the procedures established for this investigation. You will note that there are four distinct sections in this study: pretest procedures, experimental procedures, observation procedures, posttest procedures. As a cooperating teacher, you will be directly involved with only two of these sections: (a) with experimental procedures as set out in this accompanying handbook; (b) with observation procedures, involving a record of your personal reactions to prescribed instructional strategies as well as a record of the work which your students accomplish, and involving the tape recording of a number of class sessions.

DAILY RECORDINGS

NOTE: You will be provided with a record book in which you complete both your daily journal commentaries and also comments about students' work.

Teacher's Daily Journal Commentaries

The following page[2] contains an example of a questionnaire which you are asked to fill out completely (about three minutes) at the end of each day in which you teach one or both of the experimental classes. This questionnaire consists of two parts: (a) an objective evaluation--directions are stated at the top of each page; (b) a subjective evaluation--a blank page for you to record any comments, angry or otherwise, which may have some relationship to your part in this investigation. Comments will remain confidential, and, if reported in my dissertation, will be completely anonymous.

Recording of Students' Work: Both Groups

You are requested to keep a daily record of the classroom learning situation. This record will include a brief lesson plan, if applicable, and a record of assignments given to students, activities completed, small group discussions, and so forth. Whenever possible, ask students to complete this record for you. Students, for example, could hand you a summary of their discussion. Finally, when

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[2]This questionnaire has been placed in Appendix B of this report.

OVERVIEW OF INVESTIGATION

Descriptive data: IQ, grade point average, grade point average in English

Student Questionnaire: attitude to literature, self-estimate of ability in English

Pretest: free association response to two short stories administered on successive days

EXPERIMENTAL TREATMENTS

Method A teacher-directed, verbal approach	Method B teacher-facilitated, activity approach
Teacher #1 Class J/A	Teacher #1 Class J/B
Teacher #2 Class K/A	Teacher #2 Class K/B
Teacher #3 Class L/A	Teacher #3 Class L/B

OBSERVATIONS OF EXPERIMENTAL TREATMENT

1. teacher journal commentaries
2. product of students' work
3. investigator's classroom observations
4. observation instrument: Flander's Interaction Analysis

Posttest: free association response to two short stories, administered on successive days

Student Questionnaire: attitude to literature and to experimental treatment

applicable, collect this work and give it to me for analysis (it will be returned). Some project work will be photographed for later reporting.

CLASSROOM OBSERVATION AND TAPE RECORDING

Two kinds of classroom observation scales will be used during this study.[3] The first is a scale which I have adapted from other scales, designed to quantify the classroom situation under the categories of student activities and student behavior. I shall use this scale while the class is in progress. (It was designed, incidentally, for Method B procedures.) The second scale is Flanders's Interaction Analysis Categories, a scale designed to look at verbal interaction.

To aid in observation and analysis, I would like to tape record several sessions with both of your classes. This means, then, that I shall be responsible for all equipment, and for setting up this equipment. If possible, I want to tape record each week two lessons with your Method A class and, if applicable, six small group sessions in which you are involved with students in your Method B class. This directive is tentative, of course, dependent upon the manner in which you conduct your classes.

Let me assure you that these tapes, and the information derived from them, will be kept confidential. The intent of this procedure is not to make evaluative judgments of classroom procedures but to obtain quantifiable data which will indicate the amount of time (expressed as a percentage) that you and your students spend doing the various activities which go on in a normal classroom.

A FINAL WORD OF REASSURANCE

There is a possibility that one or both of the instructional strategies may cause you some concern--students are slow, are lazy, are not learning. I request you to take your frustrations out on your journal entries (indeed, this kind of criticism is of extreme importance), and not on the students, although reasonable, and customary, classroom behavior should be demanded. For the sake of science, so to speak, I request that you let procedures go the full length of the investigation. Indeed, I am confident that

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[3] Neither of these observation instruments proved effective in providing meaningful data. Therefore, data from both rating scales were subsequently dropped from the main body of this report.

you, as an experienced teacher, will be able to re-structure your students at the conclusion of the investigation--if such a correction seems necessary. It is doubtful that your students will be adversely affected by this investigation.

And, throughout this investigation, please feel free to ask me what I am doing (i.e., to show you what I have recorded during classroom observations) and to confer with me about what you are doing. I shall be only too willing, for example, to assist you with lesson planning, indeed, to prepare lesson plans for you. Hopefully, your participation in this investigation will be something of a learning experience for you.

P. S. If you are absent from school during this investigation, will you please contact me and get me to take your classes, and not a substitute teacher.

APPENDIX D

LESSON GUIDES

GENERAL INSTRUCTIONS CONCERNING PROCEDURES

1. The following short stories, selected from Prose for Discussion, edited by E. W. Buxton, will be used in both experimental classes:

O. Henry	The Cop and the Anthem
Shirley Jackson	After You, My Dear Alphonse
Sherwood Anderson	Brother Death
John Collier	Thus I Refute Beelzy
Katherine Mansfield	The Doll's House
Graham Greene	The Basement Room
Mauro Sensi	The Giraffe
Walter Van Tilburg Clark	The Portable Phonograph
Daniel Keyes	Flowers for Algernon

In the event that your students have already studied any of the above short stories, additional short stories may be substituted, after consulting with me.

2. You are asked to study at least seven of the nine short stories listed above during this investigation. Students, however, should be asked to read all nine short stories. The exact number of short stories studied in this unit is of no great significance, nor is the intensity with which each individual short story is covered. Thus, you may spend more time on certain selections, and less on others.

3. You are requested NOT to study additional short stories during the course of this investigation, nor to study literature which would provide extra practice in literary interpretation.

4. You are asked to start the experimental treatment on January 31, or as soon as practical after the beginning of the second semester, when you feel that you have established a satisfactory rapport with your classes.

5. If your timetable requires that you take some topic in composition or language concurrently with the investigation (i.e., excessively long periods; the separation of literature and composition), please select some topic which does not require literary interpretation. Suggested topics are these: an extensive reading assignment, the study of mass media or of film techniques (but not interpretation of film), studies in language or in grammar, an examination of the process of writing, a study of group processes. However, please report any deviation which you take, no matter how seemingly small, from procedures established for this study.

6. Please note any unusual occurrences in the school or community (such as the death of a student) which you

feel may have some influence upon students' reactions during this study. (I am thinking specifically of the effect of Kennedy's assassination upon some of my students and their reactions to the funeral orations in Julius Caesar--back in 1963).

DESCRIPTION OF METHOD A

METHOD A: TEACHER-DIRECTED APPROACH, STRESSING VERBAL INTERACTION AND STUDENTS' EXPERIENCES

The underlying assumptions of this approach are these:

1. through carefully chosen questions, the teacher will provide the "key" which will open the short story for the students so that they will achieve some insight into each short story.

2. through an emphasis on the personal experiences of the students in the classroom, the teacher will encourage the students to consider each of the short stories in the light of their own experiences and to achieve an understanding of the short stories as an extension of their own experiences.

The following discussion, perhaps, will provide further explanation of the intent of Method A. In Response to Literature (NCTE, 1966), D. W. Harding suggests the following rationale to guide students' experiences with literature. He writes:

> In its ideal form, comprehension of a literary work should involve the response of a whole, organized person; and it should be consistent with a framework created, first, by an intellectual grasp of the work, its parts, and its principles of organization, and second, by knowledge of the world the work refers to, its connection with the student's own world and experiences, and its relation to other works (p. 22-23).

In their study of literature, Harding suggests, students achieve a "feeling comprehension" (p. 24). Indeed, he argues that:

> We need to encourage, very warmly, verifications from personal experience, not frown on the "That's me" identification with character (p. 25).

He concludes:

> the teacher will get nowhere in the attempt to make the work meaningful as experience if he does not begin with the "me" (p. 25).

What is not called for in Harding's reference, is a formal, analytical study of literature--of the kind stressed by those educators who focus on the structure of the discipline. Harding states:

> Of less importance, therefore, is what is often seen as the one valid form and test of classroom reading; that is, the formulation of descriptive statements about responses, interpretations, or structures (p. 24).

In short, the whole intent of Method A is to lead the student to some meaningful insight into each short story by concentrating on his personal experiences. It is the task of the teacher to direct this learning process, to make sure that it happens. But always, it is his purpose to lead the discussion of each short story from and through the personal experiences of the students.

The following discussion of "The Cop and the Anthem" represents the kind of lesson plan which Method A is trying to avoid. This lesson plan was taken from the teachers' handbook and key which accompanies Types of Literature, a series of high school texts put out by Ginn and Company. This literature curriculum is organized around the principle of the structure of the discipline. It focuses upon the genre, with an emphasis upon the understanding of literary terms.

The following quotation appears on pages 42 and 43 of the handbook:

> Discussing the story: If the class did not discuss irony before reading "The Cop and the Anthem," it would be wise to make sure they fully understand its meaning before taking up the specific questions asked in the text. You will probably want to differentiate between verbal irony and irony of situation, both of which are used in this story. When the general meaning of both terms is clear, you may want to read aloud the last paragraph of the reading skills headnote which discusses irony in "The Cop and the Anthem." This paragraph leads into questions 1, 5, 6, and 7.
>
> After your students have identified what is ironic in this story, have them consider the effect of the irony. Bring out that O. Henry's ironic language keeps the reader from feeling pity for Soapy or identifying too closely with his problems (question 9). This point leads into a consideration of point of view (question 10), since O. Henry could not use verbal ironies such as "But to one of Soapy's proud spirit the gifts of charity are encumbered. . . . Wherefore it is better to be a guest of the law which, though conducted by rules, does not meddle unduly with a gentlemen's private affairs" (p. 31, col. 1), if a character within the story were telling it. You might also bring out how Henry's ornate prose style gives a kind of dignity to Soapy (even though it is a kind of tongue-in-cheek dignity). His shoes, for example, are not worn-out, they are decadent (p. 31, col. 2). Too, the ironic language (e.g., describing a vagrant's shoes by such a formal word as decadent) is unexpected and brings humor to the story as does the irony of situation.

It is the assumption of this investigation, then,

that the above kind of discussion does little to bring the student and the literary work together. What is needed is an approach which will allow the student to understand the short story, not as an academic exercise, but as a situation to be felt. Thus the literature lesson must concentrate on bringing Soapy's experience into the "feeling comprehension" of the students.

Method A: Detailed Comments

This discussion will provide the following information: (a) a detailed discussion of the teaching strategy; (b) an explanation of the levels of questioning; (c) specific lesson guides.

1. With this method, the teacher attempts to reach the objectives stated above by consciously and deliberately leading students to some meaningful insight for each short story. It is the teacher's task, then, to ask "key" questions to open each short story for his students and, hopefully, to engage them in a discussion of the significance of the short story. The teacher may use either an inductive or a deductive means to effect these objectives, but the method must employ verbal interaction: lecture-discussion, class discussion, panel, debate, small group discussion, written commentary or assignments. In every case, the teacher must be certain that the class as a whole verbalizes its insights into each short story. And, although the teacher must not insist upon one interpretation (rather he must attempt to make his students as resourceful as possible in their interpretations of the short stories), he should lead the class in a consideration of the relative merits and acceptability of the interpretations suggested.

2. The teacher should encourage students to use personal experiences, thoughts, or insights whenever and whereever possible. In short, the teacher should explore students' experiences as a means to introduce each short story, and then he should use these statements in succeeding discussions and in concluding activities. The personal anecdote, then, must be considered and encouraged as a vital part of the students' learning experience.

3. For each of the short stories used in this study, teachers will receive a lesson guide, designed in the form of questions which may be presented to their classes. These questions lead toward possible interpretations and illuminations which high school students might be expected to reach.

4. The lesson guides are descriptive, not prescriptive. They are intended only to provide a guide in lesson preparation. Each teacher will be free to devise his own means to lead students to discover each short story.

5. The questions in each of the lesson guides have been

grouped into levels, designed to be used in sequence. Level A, introductory questions, are entry questions which ask the student to suggest personal reactions and anecdotes which will lead into the short story. Level B, which follows the reading of the short story, questions the students' literal understanding. Level C questions consider the insights and interpretations, the literary meanings. Level D questions attempt to relate the interpretations inherent in the short story to the world as the student perceives it. Finally, Level E questions, used at the discretion of the teacher, look at the artistic merit of the short story.

METHOD A: EXPLANATION OF LEVELS OF QUESTIONING

The example questions have been grouped into five levels, designed to be used in sequence. A description of each of these levels follows:

Level A: Introduction

Questions at this level are entry questions which attempt to connect student experience with the ideas presented in the short story. These questions should be topical, from last night's newspaper for example. Teachers who know the interests of their class, then, will need to modify these questions constantly to accomplish their stated purpose: to arouse curiosity and interest.

Reading of the Short Story

The question outlines have been constructed with the assumption that the short story will be read between Level A and Level B. Teachers may choose their own methods of presenting the short story to the class: teacher's reading, students' readings, silent reading. The method chosen should be effective.

Level B: Literal Understandings

Questions at this level test the students' literal understanding of the short story. These questions ask about facts and about the arrangement of facts.

Level C: Illuminations and Interpretations

At this level, the questions are designed to lead the students to an awareness of the vision presented by the short story--its illuminations about character, about social interaction, about the very nature of human existence.

Level D: Applications and Generalizations

Questions at this level attempt to illustrate possible uses of the illuminations discussed at Level C. Hence, students are required to examine their own experiences and beliefs and attitudes in the light of the interpretations which they discover in the short story.

Level E: Artistic Significance

Questions at this level ask the student to consider the short story as a work of art, to examine the techniques employed by the author and to consider the relationship of form to content. The level of sophistication of discussion at this level should be suited to the level of development of the class.

Note: Questions at Level E are optional. If the class is not ready for this kind of question or if the class is not interested, then teachers must handle questions at this level with caution.

METHOD A: TEACHER-DIRECTED, MEANINGFUL VERBAL APPROACH

1. O. Henry. "The Cop and the Anthem":

General Objectives

1. to examine the character of Soapy, perceiving the essentially human quality of a person thought by most of society to be worthless.
2. to examine the nature of the society in which Soapy lives, to point out its class rigidity.
3. to assess the cause of Soapy's imprisonment on skid row--as a function not only of his personality and of society but also of fate.
4. to examine O. Henry's literary style (i.e., the contrast between subject matter and word choice) to note how it contributes both to the humor of the story and to its pathos.

Questions

A1. Draw the students' attention to some current article on poverty (e.g., Weekend, August 21, 1971) and encourage students to comment on this problem: its causes, its issues, its cures.

or

A2. Draw students' attention to Red Skelton's "The Quiet Hour." What impression of the "bum" does this program present? Is this a satisfactory representation of the problem of poverty?

A3. Are those youth who hitch-hiked across Canada rightly called "bums"? Has the youth of society glorified the status of the bum? Will this attitude greatly influence the life of the bum on skid row?

B1. List the various adventures which Soapy experienced. Explain how each one failed.

B2. Why do these experiences occur in the particular order in which O. Henry arranges them? What would happen to this short story if this order were changed?

B3. What picture of New York society does this short story present?

C1. Why is this short story called "The Cop and the Anthem"?

C2. Using this short story as you basis, comment on the view of the skid row bum which O. Henry communicates to you.

D1. If he had not been arrested, could Soapy have made good his transformation?

D2. What does this short story say about our own society? Note a possible parallel between the events of this short story and, say, the student who is labelled "bad" in school.

D3. Is it possible for a person to correct the apparent short-comings in his character? If so, will society let him do it?

D4. Let's change Soapy, and make him into a policeman for example. Is O. Henry's message still applicable?

D5. Does Soapy, then, represent everyman? If so, what does this short story say about the human condition?

E1. Point out the contrast which exists between word choice and subject matter. What purpose does this contrast serve?

E2. Students then reexamine the short story to look for further examples of contrast between word choice and subject matter.

E3. Students examine one of the episodes intensively to discover how the details presented in the chosen episode are or are not consistent with the intent of the short story.

2. Shirley Jackson. "After You, My Dear Alphonse"

General Objectives

1. to contrast the attitude of Mrs. Wilson with that of her son toward the young Negro boy who comes to dinner

2. to perceive Mrs. Wilson's stereotyped attitude toward issues such as racial prejudice.

3. to perceive the ultimate irony of the short story: although Johnny and Boyd play freely without considering prejudice, they in turn direct their prejudice (probably acquired from parents) toward their German soldiers.

Questions

A1. This short story will probably need little introduction. If comment is necessary, two areas might be explored: (a) the innocence of young children in such an issue as prejudice. In particular, ask students to examine prejudices which they observe in young children --toward Indians, Russians, Chinese, and so forth; and, (b) the existence, or lack of it, of prejudice in Canada toward Negroes.

B1. If students have difficulty with this short story, they will probably be uncertain about its simplicity. Ask them to relate the events of the short story, to reassure them that their literal understanding of the short story is adequate.

C1. Ask the students to give a physical description of
E1. each of the characters in the short story: Mrs. Wilson, Boyd, Johnny. In fact, they will be able to say very little about the appearance of these characters.

C2. Thus, students should be asked why so few concrete
E2. details were given.

C3. These questions, then, lead students to consider the
E3. stereotyped reaction which Mrs. Wilson has toward the Negro boy, and hence toward racial prejudice; they should also lead students to consider the universal nature of the vision suggested by this short story.

C4. What conclusions can the students draw from an examination of Johnny and Boyd's play things?

C5. Why is this short story called "After You, My Dear Alphonse"?

D1. Does this short story say anything about social relationships as they exist in our communities? In Canadian society in general?

D2. What will Johnny be like when he grows up? Is it possible for him to retain his attitude of innocence and acceptance of others?

D3. If the answer to D2 is "no," then the students may be able to see the parallel between the situation which Johnnie is in and that of Soapy--i.e., the difficulty which a single individual has in breaking out of the conventional mould which society casts him in.

3. Sherwood Anderson. "Brother Death"

General Objectives

1. to note the varying attitudes toward life (and death) which characterize the various members of the Grey family.

2. to explain why each member acquired his particular attitude.

3. to examine and discuss these varying approaches to life to discover their applicability for students in the contemporary society.

4. to examine the oak tree symbol to see how it acts as a unifying and clarifying force in this short story.

Questions

A1. What is a successful life? Students should be asked to speculate upon possible answers to this question.

A2. But, students are a group of people about to proceed on the venture of life--as self-willed adults. They might consider how they will assure themselves that they will live a successful life--as defined in A1.

B1. Ask the students which members of the Grey family appeal to them? Why?

B2. Students list the approach to life which is representative of each member of the Grey family.

B3. Students re-examine their view of the successful life,
D1. as outlined in A1. Which member of the Grey family best represents each student's point of view? Is his answer consistent with the response to B1? If not, why?

C1. On page 46, this quotation appears: "there was something, a driving destructive thing in life, in all relationships between people." What is this "thing"? How does it affect the Grey family?

C2. Present the students with this problem: Does this
D2. quotation apply to the view of life which you as a young person hold? Discuss.

C3. How would a true hippie react to the above quotation?
D3.

C4. Father Grey says: "The better for you if you have to struggle" (p. 47). Ask students to look at the implications of this statement closely. Does it apply to Mr. Grey? to Don? to Mrs. Grey? to the Aspinwahls? to Mary and Ted?

C5. Is Father Grey's advice good advice? Discuss.

C6. Connect this statement with the closing of this short story: with the reported deaths of Ted and Don. Why does Don die a "subtle and terrible death"?

C7. Why is this short story called "Brother Death"?

D4. Students should be led to generalize this short story, to apply it to some current concerns:

a. the role of the family in modern society.
b. the nature of society--

rugged individualism ---------- interdependence
laissez-faire "No man is an Island"

Both of these views are representative of our concept of democracy. Is there a conflict in society (and perhaps in government) over this issue? What would be Sherwood Anderson's answer to this question?

E1. The oak trees play a symbolic role in this short story. Trace their occurrence throughout this short story. Then, decide what it is that they symbolize. Does the story gain by the appearance of this symbol?

4. John Collier. "Thus I Refute Beelzy"

General Objectives

1. to explain Big Simon's theory of child psychology.
2. to examine Small Simon's reaction to Big Simon's scientific approach to parent-child behavior.
3. to examine the conclusion to this short story to discover its relevance to the content of the short story and also its significance to the theme.
4. to translate the attitudes of Big Simon and of Small Simon into terms which are meaningful to the contemporary student.
5. to view the short story as a comment on a contemporary social issue: the conflict in the modern world between the sensitive, imaginative mind and the rational, scientific mind.

Questions

A1. Students discuss various attitudes toward child rearing (Eric Erickson's Childhood and Society seems pertinent here).

A2. Discuss the behavior of pre-school children by drawing upon observations of the students and upon their memories of childhood.

A3. Discuss and analyze (perhaps in small groups) students' earliest memories of their own childhood. Typically, these memories will be of a negative nature, a fact which might be pointed out during further discussion.

B1. Briefly outline the events in the plot which lead up to the climax.

B2. Ask the students to express their feelings toward the end of this story. Typically they express some

kind of positive reaction to the outcome. Ask them to consider why they react as they do.

B3. Discuss the characterization both of Big Simon and of Small Simon so that students will understand the conflict which exists between them.

C1. Discuss Big Simon's understanding of his role as a father. What exactly does he believe in? Has he read Dr. Spock? Why is Big Simon a dentist, and not, say, a teacher or a philosopher?

C2. Who/what is Beelzy? How is Beelzy refuted?

D1. When you become a parent, will you be like Big Simon? Ask students to speculate upon their role as a parent.

D2. What does Small Simon tell you about the world of young children? Do your experiences as a young child match those of Small Simon?

E1. Students will examine the final episode of this short story intensively. Is it effective? Just how does it fit in with the other episodes in this short story?

5. Katherine Mansfield. "The Doll's House"

General Objectives

1. to examine the characterization of the Burnell girls, the two Kelvey children, and Aunt Beryl.
2. to examine the motivations which prompt the acts of Isabel, Kezia, and Aunt Beryl.
3. to relate insights into character and motivation for behavior to the personal experiences of the students.
4. to understand the short story in terms of adolescent problems--to examine the lamps which every person looks at.

Questions

A1. This short story follows thematically from "Thus I Refute Beelzy." Thus, a suitable entry into this short story might be a discussion of the behavior of young children in peer groups. Why does Small Simon play by himself? Should he have been forced to socialize?

B1. On the literal level, the only difficulty presented by this short story is the problem of differentiating character and of understanding motivation. Thus students should discuss their ideas about Aunt Beryl and Isabel Burnell, about Kezia, and about Lil and our Else to clarify characterization and motivation behind behavior.

C1. The main confrontation in the short story occurs when the Kelvy children enter the Burnells' yard to look at the doll's house. What does this episode reveal about the nature of each of the following: Aunt Beryl, Isabel, the Kelveys?

C2. Why is this short story entitled "The Doll's House"?

D1. Lead students to look at the description of the Kelvey children more closely. Is this an accurate portrait of children from an economically disadvantaged home?

D2. Can Lil and our Else improve their station in life? (Recall similar discussion about Soapy and about Father Grey.)

D3. What is the responsibility of the school to these children? Of society?

D4. Is it possible to eliminate poverty? Discuss.

E1. Why does the little lamp have such a significant place in this short story? What is its symbolic function?

E2. What lamps do you look at? Are your experiences similar to those of the Kelveys, or the Burnells?

6. Graham Greene. "The Basement Room"

General Objectives

1. to examine the nature of a seven year old boy to decide whether or not he is a reasonable being, capable of free-willed choice.

2. to discover varying approaches in the interpretation of a short story. Hence, students should look at this short story as entertainment, as a psychological study, as a moral study, and as an archetypal study.

Questions

A1. Discuss with the class the nature of a seven year old boy. Is he rational or irrational? Responsible or irresponsible?

A2. Note the commonly accepted view that the experiences of the first six years in an individual's life determine the kind of adult personality which that individual will have. Do you agree or disagree with this statement? What experiences did you have before you started school or during your primary years at school which have had an effect on your later reactions?

A3. Compare students' responses with that statement which

appears in "Thus I Refute Beelzy": "He is six. . . . He is a responsible being. He must choose for himself" (p. 36). Are students' reactions consistent with earlier statements on this topic?

B1. To ensure that students have understood the literal meaning of this short story, have them outline the episodes in the plot.

B2. Students debate the following topic: Baines was guilty of murder.

C1. Using the facts suggested in this short story, how would Graham Greene respond to the questions posed in the introduction (see A above)?

C2. Why is this short story called "The Basement Room"? (On the plot level, it connects with the suspense. On the thematic level, it connects with the journey into the depths of evil and despair, perhaps into the heart of darkness. Philip's journey is the archetypal journey of everyman.)

C3. Is this a good short story? Discuss. Hopefully this discussion will lead the students into the problem of determining the criteria which must be used in literary criticism. They might see this as a plot story--for escape: as a psychological story, examining personality and motivations for behavior; as a moral story examining the issue of the taking of a life; as an archetypal story relating the individual's growing awareness of evil. Perhaps, students will discover that this kind of discussion provides no criteria for evaluating this short story per se. A concomitant conclusion, then, would be a realization that a short story may be judged most accurately on its structure, in the sense of the New Criticism.

D. -----

E1. Do you see any parallels between this short story and the story of the Garden of Eden? Discuss.

E2. Do you see any parallels between this short story and other literature which you have read? Discuss. This discussion might lead students to consider the journey motif.

7. Mauro Sensi. "The Giraffe"

General Objectives

1. to understand this short story as a symbolic representation of the conflict which arises when conventional practice meets with some new force.

2. to examine the ideas and attitudes of the conventional members of society, illustrated in this short story.

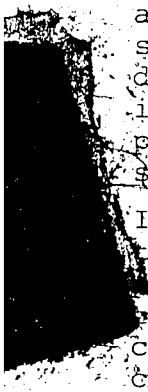
3. to examine the motivation which prompted the members of the "new" force to act.

Questions

A1. To introduce this short story, examine students' free associated responses to some symbol: a flag, stone, short hair--with the general purpose of getting the students to review the concept of symbol.

B1. Ask one of the students to recount the story on a literal level to be certain that students have the details of the short story clearly in mind.

B2. Ask the students if they believe that the author wanted only to present an amusing short story about a giraffe. Hopefully, students will suggest the symbolic significance of the giraffe. Further discussion might lead the students to consider the issue of reading literature for interpretation, a practice which many teenagers view with some suspicion.



In small groups, discuss this question: What does the giraffe symbolize in this short story? Be prepared to justify your interpretation and to explore to find out why you answered as you did and why your classmates answered as they did. Then, students may compare and evaluate these various interpretations, using a standard set by Laurence Perrine: that interpretation is best which makes the fewest number of assumptions not grounded in the details of the short story.

C2. In succeeding discussion, the students should be led to see that the author looks at the reactions to "novelty" not only of the older, established generation but also of the younger revolutionary generation.

D1. Is there a political implication in this short story for the high school student? For society in general?

E1. Students may be able to compare this short story with "After You, My Dear Alphonse" to discover a common theme: sterotyped responses and attitudes.

Walter Van Tilburg Clark. "The Portable Phonograph"

General Objectives

1. to examine the camaraderie which exists among the