AN EVALUATION OF APEX:

AN ELECTIVE ENGLISH CURRICULUM

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ABSTRACT

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AN EVALUATION OF APEX: AN ELECTIVE ENGLISH CURRICULUM

The aim of this thesis is to examine the concepts
underlying APEX with a view to developing a basis for
informed choice, anticipation of difficulties in the appli-
cation of these concepts within the practical sphere of
APEX and to lay the groundwork for instituting improvements
in the new curriculum. My examination is organized around
three headings: educational objectives, language and
educational concepts, and treatment of subject matter.

The principles of clarity, specificity and coherence
guided my examination of the educational objectives. The
educational objectives tend to function more as a slogan
system than as a basis for guiding educational decisions.

Although APEX states that its courses meet the
"needs" and "interests" of its students, my examination
shows that APEX falls short of this goal. Clarifying how
these concepts are to be viewed and treated will assist
APEX in realizing its aim.

Treating the subject matter of English as "an adven-
ture in personal growth" draws attention to the importance
of relating the subject matter to the student's environment;
however, there is a tendency to limit the student's literary
experiences to one thematic consideration and underplay the
importance of developing competency in reading and writing.

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CHAPTER I

INTRODUCTION

Emerging on the educational scene in the late sixties were a variety of elective English curricula, each professing to individualize the English curriculum for each student by introducing the idea of selection into the design of the curriculum.

> Elective English programs . . . provide an organization
> which promotes this trend toward individualizing and
> personalizing the English curriculum. They proliferate
> alternatives for involvement by providing an orderly
> process for choice and for personal expression which
> lead to deeper commitment and enjoyment than we have
> ever seen in the traditional English classes.[1]

Student interest is built into the multiple elective curriculum through student participation in structuring their own English education. Underlying this trend toward individualization seems to be the popular assumption put forth by men such as John Holt, Herbert Kohl, Jonathan Kozol and Paul Goodman that children learn best when they select what they want to learn.[2] For educators such as these, the element of selection has seemingly provided them with their solution not only for individualization but also for genuine accomplishment.

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[1]Ann M. Jaekle, "Spontaneity with a Purpose: Elective English Programs," _English Journal_ 61 (April 1972):531.

[2]Albert R. Kitzhaber, "A Rage for Disorder," _English Journal_ 61 (September 1972):1209.

The concern with tailoring the curriculum to the student and his needs has changed the function of the English curriculum. The pendulum has swung from English for cultural heritage to English for social relevance and self-actualization.[1] Humanities courses focus on problems and issues that are of interest and concern to the student. Language is often treated as a system of meaning with social consequences. What educators seem to be confronted with is the usage of English as a way of assisting the individual in coping with the personal and social problems he faces in his development. To some degree these new elective curricula tend to reflect the educational trend identified by Willis H. Harman at the Second National Conference for Innovative Educators in 1967: the focal point of the curriculum no longer resides in strengthening and broadening cognitive outcomes but influences values, beliefs and attitudes.[2]

The seeds of this trend were visibly present in the definition of English which emerged at the Anglo-American Conference on the teaching of English held in 1966 at Dartmouth. English is described as:

> The meeting point of experience, language and society. It implies "a developmental pattern whose origin and momentum come from outside the school situation, and

[1] Roy Bentley, "Where We Are Now," *English Journal* 63 (November 1974):20.

[2] Willis H. Harman, "The Issues Behind the Issues," paper presented at The Second National Conference for Innovative Educators, San Diego, California, December 1967, pp. 9-10.

which is intimately bound up with the individual's
whole intellectual, emotional, social and spiritual
growth."[1]

Although the participants of Dartmouth were careful to de-
scribe individual development in terms of "intellectual,
emotional, social and spiritual growth," the inclusion of
these three latter terms undoubtedly has influenced the
treatment of English within the secondary school curriculum.
The "new" English emerging from Dartmouth sought to bridge
the gap between the student and the subject matter of Eng-
lish by shifting the emphasis from a subject-oriented cur-
riculum to a "student-centered, personal and affective-type"[2]
learning.

While there are definite advantages to be gained from
the new elective curricula, there are certain curricular
implications which must be considered. The emphasis on
"personal growth" has lead the way for a barrage of phrases
such as "freedom of choice," "student-centered education"
and "self knowledge" to characterize the "new" English.
Under this canopy, a myriad of courses, theories and meth-
odologies have found their way into the English curriculum.
Literature and communication courses structured around the-
ories from sociology, anthropology and psychology are present.
Linguistic theories compete for their place in a curriculum

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[1] John Dixon, Growth Through English: A Report Based
on the Dartmouth Seminar 1966 (Reading, England: National
Association for the Teaching of English, 1967), p. 85.

[2] Thomas D. Klein, "Personal Growth in the Classroom:
Dartmouth, Dixon, and Humanistic Psychology," English Jour-
nal 59 (February 1970):241.

in which the stress is on "the capacity to use words to deal with inner and outer experience."[1] Robert T. LaConte points out: "No one seems sure any longer what English is all about."[2] Broadening the scope of English has also extended the outcomes for which English must become accountable. Unless there is clearer concept of what English is and what it can do, educators must accept that the courses which students select may only contribute in a very fortuitous manner in achieving the objectives of the curriculum.

Aim of the Thesis

The popular acceptance of these elective curricula has frequently caused these curricula to be implemented without adequate attention being given to the tasks of deliberation or evaluation. The aim of this thesis is to examine the concepts underlying the elective English curriculum with a view to developing a basis for informed choice, anticipation of difficulties in the application of these concepts within the practical sphere of the curriculum and to lay the groundwork for instituting improvements in the new curriculum. In particular, I will elucidate, exemplify and examine some problems directly related to APEX, an elective English curriculum developed in the late sixties which has become the prototype of many other elective English curricula.

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[1]Dixon, Growth Through English, p. 96.

[2]Ronald T. LaConte, "Electives, Objectives and Distorted Perspectives," N.A.S.S.P. Bulletin 58 (September 1974) 104.

Formulation of Approach to Evaluation

In the formulation of my approach for the evaluation of these elective curricula, I must be concerned with the breadth of my examination. An examination focusing on the relationship of the educational objectives to the other parts of the programme or an examination concentrating on the theoretical concepts underlying the curriculum is inadequate because the breadth of the assessment is confined to the parameters established by the form of the evaluation. Any decisions which are reached are subject to these parameters. Evaluation of a curriculum only in terms of its stated objectives gives tacit acceptance to the principles underlying the curriculum. I am concerned with a critical evaluation of the curriculum under consideration. To accomplish this it is necessary to look beyond the parameters of the theory at hand. It is important to anticipate difficulties of implementation, inconsistencies in emerging interpretations of concepts and practitioner participation. What is involved in such an evaluation is specified in the next section.

Methodology of Evaluation

My examination of APEX is organized around three headings: educational objectives, language and concepts, and treatment of subject matter. Each of the three critical categories is highly desirable because of the nature of the examination it provides. The category of "educational objectives" provides for the application of the question posed by

Ralph Tyler: "What educational purposes should the school seek to obtain?"[1] The category of "language and educational concept" allows for an examination of the written precepts which characterize the curriculum. The third category "treatment of subject matter" permits an investigation of how the role of the subject matter is influenced by the theory or theories of learning around which the curriculum has been structured. As I explicate some of the features of these categories, I will note in the text and/or in footnotes the literature which supports and constitutes these different categorical perspectives as part of the field of educational theory.

Educational objectives

Educational objectives are guides to what the curriculum aims to achieve, and as such they should function as the criteria by which content is selected, activities organized and evaluation procedures established. Individuals deriving objectives for elective curricula are to some degree evaluators of that particular programme because the objectives which are developed "are likely to be strongly related to the developers' concept of their subject material and their pedagogical theory."[2] The consideration of educational

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[1]Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1949), p. 1.

[2]Garlie A. Forehand, "Evaluation, Decision-Making and Accountability," in Accountability and the Teaching of English, ed. by Henry B. Maloney (Urbana, Illinois: National Council of Teachers of English, 1972), p. 29.

objectives within the framework of the elective curriculum becomes a two-part task. In the category of educational objectives, APEX will be examined pertinent to the guide--lines established by Tyler, Taba and Scheffler.

In the first part of the task, the value of the guiding objectives beyond the parameters established by a particular programme must be determined. Tyler notes: "If we are to study any educational program systematically and intelligently we must first be sure as to the educational objectives aimed at."[1] The guiding objectives must be able to communicate the main emphases within the curriculum as well as indicating some sense of priority or some sense of importance among the objectives themselves. We must consider to what degree these objectives take into consideration the best interest of all groups of students and all sections of society. We must examine what impact these objectives will have on teachers, schools and educational systems. We must question how attainable and how realistic these objectives are. Scheffler points out that the justification of any curricular decision implies going beyond the guidelines found in a particular programme because "justification in relation to a set of rules is useless unless the latter are justified themselves."[2]

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[1]Tyler, Basic Principles of Curriculum and Instruction, p. 3.

[2]Israel Scheffler, Reason and Teaching (Indianapolis: Bobbs-Merrill Company, Inc., 1973), p. 121.

In the second part of the task I am concerned with the specificity and interrelation of the objectives within the curriculum under study. All the objectives should be capable of acting as part of a developmental sequence if a sense of continuity is to be established throughout the various levels of the curriculum.[1] This implies that the clarity and specificity which should be found in the guiding objectives must also be reflected in all the other operational objectives. General statements of objectives at the guiding level may give some sense of educational policy but they do little in terms of providing criteria for content selection or evaluation procedures. Guiding objectives must be stated "analytically and specifically enough[2] so that precise outcomes are "clearly perceptible"[3] and "the qualities expected of them are fully understood."[4] Clearly establishing and describing what the guiding objectives entail assists in formulating objectives on successive levels which will directly contribute to a cumulative plan for the attainment of the guiding educational objectives.

By developing a sense of coherence between the overall objectives and the operational objectives it becomes much easier to discern the consistency between the scope and emphasis of the guiding objectives and the range of course

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[1]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace & World, Inc., 1962), p. 201.

[2]Ibid.   [3]Ibid.   [4]Ibid.

offerings. Since the student selects courses which best meet his particular requirements, the scope of the course offerings should reflect the scope of the guiding objectives. Although this may not prevent unwise course selection on the part of the student, it does draw attention to the principle that if a sense of curricular balance is to be maintained there has to be some sense of proportion between the course offerings and the emphases within the guiding objectives. To some degree it may be hypothesized that the emerging statements of objectives both at the guiding level and the operational level are influenced by the nature of language which has been employed in describing the educational concepts upon which the theoretical framework of the curriculum is developed.

Language and educational concepts

Language employed in educational discourse usually functions at three levels: it has to be dynamic enough to attract followers; it has to be general and flexible enough to provide for growth and development; and it has to be specific enough to indicate a sense of direction and guidance to the practitioners--students, teachers and administrators.[1] APEX will be examined relative to the different specified functions which educational discourse serves.

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[1]See B. Paul Komisar and James E. McClellan, "The Logic of Slogans," in Language and Concepts in Education, ed. by B. Othanel Smith and Robert H. Ennis (Chicago: Rand McNally & Company, 1961), pp. 195-215, and Israel Scheffler, The Language of Education (Springfield: Charles C. Thomas, 1968), p. 9.

Each level of language is appropriate for different uses within the context of the development of educational concepts. For example, highly emotive language is often used to market and describe the guiding concepts. Although this type of language does little to clarify the issues which are put forth, it does serve as a rallying point to build up a certain degree of acceptance. The proper usage of a curriculum is more readily assured when it is capable of generating popular support among its potential users. However this dynamic language would be very unsuitable for the purpose of guiding practice within the practical domain. A failure to differentiate in which capacity the language is functioning poses certain problems in clearly identifying, assessing and implementing educational concepts around which the curriculum has been built. A basic task of analysis seems to be the disentangling[1] of different usages of language within the educational discourse and the consideration of appropriate criteria relevant to each.[2]

Language employed as "rallying symbols" has greater flexibility in the way its terms of reference are handled than language which is employed in guiding educational practice.[3] This type of language may rely upon popular terminology in which a single word such as "needs," a phrase such as ".the whole child" or a statement "courses are phased not

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[1]Israel Scheffler, The Language of Education (Springfield, Illinois: Charles C. Thomas 1968), p. 9.

[2]Ibid., p. 9. [3]Ibid., p. 36.

students" is used to sum up the educational concept which
is being promoted. Unless the language application is
restricted to a particular set of proposals, the very rich-
ness of the vaste interpretations to which a word, phrase,
or statement is subjected can ultimately lead to agreement
in word though not necessarily in thought or intent. Many
of the problems arising from the usage of this type of
inherently ambiguous language can be minimized by determin-
ing if that particular rallying symbol is functioning inde-
pendently or as part of a rallying system. The validity of
a particular emphasis can no longer be claimed by reference
to selective symbols but must be established within the con-
text of the whole rallying system.

Properly used, the slogan system can become a vital
part of the curriculum. Komisar and McClellan comment:

> What appear at first blush to be mere metaphysical
> impedimenta actually function as quite useful bag-
> gage. A fully developed slogan system must neces-
> sarily cover a lot of ground; the metaphysical
> slogans, those of greatest generality, make it
> possible to take this journey in comfort.[1]

On the other hand, when the practitioners and developers
fail to develop language to function beyond the rallying
stage, the slogan system may be permitted to function as the
theoretical framework upon which curricular decisions are to
be based.

Language which is employed in guiding educational prac-
tice cannot afford to be open to the vaste interpretations

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[1]Komisar and McClellan, "The Logic of Slogans,"
p. 207.

which sometimes accompany rallying language. The terms of reference must be clearly delineated so that there is no doubt as to what is intended. Scheffler comments:

> The practical force of educational argument suggests
> . . . that educational ideas serve not only "descrip-
> tive" functions but also "policy" functions, so that
> widespread use of such terms as "needs" both in
> educational research and in debates over goals is as
> likely to facilitate confusion as simplification.[1]

Treatment of subject matter

Broadening the scope of the English curriculum and changing its structure has meant that English and English instruction has taken on a more diverse character. When this occurs it is important to be concerned with why these changes have been brought about and how they affect the treatment of the subject matter. Within this context, the treatment of the subject matter in APEX will be examined.

Developing the curriculum primarily around one theory of learning presents two problems: inadequate scope and partiality of view.[2] Usually the weakness or the inadequacy of such a theory resides in what it omits, rather than in its assertions. It provides no solution for these exceptions because in most instances they fall outside of its theoretical scope; however, it is features such as these that men such as Harold Benjamin[3] and

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[1]Scheffler, _The Language of Education_, p. 9.

[2]Joseph J. Schwab, "The Practical: A Language for Curriculum," _School Review_ 78 (November 1969):8-11.

[3]Harold Benjamin, _The Cultivation of Idiosyncrasy_ (Cambridge: Harvard University Press, 1949), pp. 36-37.

Elliot W. Eisner[1] might deem to be valuable to cultivate. Eisner remarks:

> By the cultivation of idiosyncrasy, I mean not only providing such opportunities but encouraging students to seek them out and to attend to the development of these particular talents and aptitudes that differentiate one man from another.[2]

Secondly, reliance upon one theory of learning also implies accepting its particular point of view. Structuring the curriculum around a particular theory usually implies that the theory's particular emphasis is reflected throughout all the elements of the programme.[3] When this particular bias has been introduced into the curriculum I must be concerned with what has been omitted or played down to make this theory workable.

The achievement of balance within the curriculum should not have to rest upon the either-or position which implies "this theory or that theory" but should be one of synthesis. It may be necessary to rely upon one or more particular theories to entice the student to enter into what Whitehead would call the state of Romance--the stage at which the learner is fascinated by all the half-hidden possibilities which the subject matter presents and use

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[1]Elliot W. Eisner, Confronting Curriculum Reform (Boston: Little Brown and Company, 1971), p. 167.

[2]Ibid., p. 167.

[3]Schwab, "The Practical," p. 13.

others to help the student move beyond this stage into the stages of Precision and Generalization.[1]

Parameters of evaluation

This evaluation will primarily focus on the predominant aspects of APEX, the elective curriculum under consideration. For my examination of APEX, PROJECT APEX: Appropriate Placement for Excellence in English, the third revised edition published in 1968 by the Trenton Public Schools, will represent the APEX curriculum. An empirical test of the curriculum has not been carried out; instead the strengths and weaknesses of APEX have been discerned by the application of the three critical categories described in Methodology of Evaluation to the written document which represents APEX. These categories are to be viewed primarily as devices of convenience through which an examination of APEX may proceed. An interpenetration of categories is necessary since the areas under consideration may fall within the scope of two or more categories.

Description of APEX

APEX, the elective English curriculum, developed by PROJECT APEX, represents the new type of English programme emerging during the late sixties. In 1967, APEX was formally introduced in Trenton High School, Trenton, Michigan.

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[1]Alfred North Whitehead, "The Rhythm of Education," in Selected Readings on the Philosophy of Education, 3rd ed. Edited by Joe Park (New York: Macmillan Company, 1958), pp. 267-268.

Its formal implementation was preceded by two years of independent research, a Title III grant from the United States Office of Education and a pilot programme of five courses in the spring of 1967.

Thirty-three courses including Basic Reading Skills, Seminars in New Dimensions, Composition I, Nobel Prize Authors, Public Speaking, Journalism, Filmmaking, Art of the Motion Picture and Creative Writing are offered to the students.[1] The basic skills of reading, writing, speaking, listening and thinking are all intrinsically combined in each course so that no matter what course the student selects he will always come into contact with these essential skills of English.

APEX courses are structured around three concepts: nongrading, phasing, and electing. The graded structure has been replaced with a structure which permits any student access to any course of his choice. Courses are classified according to the level at which each student should be able to manage the basic skills of English. Course levels range from one to five with the level of difficulty increasing respectively. The following definitions describe what is to be expected in courses designated as phase one, phase three and phase five.

Phase one: courses are designed for students who find reading, writing, speaking and thinking quite difficult and have serious problems with basic skills.

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[1] A complete course listing is included in appendix "A."

Phase three: courses are particularly for those
who have an average command of the basic language
skills and would like to advance beyond these basic
skills but do so at a moderate rather than accel-
erated pace.

Phase five: courses offer a challenge to students
who have excellent control of basic skills and who are
looking for stimulating academic learning experience.[1]

To provide each student with some idea of what he can

expect from each course, each student receives or has access

to a course guide containing abstracts of the courses to be

offered. The following abstract contains information which

would be representative of what is contained in the majority

of student course descriptions.

English 333 Modern Literature
(Phase 3)

Course Description

Writers have often tried to answer the question: How
does man face the problems of survival in today's
world? In Modern Literature, you read about the con-
sequences of war (past, present and future) about
social isolation and racial prejudice. Modern Litera-
ture will make you more aware of man's conflict with
himself and others in the 20th century. Besides giv-
ing you a deeper insight into yourself and your fel-
low human beings, this course will help you acquire
a foundation for understanding literature of all
kinds.[2]

This course is limited to students who feel that they meet

the phase three requirement in contrast to a course such as

English 151 - Seminar in New Dimensions which is directed

toward students who are working at all different phases.

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[1]Trenton (Michigan) Public Schools, PROJECT APEX:
Appropriate Placement for Excellence in English, 3d ed., rev.
(Trenton, Michigan: Trenton Public Schools, 1968), p. 6.

[2]PROJECT APEX, p. 89.

The emphasis in Modern Literature on the social problems facing twentieth century man is representative of the over-all treatment of the subject matter in the APEX curriculum. By studying literature related to this theme, the student will hopefully gain more understanding of his own problems.

Identification of problems to be
elucidated, exemplified and examined
in the APEX curriculum

APEX reflects the new diversity in scope which has come to characterize the new elective curricula. English is viewed as "an adventure in personal growth."[1] APEX states that the goal of English is seen "as a means to assist each student in his search for identity."[2] Using "an adventure in personal growth" as the form of entry or "substantive structure"[3] into the subject matter requires consideration from two aspects:

1. How is the substantive structure of the rhetoric realized in practice?

2. Does the substantive structure reflect the richness and complexity of the subject matter?[4]

Student needs and interests appear to be employed in the APEX curriculum as a starting point to develop an epistemology which tailors all aspects of the curriculum to

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[1]Ibid., p. 3.   [2]Ibid., pp. 3-4.

[3]Joseph J. Schwab, "Structure of the Disciplines: Meaning and Significances," in The Structure of Knowledge and the Curriculum, ed. by G. W. Ford and L. Pugno (Chicago: Rand McNally and Company, 1964), p. 13.

[4]Ibid., p. 28.

this particular descriptive view of behavior.[1] The weakness of such an approach does not reside in the fact the curriculum developers started with the needs and interests of the student but resides more in the incompleteness of the treatment of needs and interests, Very little distinction can be determined between the concepts of needs and interests as they are permitted to function within the APEX programme.

APEX is attempting to bridge the traditional dichotomy of self-development versus transmission of knowledge, and theoretically this is highly desirable. In my examination of APEX's objectives I will consider the ideologies which appear to underlie APEX's aims and consider how these ideologies may have influenced the statement of APEX's objectives. It may be found that a clearer statement of goals may be necessary if APEX is to achieve its over-all purpose: "to assist each student . . . in his becoming a proficient and sensitive human being."[2]

Recapitulation

As I have previously stated, the main purpose of this thesis is to study the concepts underlying the elective curriculum with a view to developing a basis for informed choice, anticipation of difficulties in the application of these concepts within the practical sphere of the curriculum

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[1]Joseph J. Schwab, "On the Corruption of Education by Psychology," Ethics 68 (October, 1957):42.

[2]PROJECT APEX, p. 4.

and to lay the groundwork for instituting improvements in the new curriculum. In particular, I will elucidate, exemplify and examine some problems directly related to APEX, an elective English curriculum developed in the late sixties which has become the prototype of many other elective English curricula. This thesis will consider APEX in terms of the following areas: educational objectives, language and educational concepts, and treatment of subject matter.

CHAPTER II

EDUCATIONAL OBJECTIVES

The assessment of the educational objectives of the
APEX curriculum is a two-part task. Initially I am concerned
with assessing the capacity of the over-all objectives to
provide guidance. These objectives become the means by which
a sense of clarity, specificity and internal coherence is
introduced and established throughout the curriculum. Tyler
points out:

> They should have been defined clearly so as to provide
> a concrete guide in the selection and planning of the
> learning experiences. If they have not yet been clearly
> defined, it is absolutely essential that they be defined
> in order to make an evaluation since unless there is
> some clear conception of the sort of behavior implied
> by the objectives, one has no way of telling what kind
> of behavior to look for in the students in order to see
> to what degree these objectives are being realized.
> This means that the process of evaluation may force per-
> sons who have not previously clarified their objectives
> to a further process of clarification. Definition of
> objectives, then, is an important step in evaluation.[1]

New curricula as APEX in their formulative stages do not
have access to the same type of clarification system which
accompanies traditional programmes of study. These new elec-
tive curricula must rely primarily upon the written precepts
which characterize and give guidance to their programmes

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[1]Tyler, _Basic Principles of Curriculum and Instruc-
tion_, p. 111.

to communicate their intention to potential practitioners.
Dewey comments:

> The traditional school could get along without any
> consistently developed philosophy of education.
> About all it required in that line was a set of
> abstract words like culture, discipline, our great
> cultural heritage, etc., actual·guidance being
> derived not from them but from custom and estab-
> lished routines.[1]

It is, therefore, imperative that elective curricula
such as APEX which strive to introduce the affective aspect
of development into the English programme articulate their
statements of objectives in such a manner that their inten-
tions are clearly indicated and their priorities are estab-
lished. John S. Mann in "Curriculum Criticism" comments:

> Like fiction, a curriculum can have a story, a set
> of facts which on the surface purport to represent
> life. In a curriculum, a scientist precipitates a
> salt or notes the effect of X rays on a photographic
> plate. It matters here, more than in fiction,
> whether there "really" was such a scientist. But
> putting this fact aside for a while, it matters very
> much in a curriculum as well as in a story that this
> scientist was selected for representation from a
> universe of possibilities. And note that the scien-
> tist is not _presented_ but _represented_. It is not a
> chunk of raw life a curriculum contains, but a film
> maker's or a text writer's representation of life or
> selections from life. And this particular selection,
> like that of the boy and the balloon, is fixed in a
> complex set of other choices about what to represent,
> how to represent it, and in what context to represent
> it. In both cases, the curriculum no less than the
> story, the network of selections constitutes an
> assertion of meaning--a symbolic commentary upon life.[2]

If it is difficult for practitioners to ascertain just what

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[1] John Dewey, _Experience and Education_ (New York:
Macmillan Publishing Co., 1938), p. 28.

[2] John Steven Mann, "Curriculum Criticism," in _Curric-
ulum Theorizing_, ed. William Pinar (Berkeley: McCutchan
Publishing Corporation, 1975), p. 134.

the curriculum hopes to achieve, they may interpret the pro-
gramme's objectives in a manner that more closely corresponds
with their own academic training and educational experience.
The purposes which the original programme developers had
hoped to achieve will gradually be eroded by poorly defined
educational objectives. While it cannot definitely be stated
that this will be one of the major problems facing APEX, an
analysis of the written document which represents the APEX
curriculum suggests that this is a potential difficulty.

In the second part of the task, it is necessary to
determine the defensibility of the educational objectives
around which APEX has been developed. Although it may not
be possible to directly ascertain that one set of objectives
is more valuable than another it is possible to weigh their
merit relative to other considerations external to the APEX
programme. In "Justifying Curriculum Decisions," Israel
Scheffler points out:

> We are not always interested merely in knowing that
> an educational move conforms to some code. We want
> to press the issue of deciding among codes. We ask
> that our moves be justified in terms of some justified
> code. If our previous analysis is correct, we are
> seeking justification by rules themselves controlled
> by the mass of our initial commitments.[1]

In viewing a curriculum such as APEX, it is necessary to
assess its impact upon the individual not only in terms of
the English programme and the over-all school curriculum but
also how it assists and prepares the individual to cope with

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[1]Scheffler, <u>Reason and Teaching</u>, p. 122.

the demands made upon him beyond the high school environment.
Consideration must be given to how a programme such as APEX
prepares a student for admission to other post secondary
programmes of study or direct entrance into the job market.
Attention also must be paid to the programme's potential for
assisting the individual to develop the skills and knowledge
which will enable him to function as an effective member of
society.

Interrelationship of General Guiding Objectives and Course Objectives

Clearly formulating at the guiding level what each
over-all objective entails leads the way to insuring that
courses can be developed around objectives which will assist
the student in developing the types of skills and providing
access to the kinds of knowledge which the curriculum devel-
opers value. Guiding objectives not only help establish the
scope of the programme but also provide the criteria by which
content is selected and treated, and evaluation procedures
are established. For the purposes of this thesis, "guiding
objectives" will be referred to hereinafter as "general
objectives."

The function of course objectives, on the other hand,
is to act in an intermediary capacity between what is re-
quired at the general level and what occurs within a specific
course. Taba comments:

> The task of translating general objectives into specific
> ones is not simply that of a more specific elaboration

of the general statement. It involves rethinking of
the meaning of the general objective in terms of the
particular content or learning experiences, and the
selection of a particular emphasis in the light of
what is both logical and appropriate to the growth
potential of the given age or maturity level. In
other words, the specific objectives must be seen as
developmental aspects of the general objectives and
placed accordingly. . . . The criterion that objec-
tives be developmental does not mean simply an age-
level placement of expectations; it means also a
planning of sequences to upgrade these expectations.[1]

An examination of the general objectives and course

objectives of APEX suggests that there is a need for APEX to

clarify its operational terminology within the general objec-

tives so that more specifically formulated objectives occur

at the course level.

General Guiding Objectives

Since guiding statements of objectives provide the

criteria by which the intent communicated in these state-

ments is translated into all parts of the curriculum, it is

imperative that the language which is employed be appropriate

for this function. Komisar and McClellan caution that there

is a tendency for educational concepts to be summed up in

vague and abstract language more appropriate for attracting

supporters than for providing a standard interpretation by

which educational decisions can be made.[2] In one sense

abstraction does hold a natural appeal when curriculum ideas

are in their embryonic stages because it provides a canopy

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[1]Taba, Curriculum Development, p. 230.

[2]Komisar and McClellan, "The Logic of Slogans,"
pp. 211-212.

for a variety of interpretations; however, this is just the feature which undercuts its value for the formulation of educational objectives. It opens the way for educational jargon, which Albert Lynd tags "educationese" to pass as appropriate language around which to formulate objectives.[1]

The emphasis on emotions, values and attitudes in APEX is most clearly indicated in the following statement of general personal objectives:

> To involve each student, regardless of his occupational future, in the study of English by helping him to appreciate the relevance of English to the world in which he lives and by helping him to achieve a personal feeling of success.
>
> To teach the student to understand himself, recognize his personal values, respect his own opinions and therefore realize his maximum potential as an individual.
>
> To assist the student in the development of his own sensitivity to the world around him and in the recognition of his function in this world.
>
> To encourage the student to accept constructive criticism and to use it for self improvement.
>
> To free the student's innate creativity.
>
> To promote student initiative, originality and imagination.
>
> To help the student make intelligent use of his leisure time.
>
> To develop in the student an understanding, tolerance and respect for other peoples' cultures and tolerance for the opinions of others.
>
> To assist the student to become a self-directed learner.

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[1]Albert Lynd, Quackery in the Public Schools (Boston: Little, Brown and Company, 1953), p. 39.

To aid the student in understanding the inter-
relationships of language, thought and behavior.[1]

Trait words such as "creativity," "initiative," "sen-
sitivity," and "respect" characterize the type of language
used in most of the general personal objectives of APEX to
assist practitioners formulate some conception of the type
of person who is to emerge. These trait words draw atten-
tion to the type of desirable behavior which the student is
to manifest. By identifying educational outcomes in terms
of trait words, the question arises as to how to translate
these traits into operable working concepts. Kohlberg com-
ments: "The observable meaning of a virtue-word is relative
to a conventional cultural standard which is both psycho-
logocally vague and ethically relative."[2] What one person
may view to be considerate another may see as thoughtless.
The ambiguity of meaning arising from the usage of this type
of word would seem to make it less than desirable for the
formulation of guiding objectives. To illustrate the poten-
tial problems which APEX may encounter through the usage of
such trait words, I will examine the concept of creativity.

Creativity is the type of concept that has multiple
meanings. For it to be of value as a guiding educational
concept, it is necessary to know what are the essential
characteristics of creative behavior and what processes are

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[1] PROJECT APEX, pp. 245-246.

[2] Lawrence Kohlberg and Rochelle Mayer, "Development
as the Aim of Education," Harvard Educational Review 42
(November 1972):478.

needed to bring about their realization. The use of this concept within the APEX personal objective "to _free_ the student's innate creativity"[1] does little to clarify what is implied by creativity. A review of this concept by M. Ray Loree suggests some of the complexities which the usage of this term entails.[2] Followers of J. P. Guilford identified novelty as being the distinguishing characteristic of creativity. For Guilford, the degree of creativity was directly proportional to the degree of novelty.[3] Others such as Dr. Donald W. MacKinnon saw "creativity . . . as a process extended in time and characterized by originality, . . . adaptiveness, and realization."[4] The problem facing APEX practitioners seems to be aptly summed up by one educator who asks:

> What is creativity? Is novelty creativity or trivia? If we cannot define, operationally, the components of creativity, it is questionable whether or not we can teach it.[5]

Unless the term "creativity" is more specifically defined, teachers may ignore the concept, treat it as a synonym for

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[1]_PROJECT APEX_, p. 246.

[2]M. Ray Loree, "Creativity and the Taxonomies of Educational Objectives," _Behavioral Objectives in Curriculum Development_, ed. Miriam B. Kapfer (Englewood Cliffs: Educational Technology Publications, 1971), p. 69.

[3]Ibid. [4]Ibid.

[5]John R. Bullard, State Your (Art) Objectives Behaviorally," _Behavioral Objectives in Curriculum Development_, ed. Miriam B. Kapfer (Englewood Cliffs: Educational Technology Publications, 1971), p. 214.

another personal APEX objective which "promotes student initiative, originality and imagination,"[1] equate it with a personal view of creativity which may or may not fit with the intent of the APEX curriculum, or merely use the term as "windowdressing" in statements of objectives.

The principles of specificity and clarity draw attention to the necessity of analyzing such complex concepts so that educators become aware of the range of behaviors which is encompassed and the particular qualities embodied. If such principles are not acted upon, Taba warns:

> There is a tendency to give lip service to such objectives . ... whereas the actual content, time and effort is dedicated to acquiring information and academic skills. Usually this imbalance works in favour of the objectives that are easiest to understand and simplest to teach. Objectives that have to do with modifying attitudes and feelings tend to receive the least attention because they are most difficult to describe concretely and require more unusual techniques of teaching and learning.[2]

It would seem that for APEX to achieve its over-all goal "to assist each student in his search for identity in his relationship with other people and in his becoming a proficient and sensitive human being"[3] it is important that the practitioners become more knowledgeable of the qualities which these general personal objectives embody. John H. Bushman observed that the more knowledgeable teachers become of the

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[1]PROJECT APEX, p. 246.

[2]Taba, Curriculum Development, p. 205.

[3]PROJECT APEX, p. 4.

value inherent in initiative, creativity and similar behaviors associated with a student-oriented programme, the more flexible they are in practicing the appropriate behavior to bring about the desired goals.[1]   This, in turn, promotes stronger student identification with the goals of the overall programme.

The statements of objectives in the general literary and communicative sections of the APEX curriculum reflect the efforts of the APEX developers to introduce the cognitive and affective aspects of development into these categories. The general literary objective draws the practitioner's attention "to encourage the student to read for pleasure and information."[2]   This emphasis on the cognitive as well as the affective aspect is further reinforced in the following literary and communicative objectives: "to read with intellectual and emotional understanding,"[3] and "to select literature discriminately."[4]   Avoiding what Krathwohl calls "the garden variety" statement of objectives which concentrates upon "specifying behavior in only one domain at one time" is useful in directing the users' attention to the role of the cognitive and affective aspects of learning within the APEX

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[1]John H. Bushman, "Teacher Observation Systems: Some Implications for English Education," Research in the Teaching of English 6 (Spring 1972):84-85.

[2]PROJECT APEX, p. 246.

[3]Ibid.   [4]Ibid.

curriculum.[1] Unfortunately this device was not employed in all statements of objectives within these sections. An examination of the remaining literary and communicative objectives suggested that they primarily concentrated on specifying one type of behavior. In some instances, it was difficult to discern whether an affective or cognitive type of response was called for. Many of these objectives tended to use verb forms such as "evaluate" and "appreciate" in their descriptions of educational outcomes. An example of this use is demonstrated by the following literary and communicative objectives:

To evaluate mass media.[2]

To read and appreciate all the major forms of literature (short story, novel, drama, poetry, essay, biography).[3]

To appreciate the nature and function of language.[4]

These are the same verb forms which have frequently been used to describe outcomes in the traditionally cognitive-based English curriculum. When verbs such as these are employed in a programme such as APEX, teachers may find it difficult to disassociate themselves from the previous uses of these terms. Until steps are taken to more clearly specify the type of response called for by these terms, the emerging response may be shaped by the teacher's previous experiences

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[1] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), p. 48.

[2] PROJECT APEX, p. 246.

[3] Ibid.   [4] Ibid.

and not by the intent of the APEX curriculum. What to one
teacher seems to represent a cognitive-based outcome another
may interpret as an objective directed toward an emotional
or attitudinal response. Krathwohl, Bloom and Masia point
out that without further clarification use of words such as
"appreciate" can produce objectives which may refer to such
"a simple behavior as a person's being aware of a phenomenon
and being able to perceive it. It may require that the indi-
vidual be able to verbalize it (in which instance it may
almost be a cognitive rather than an affective objective)."[1]

The manner in which the over-all general objectives
of APEX have been formulated and presented has the potential
of providing a pattern for APEX practitioners. The strength
of this pattern is dependent upon how clearly the guiding
principles underlying APEX are represented by the general
objectives. By establishing more clearly the priorities and
clarifying more fully some of the operational terms of the
general objectives, APEX can achieve coherence and consist-
ency between the general objectives and specific course
objectives.

Course Objectives

Key concepts from the general objectives were fre-
quently used without further clarification in many of the
objectives which were found in course descriptions. In some

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[1]Krathwohl, Bloom and Masia, Taxonomy of Educational
Objectives, p. 25.

instances, use of the concept in the context of the over-all objective provided some notion of the intended application; in others, though, little sense of guidance was present.

To illustrate how the use of a "borrowed" key concept from the general objectives can affect the implementation of a course objective I will present the various uses of "sensitivity" within the APEX course objectives. In some instances, the practitioner is confronted with a vague statement of intent such as "to develop within the student a greater sensitivity to his surroundings."[1] Such an objective fails to specify which aspects of the student's environment should be stressed and how the concept of sensitivity should be viewed. Should the instructor focus on visual, aural or emotional sensitivity? Other objectives taken from English 441--Modern American Literature and English 343--Nobel Prize Authors, respectively, draw the practitioner's attention to developing in the student a sense of empathy for his fellow men through such statements as:

> To make the student more sensitive to the sufferings of others and to injustices wrought by bigotry and selfishness.[2]

> To nurture a sensitivity for the plight of the common man struggling against nature and class societies in an attempt for acceptance and meaning in life.[3]

In another objective, in English 343--Nobel Prize Authors, the emerging sense of sensitivity corresponded with that of literary appreciation. This is illustrated by the following

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[1]PROJECT APEX, p. 166.

[2]Ibid., p. 141.   [3]Ibid., p. 100.

objective directing the practitioner "to develop a sensitivity to fine literature as a mirror of life."[1]

The point at issue is the lack of a standard interpretation for "sensitivity" which can serve as a pivotal point for specific course application. If the student is to develop his own sense of "sensitivity" he must be brought into contact with learning experiences in which he will be able to practice the desired behavior.[2] Unless the behavior is more specifically defined, the student will experience a variety of activities, all related in one way or another to "sensitivity" but so diverse and ambitious in scope that he may only gain a superficial understanding of what the concept "sensitivity" entails.

Other course objectives which did not employ "borrowed" key terms in their statements brought another type of problem: often the emerging course objective presented the practitioner with a range of outcomes equally as comprehensive or broader than those found in the general objective. For example, the general personal objective "to teach the student to understand himself, recognize his personal values, respect his own opinions and therefore realize his maximum potential as an individual"[3] at the course level becomes:

> To help students come to a clear understanding of the nature of values, how they affect human behavior and

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[1]Ibid., p. 100.

[2]Tyler, Basic Principles of Curriculum and Instruction, p. 65.

[3]PROJECT APEX, p. 245.

what is involved in the evaluation of the values
they hold as individuals.[1]

To help the students build self confidence in them-
selves and acquire a larger measure of self-respect.[2]

To aid him in drawing up meaningful guidelines for
behaviors and in developing a sense of personal
responsibility.[3]

To help the student to identify his own values and
to see them in relationship to those of society.[4]

To help the student develop greater insight into
himself and others.[5]

To acquaint students with ethical and philosophical
values.[6]

To encourage students on a path of self-discovery.[7]

I also noted that frequently reference to personal charac-

teristics such as "sensitivity" dominated the description of

educational outcomes in specific courses. This was not un-

expected because an analysis of the APEX course objectives

showed that most courses draw attention to the development

of the general personal characteristics with particular

emphasis on personal achievement, self awareness, tolerance

and sensitivity.[8]

The problem of developing appropriate learning expe-

riences and establishing evaluation criteria with such com-

prehensive course objectives is further magnified when the

majority of objectives in a particular course are formulated

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[1]Ibid., p. 20   [2]Ibid., p. 27.   [3]Ibid., p. 56.

[4]Ibid., p. 69.   [5]Ibid., p. 90.   [6]Ibid., p. 200.

[7]Ibid.

[8]An analysis of APEX course objectives is presented
in appendix "C."

with such vague statements of intent. For example, one of the three objectives of English 458--Poetry Seminar stated: "to enhance the students' appreciation of the value of poetic communication in all media."[1] It appears that the practitioner would have difficulty in either implementing or developing evaluation criteria to measure the success of his instruction until he clarified for himself the meaning of such emotive words as "enhance," "poetic communication," and "appreciation."[2] Another objective from this course stated: "to reveal poetry as a medium for expressing innermost hopes, dreams and fears."[3] Are students required to write poetry revealing their own aspirations, desires and phobias or are students expected to pick out poems which express these emotional states?

Broad meandering objectives such as the ones cited above do very little in providing a guide for classroom practice. George Hillocks points out:

> One serious problem with vague course objectives is that although they indicate a course topic, they can be satisfied by nearly any standard and provide the teacher with only very limited criteria for evaluating the success of his instruction.[4]

By relying upon specific statements of objectives to describe desirable course outcomes, practitioners are more apt to be

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[1]PROJECT APEX, p. 192.

[2]Ibid.   [3]Ibid.

[4]George Hillocks, Alternatives in English: A Critical Appraisal of Elective Programs (Urbana: National Council of Teachers of English, 1972), p. 91.

able to develop and implement courses which will assist
their students in attaining the over-all goals of the cur-
riculum. Specific statements of intent also help to estab-
lish course descriptions which can be used by a variety of
practitioners, some of whom may not have a good background
in English. To illustrate how clearly stated course objec-
tives can assist the practitioners, three specific courses:
English 121--Basic Reading Skills, English 341--Reading
Techniques and English 556--Advanced Reading Techniques,
have been chosen for examination.

The course objectives of Basic Reading Skills, Read-
ing Techniques and Advanced Reading Techniques, in most in-
stances, represent clear statements of intent. These courses
are directed toward students who are interested in improving
their reading, listening and studying skills. For example,
the objectives around which Basic Reading Skills has been
developed indicate that the practitioner should be concerned
with fostering favourable student attitudes toward reading
and studying as well as teaching the student how to improve
his fundamental reading skills. Reading Techniques and Ad-
vanced Reading Techniques were designed with another type of
student in mind. For these students, it wasn't always neces-
sary to concentrate on the attitudinal aspect; therefore,
there was a greater emphasis on the formulation of objectives
to improve reading, studying and listening skills.

An examination of language used to formulate the
course objectives for these three courses showed that in

most instances it was appropriate for the function of guiding educational practice. Of the six objectives around which Basic Reading Skills was developed, three of them drew the instructor's attention to the necessity of developing comprehension in reading at the literal level, increasing sight and auditory vocabulary, and developing word attack skills.[1] Only the usage of the jargon-like phrase "work attack skills" failed to communicate what it embodied.[2] An examination of the course itself failed to provide any further clarification as to what the phrase entailed. Considering that people other than reading teachers frequently teach reading courses, it would be valuable to restate this objective so that what was implied by such a concept was made more explicit. The three remaining objectives directed toward fostering a sense of self achievement and favorable attitudes toward reading and study were somewhat general statements of intent, but seemed quite appropriate to generate the level of response required.[3] Advanced Reading Techniques and Reading Techniques brought with them much more concisely stated objectives. In Reading Techniques, terms such as "effective rate of reading" were frequently clarified by phrases such as "varying rate" inserted in brackets.[4] An objective drawing attention to improving studying effectiveness indicated that students should be able "to point out main ideas,

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[1] PROJECT APEX, p. 31.

[2] Ibid.   [3] Ibid.   [4] Ibid., p. 95.

supporting ideas and critical details."[1] Among the state-
ments of objectives found in Advanced Reading Techniques
were such ones as "to develop auditory skills for lecture
oriented college courses."[2] The appropriate application of
these skills was provided for in another objective drawing
attention "to reinforce outlining, notetaking, and other
organizational methods for use at college level."[3]

By employing such clear statements of objectives to
describe the outcomes in these courses, it becomes readily
discernible that Basic Reading Skills, Reading Techniques,
and Advanced Reading Techniques have been structured around
guiding key concepts such as vocabulary, comprehension and
independence. These concepts are given reinforcement and
more advanced treatment in each of the courses. For example,
literal comprehension is stressed in Basic Reading Skills;
literal, interpretative and comparative comprehension, in
Reading Techniques; and comparative and critical comprehen-
sion in Advanced Reading Techniques. Similar treatment was
given to developing and establishing good study habits. At
the Basic Reading Skills level, the emphasis was on encourag-
ing a positive attitude; at the level of Reading Techniques,
concepts underlying studying effectiveness were identified
and finally in Advanced Reading Techniques, attention was
directed to strengthening study skills which would help the
college-bound student.

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[1]Ibid.   [2]Ibid., p. 214.   [3]Ibid.

It is important that when the possibility does exist that students may elect to take more advanced courses in a particular area the objectives for these courses be stated in such a manner as to reflect the increasing demands to be made upon the students. Taba points out:

> If the necessity for gauging a sequential development of behaviors indicated in the objectives is overlooked, one might plan content and learning activities which require skills, perceptions and levels of conceptualization beyond the capacity of the students to master. The reverse is also possible, that there is no cumulative progression in the powers or attitudes, and that the programme may merely move to new content without also moving to higher level of performance.[1]

The objectives around which English 356--Advanced Theatre Arts has been structured suggest that little attention has been given to developing objectives which may reflect the type of performance which such a course may demand. With the exception of the objective "to encourage the student to read extensively in dramatic literature and to develop discrimination and taste in his selection,"[2] which appears as part of the Advanced Theatre list of objectives, English 254--Theatre Arts and English 356--Advanced Theatre Arts employ the following similar sets of objectives in their course descriptions:

1. To acquaint the student with the problems he must share with others as they produce a play.

2. To show the student through experience and example how to prepare and portray a character in a play.

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[1]Taba, Curriculum Development, p. 351.

[2]PROJECT APEX, p. 121.

3. To supply special instruction in voice development with special emphasis on clarity, tone, pace and variety of delivery.

4. To develop the student's skill in presenting pantomimes.

5. To develop in the student a keen sense of observation of other people's actions, mannerisms and vocal melody patterns.

6. To develop the student's skills in makeup, costuming, lighting and stage.[1]

These course objectives provided a good guide to the type and level of activities which were described in the course semester outline of Theatre Arts. The chronological sequences of the course objectives tended to reflect the order in which activities related to these objectives occurred in the course. On the other hand, these objectives did not reflect the fairly advanced level of skill and mastery of knowledge which would be required if the activities structured for English 356--Advanced Theatre Arts were to be treated in a manner suitable for an advanced drama course. Presented below is the semester outline which presents the type of activities which the students will be experiencing during the first four weeks of Advanced Theatre Arts.

Semester Outline

Weeks 1 and 2
1. Explain the meaning of a theatre, the role of the director, the actors, the technicians, and the audience.

2. Explain the plan of the course (which is to produce three or four one-act plays to be presented many times as part of a repertoire theatre.

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[1]Ibid., p. 79 and pp. 121-122.

3. Assign one act plays to be read and considered for possible production, after which they should be discussed by the whole group.

4. Select three or four plays to be produced.

5. Set up class schedule for preparation of plays.

6. Select casts for plays.

7. Assign a character analysis of the character each student is to play.

Weeks 3 and 4
1. Begin blocking of play No. 1 (All students should observe blocking and keep notebook of the blocking).

2. Rehearse play No. 1.

3. Begin blocking of play No. 2.

4. Perform play No. 1.[1]

It would seem that the scope and pacing of these activities would leave little time for providing for any type of instruction to meet the basic requirements of the course objectives. For example, at the end of week two, each student is assigned a character analysis. No preparatory steps have been taken to adequately prepare the student for the assignment; yet, the course objective draws attention "to show the student through experience and example how to prepare and portray a character in a play."[2] I feel this is the type of course which is often accompanied by two sets of objectives: the stated written ones which function primarily in a decorative capacity and "the hidden" often unwritten set of objectives which the instructor brings with him. Since this second set of objectives is of a highly esoteric

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[1]Ibid., pp. 122-123.   [2]Ibid., p. 121.

nature, they are seldom subject to "outside" scrutiny and assessment; therefore, there is no way of guaranteeing that the concepts around which APEX has been structured are being honored within the context of that particular course.

Conclusions and Recommendations

The objectives around which APEX is structured represent a wider range of educational outcomes than those associated with the traditional English curricula. The guiding personal objectives of APEX direct our attention to the development of the student's sense of worth as well as assisting him to develop the skills to handle his leisure time more effectively. Objectives within the communicative and literary sections recognize the necessity of preparing the student to live in a media-oriented environment. Although objectives such as these indicate the new dimension which elective programmes such as APEX bring to the field of English, their present formulation does little to insure that the values inherent in these programmes will be fully realized. As Tyler points out, "we need to make a distinction between the objectives in terms of what repertoire we are trying to help the pupil to develop and the analysis we can make of the objective in terms of learning sequence."[1]

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[1] Ralph W. Tyler, "Some Persistent Questions on the Defining of Objectives," in Behavioral Objectives in Curriculum Development, ed. Miriam B. Kapfer (Englewood Cliffs: Educational Technology Publications, 1971), p. 142.

My observations of the APEX objectives suggest a need for revision at two different levels: clarification of intent at the guiding level and greater specificity in course level objectives.

For APEX to achieve its over-all goal to "assist each student in his search for identity, in his relationship with other people and in his becoming a proficient and sensitive human being,"[1] it is necessary to make the affective aspect of development more explicit in the statement of guiding objectives. Although this emphasis was very prevalent in the guiding personal objectives, these objectives tended to employ vague virtue-oriented words in their statements of desirable personal characteristics. In the literary and communicative categories the objectives failed to establish any sense of priority between the affective and cognitive aspects of development. Redefining in more specific terms what the key concepts in each objective encompass is one method by which to reduce the vagueness and ambiguity which is now present. This, of course, should be supplemented by a consistency in form for the guiding literary and communicative objectives. Since some objectives within these categories draw attention to both the cognitive and affective aspects of development, it is necessary to insure that reference to them receives the same treatment in each objective. This can be achieved by establishing the method of listing whichever is to have priority as the first of the series.

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[1] PROJECT APEX, p. 4.

If the attitudinal aspect of development is to receive emphasis, then the following guiding objective "to read with intellectual and emotional understanding"[1] would be rewritten as "to read with emotional and intellectual understanding." Another way of introducing a greater sense of clarity into the guiding objectives is to develop another set of objectives which more precisely describe what the guiding objectives entail. This set of objectives would act as an intermediary between the present guiding objectives and the course level objectives. Introduction of this set of objectives would permit the present set of guiding objectives to function as the rallying symbol for the APEX curriculum.

Clarification of the key concepts in the guiding objectives will promote a stronger interrelationship between the guiding objectives and course objectives because it helps insure that all practitioners will be knowledgeable of the manner in which the objectives are to be viewed and treated at the course level. Practitioners in elective curricula such as APEX, in most instances, have not had special training beyond the educational courses taken as part of their teacher training, which usually concentrates on the cognitive aspect of development. Establishment of a greater sense of specificity at the guiding level will help practitioners recognize the priorities which APEX has established as well

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[1]Ibid., p. 246.

as providing them with a structural form of development
which can be used in course development.   Dixon points out:

> The testing point for a model of English based on
> experience and language in operation will be its
> account of knowledge and of programmes. . . .   We
> can usually look on "bodies of knowledge" as frames
> of references for actions - judgements, choices and
> decisions.   In these terms, subject specialists in,
> say, history or geography are concerned among other
> things with developing cognitive frames of reference
> which will help account for certain areas of experi-
> ence.   But in ordinary living we judge, we choose
> and make decisions in terms of feelings, desires and
> attitudes which have their own forms of organization.
> The structuring of experience that we aim for Eng-
> lish certainly involves the affective as well as the
> cognitive.   This raises a difficult choice when we
> try to define the English syllabus or curriculum,
> whether in terms of experience to be organized or
> in terms of frames of reference to be developed.[1]

Although it was difficult to accurately establish the
priorities around which the APEX courses were structured be-
cause of poorly stated course objectives, my examination
suggests that of the thirty-five courses found in the APEX
curriculum, ten courses are directed toward the affective
aspect of development, eleven focus on cognitive outcomes
and fourteen draw our attention to both cognitive and affec-
tive outcomes.[2]   It is, therefore, possible in a curriculum
such as this for a student to select courses which all focus
on cognitive outcomes, or for a student to select a variety
of courses, some of which emphasize cognitive outcomes, and
others, affective outcomes.   What is missing is a sense of

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[1]Dixon, Growth Through English, p. 80.

[2]An analysis of APEX courses is presented in
appendix "D."

continuity in terms of what the over-all curriculum hopes
to attain and what the courses permit.

Coherence in the APEX curriculum must go beyond estab-
lishment of a sense of continuity between the priority at
the guiding level and the focal point for course development.
It must also apply to developing a sense of continuity in
terms of learning experiences between related courses in the
APEX curriculum such as English 232--Humanities 1 and Eng-
lish 452--Humanities 2, English 254--Theatre Arts and Eng-
lish 356--Advanced Theatre Arts, English 331--Composition 1
and English 456--Composition 2, English 121--Basic Reading
Skills, English 251--Individualized Reading and English 556--
Advanced Reading Techniques. Since APEX is presumably con-
cerned with assisting the student in assuming more responsi-
bility for his own education, provisions should be made so
that he is able to structure his courses in ways advantageous
to his particular requirements. Spiralling of concepts is
one technique which provides for a greater sense of coherence
to be established among related courses because it obligates
practitioners to analyze in more detail what the guiding
objective entails. Practitioners are then better prepared
to determine around which concepts to develop the educational
objectives for that particular course. The introductory
course establishes the key concepts and further courses bring
the student in contact with more treatment of these concepts.
For the student, spiralling of concepts introduces a sense of

continuity into courses. It permits him to deepen his knowledge in a particular area of choice as well as giving him some indication of the type of knowledge and skills he will encounter in advanced related courses. For the practitioners it would seem that spiralling of concepts would foster an analytical attitude toward the formulation of course objective.

Determining the Defensibility of APEX Goals

One issue arises repeatedly in current curricular articles within the field of English: What should be the over-all goal of the English curriculum? Should an English curriculum be primarily concerned with knowledge and intellectual development or should an English programme be directed to providing personal satisfaction and contributing to individual development. In 1918, the "Hosic Report" which dealt with the reorganization of English in the secondary school had to cope with similar questions. Should English be used to prepare students for society or should the English programme mainly concentrate upon preparing students for college entrance.[1] Resolving this dichotomy between the affective aspect of learning involving feelings, attitudes and values and the cognitive involving knowledge and intellectual development still persists in being one of the most difficult issues facing educators.

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[1] William H. Evans, New Trends in the Teaching of English in Secondary Schools 3 (Chicago: Rand McNally & Co., 1969), p. 10.

The emergence of elective English curricula, such as APEX, seemed to provide a tentative solution to this problem of bridging the gap between the intellectual and attitudinal aspects of development. These programmes tried to incorporate educational objectives dealing with the whole scope of development: social, emotional and intellectual. For APEX, English instruction was to be seen "as the means to assist each student in his search for identity, in his relationship with other people and in his becoming a proficient and sensitive human being."[1] Even though the emphasis tended to rest primarily upon the affective aspect of development, attention was also paid to the so-called traditional cognitive goals of English. APEX states:

> Although the APEX philosophy may appear chimerical and devoid of any concern for standard English usage, competency in writing or appreciation and understanding of our great literary heritage, these English goals have not been abandoned.[2]

Educators who hold the view that it is the responsibility of the English curriculum to develop a humane society often advocate that a strong emphasis on values, attitudes and emotions be introduced into the English programme. This line of reasoning corresponds with that of William Riley Parker who notes:

> Social Science, to our advantage, is busily analyzing and describing people; but who shall remind our people of the faith and courage of their ancestors? Science is prolonging life while discovering more means of

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[1] PROJECT APEX, p. 4.

[2] Ibid.

destroying it; but who shall tell our people <u>how</u>
to live, giving them noble examples and something
to live for? Technology holds out the promise of
undreamed-of leisure; but who shall teach our
people how to use theirs most rewardingly?[1]

For these educators the key to developing a humane society
naturally rests with the English programme, which they view
to be a value-based programme involving people in making
choices and learning to live with the decisions they have
made. Such educators want to "connect life in our class-
rooms with the life-blood of society and to relate schooling
to our student's perception of life outside the school."[2]

Certainly this view of education is attractive. The
subject matter is no longer viewed as an inert body of knowl-
edge to be imposed upon the student; instead, it receives
its shape and purpose from the student's perception of life
around him. Focusing the goal of English instruction on
preparing the student for "social survival" also draws atten-
tion to the importance of educating our students how to feel
as well as how to think. It is highly desirable to have a
society of well-adjusted individuals but should this neces-
sarily be the responsibility of the English curriculum.
Granting for the sake of argument that such goals are worth-
while, consider what happens to some of the traditional goals
of English when such goals receive exclusive emphasis.

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[1] William Riley Parker, "Afterthoughts on a Profession:
Graduate Training in the Humanities Today," 19 <u>College Eng-
lish</u> (February 1958):197.

[2] Robert A. Bennett, "Survival: Society, Schools,
Students," <u>English Journal</u> 61 (November 1972):1150.

Currently universities and colleges are complaining that freshmen require remedial assistance to improve their reading and writing skills; high school graduates are contending that their high school education hasn't prepared them for employment; and employers are lamenting that the new high school graduate employee cannot read an instruction manual or write up an order with any degree of proficiency. To some extent the claims of these different groups seem to be supported by such bodies as the National Writing Assessment Committee of 1974, which pointed out that the writing quality of thirteen and seventeen year old students was lower in 1974 than those of similar students in 1968.[1] A similar group established to assess reading skills of adolescents indicated that reading skills had also declined.[2] Whether or not the treatment of basic skills in the elective curricula, which were at the height of their popularity during these assessment periods, has contributed to these findings cannot be directly established; however, I can only speculate that if the high school administration, the English curriculum, and the teachers do not overtly acknowledge the importance of these basic skills, there is a strong likelihood that the

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[1]John C. Mellon, "Round Two of the National Writing Assessment: Interpreting the Apparent Decline of Writing Ability: A Review," Research in the Teaching of English 10 (Spring 1976):70.

[2]Faye Louise Grindstaff, "National Assessment of Literature: First Review." Research in the Teaching of English 9 (Spring 1975):96.

students will see little value in actively trying to improve their level of performance in these areas.

What ought to occur in the English programme should to some degree be influenced by the unique role of the high school in our contemporary society. The high school is the only societal institution directed toward meeting the academic needs of adolescents. Since approximately 60 percent of the people over the age of 25 have attended or completed high school, the secondary curriculum represents the common denominator in terms of educational experience for many people in our society.[1] Arising from its position in our societal structure, certain expectations have emerged for the high school. The high school is expected to prepare students for entrance to other institutions such as technical schools, colleges and universities as well as business and industry. The high school is expected to equip all students with a satisfactory level of skills in the areas of reading, writing and mathematics so that they can cope with the demands of day-to-day living.

By encouraging a standard of literacy only to the point for day-to-day communications, we may be overlooking other valuable considerations. Traditionally we have been a "book based culture" in that most of the information which was obtainable was primarily found in some printed form. It was thus imperative that our educational system promoted the

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[1]U.S., Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1977*, 98th ed., p. 136.

development of the types of skills so that this knowledge
became accessible to members of society. Whether or not
Shakespeare coincided with the student's immediate interest
was not the question, but it was how exposure to this type
of knowledge contributed to the whole educational process.
In addition to gaining some insight into human nature, the
student was also expected to be able to master fairly dif-
ficult reading material. Within our contemporary society,
other forms of aural and/or visual media have emerged which
complement the printed media in the dissemination of infor-
mation. Bantock warns that we are encouraging a media-
communicated culture to emerge.[1] Individuals are no longer
required to analyze and reflect; instead, they are encouraged
to assume a passive role of acceptance and adaptiveness.[2]
Taba cautions:

> This conformity is all the more dangerous because in
> the modern democracy an individual is faced not with
> an overt authority figure, but with a diffuse and anony-
> mous authority, the subtle and constricting expecta-
> tions of interpersonal relations, of public opinion and
> the market, without knowing who asks him to conform.[3]

The objection made to identifying the education proc-
ess with growing or developing is that it may produce a
somewhat ethereal guide to educational practice. Although
elective curricula such as APEX stress the role of the affec-
tive aspect of development throughout their programmes, the

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[1]C. H. Bantock, Education, Culture and the Emotions
(Bloomington: Indiana University Press, 1967), p. 131.

[2]Ibid., p. 130.

[3]Taba, Curriculum Development, p. 62.

problem of how growth or development is to be judged lacks
articulation. Without explicit guidelines, practitioners
may simply "overlook" the affective aspect of development
and assess the student's progress primarily in academic
terms. Bantock points out that emotions, values and atti-
tudes may reflect the way the child sees himself and the
world around him, but they do not necessarily provide the
substance by which any significant transformations are
brought about.[1] Granted the rigid prescriptive nature of
the subject-oriented English curriculum for many is undesir-
able; however, it does provide a more systematic approach
for developing educational practices. Its practitioners are
involved with a cognitively-oriented programme of studies
structured around an organized body of subject matter from
which it draws its standards. Furthermore, the nature of its
cognitive outcomes corresponds with the cognitive emphases
commonly found in other areas of the secondary curriculum.
Taba points out that outcomes related to the development of
emotions, values and attitudes frequently need treatment in
other areas of the over-all curriculum in order to assist
the student in developing a more comprehensive and unified
view of what the concepts involve and how he is affected
by them in a variety of situations.[2] Granted this may not

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[1] Bantock, *Education, Culture and the Emotions*, p. 79.

[2] Taba, *Curriculum Development*, pp. 222-223.

be feasible in many schools, but it does seem that this is one of the types of considerations which must be taken into account.

It appears to me, however, that these new elective curricula hold the potential for bridging the dichotomy between the cognitive and affective aspects of development which have traditionally characterized the English programmes. Since these elective curricula are innovative in bringing a new approach to the field of English, it is important that practitioners are made aware of the importance of both aspects of development: both social and academic. If this is not done, once again the field of English may be faced with an either/or position: either social development or academic development. It seems that this either/or position is the very one which developers of curricula such as APEX had hoped to avoid.

CHAPTER III

NEEDS AND INTERESTS

Constant reference is made in APEX to developing
a programme which meets the needs and interests of each
student. APEX states:

> With its wide range of course offerings APEX makes
> English personal and meaningful by allowing each
> student to set up a program which uniquely fits his
> individual needs. Each course is designed carefully
> and diligently to insure that it will correspond to
> the interest, need and ability of the student for
> whom it is intended.[1]

According to the APEX programme, decisions about what to
teach are on the basis of whether they are relevant to the
individual's needs, interests and abilities. APEX further
states that "students are motivated when they are free to
study what interests them and when they are satisfying their
immediate needs."[2] The needs and interests of students
appear to be employed in the APEX curriculum as a starting
point to develop an epistemology which tailors all aspects
of the curriculum to this descriptive view of behavior.[3]
I will show that the weakness of such an approach does not
reside in the fact that the curriculum developers started

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[1]PROJECT APEX, p. 11.

[2]Ibid., p. 3.

[3]Schwab, "On the Corruption of Education by Psy-
chology," p. 42.

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with the needs and interests of the students but resides more in the incompleteness of the treatment of these concepts. And, secondly, very little distinction can be determined between the concepts of needs and interests as they are permitted to function within the APEX programme. This chapter will examine different interpretations and applications of needs and interests, explore the ambiguity which has developed in the APEX curriculum, and suggest methodology which will improve the use of the concepts of needs and interests.

Exploration of the Concepts
of Needs and Interests

That education should be geared to satisfying the needs and interests of each child has been frequently stressed throughout educational practice in the past and is currently very much in vogue in contemporary education in which the emotional climate places a high degree of value upon "each person doing his own thing." The phrase "needs and interests" is often used to market educational programmes because, as G. R. Eastwood points out, such a phrase "aptly and programmatically channels the pervading interest of the time . . . to provide an educational banner to act as a rallying point."[1] Such use of educational slogans serves chiefly to "express and foster community of spirit attracting new adherents and providing reassurance and strength to veterans."[2]

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[1]G. R. Eastwood, "Observations on Slogan Systems," Canadian Education and Research Digest 4 (September 1964):211.

[2]Scheffer, The Language of Education, p. 36.

A rallying symbol allows for a certain longitude and latitude in interpretation, but to employ "needs and interests" as a basis for curriculum decisions any existing vagueness and ambiguity must be removed. The manner in which these concepts are to be viewed and the ways in which they are to function within the context of the curriculum must be made as explicit as possible. Needs and interests can imply different concepts to different people, and to make needs and interests a functional concept at both the theoretical and practical levels, the language employed for the description of the intent and application of this concept must be appropriate for the intended function.

The first difficulty in talking about a person's interests is to clarify what is implied through the usage of the term. By "interest" we may mean what people are attracted to, or what people take notice of; or we may mean what has been deemed valuable for the individual in the sense of "in the interests of the individual." How do these senses of interest, that is the psychological and normative, respectively, relate to educational practice?

The psychological sense of interest contributes to determining the conditions of learning by taking the welfare and happiness of the individual into account. The inherent danger in such a position is that many educators expect all students to show similar inclinations toward the same ideas

or objects at "any particular age of stage in culture."[1]
Hence conditions of learning can be established which may
not relate directly to a particular group of children. The
normative sense of interest takes into consideration that
certain ends or objects are held to be important for the
welfare of the individual. It does not follow, however, that
"A" will recognize the worth of "B." The student's recogni-
tion of the value, in many instances, is dependent upon his
present knowledge of the subject matter. Even if he does
recognize that it is "in his interests" in an academic sense
to take a basic composition course he may not want it because
of the connotations it may imply about his writing ability.
By assuming that a student will always act on the normative
sense of interest in course selection is imposing undesirable
limitations on the student's educational experience within an
elective curriculum. Instead of broadening his educational
experience, he may restrict himself only to those areas with
which he is already familiar.

The second difficulty of the application of interest
within the elective curriculum is identified by Wilson who
questions:

> How do we know a "feeling of interest" when we "feel"
> it? And how are we to recognize the existence of such
> feelings in others, and particularly in children?[2]

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[1] P. S. Wilson, _Interest and Discipline in Education_
(London: Routledge & Kegan Paul, 1971), p. 45.

[2] Ibid., p. 41.

Acceptance of a child's likes, preferences, whims, desires, or curiosity as an indication of the child's interest may be misleading. What we assume to be "interest" may simply be feigned emotional response to meet peer group approval or teacher expectation.

The principle that the curriculum should meet the needs of the student has always been a very misunderstood issue in education. It would probably be taken as axiomatic that the main function of all curricula is to meet the needs of the students and in this sense Komisar points out that "every curriculum is a needs curriculum."[1] The first difficulty to be resolved is the ambiguity in referring to what the student needs. The following statements represent some interpretations of the word "needs" given by teachers who were presumably working toward the same goal:

> A "want" that should be fulfilled in the best possible way if frustration is not to appear.

> These areas of study which will help him develop his intellectual capacities and prepare him for his future --be it further schooling or a job.

> Various fields of study--biological, psychological and sociological--have determined various characteristics and desires (physical, emotional, mental) in the various stages of human development. These stages represent degrees of readiness to acquire knowledge for effective learning. These represent needs for fulfillment and we should seek to satisfy these needs.[2]

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[1]B. Paul Komisar, "'Need' and the Needs Curriculum," in Language and Concepts in Education, ed. B. Othanel Smith and Robert H. Ennis (Chicago: Rand McNally & Company, 1961), p. 39.

[2]Albert I. Oliver, Curriculum Improvement: A Guide to Problems, Principles and Procedures (New York: Dodd, Mead & Company, 1969), p. 138.

The hidden shifts in meaning of such an important word reflect that two things are at stake: basic philosophies and breadth of interpretation.[1] In an elective curriculum it is conceivable to have each course designed by a different person, each of whom may have his own view of what the term implies. Instead of having courses designed around unifying concepts, it is possible to have a variety of fragmented and compartmentalized ones, each reflecting a different bias but still being justified because they meet the "needs" of the student. If the concept of "need" is to be employed within a curriculum such as APEX to determine educational policy, Regnald D. Archambault notes:

> If the concept of need is to have any value as a determinant of educational policy, it must denote a definite, objective lack of the organism which must be satisfied if the organism is to survive and prosper in a healthy harmonious manner. In this connection, it must be recognized that a "genuine" need receives its character not from a conscious or unconscious craving on the part of the individual but from an objective deficiency in the relation of the individual to his environment.[2]

APEX stresses that it meets "what students view to be their interests, abilities and needs as they mature as human beings. These demands are individual and changing rather than collective and static."[3] To assess the value of the need concept and the interest concept in relation to the

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[1] Ibid., p. 139.

[2] Regnald D. Archambault, "The Concept of Need and Its Relation to Certain Aspects of Educational Theory," Harvard Educational Review 27 (Winter 1957):41.

[3] PROJECT APEX, p. 4.

APEX curriculum, it is necessary to examine their usage within the context of this curriculum.

Treatment of Needs in APEX

If students are to choose, and if as Archambault says, needs should refer to "objective lack," then the description of choices must be clear and unambiguous in describing potential objective lacks. To assist a student in the identification of his needs for course selection, APEX has devised three methods: phasing, course descriptions, and counselling.

The first method is that of phasing, which rates courses on a scale of one to five in terms of increasing levels of difficulty. For example, a phase three level course is directed at students "who have an average command of the basic skills but would like to advance beyond those basic skills but do so at a moderate rather than accelerated pace."[1] The value of this method for clarifying objective lack is undercut by vague terminology. The use of terms such as "average" presupposes that the standards out of which this term has arisen are going to be commonly held by all users.[2] It would seem that teachers more than students would have a better sense of what such a term encompassed.

The language of course descriptions appears to be another method employed by APEX to help the student assess the level of course difficulty. This is demonstrated by the

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[1]Ibid., p. 6.   [2]Ibid.

difference in the style of rhetoric found in the following course descriptions:

English 331--Composition 1

Composition 1 will help you develop basic writing skills in narrating, describing and explaining. Your writing assignments will be based upon personal experiences and observations, and you will be helped to discover, develop and express ideas in a lively effective way.[1]

English 456--Composition 2

Composition 2 will cover the total writing experience from the beginning thought processes to the final writing of the complete composition. With discussions of significant ideas as the stimulant, assignments will be presented on critical analysis, forceful arguments, effective persuasion and clear explanation. Collecting, evaluating, and organizing evidence to develop valid conclusions will be stressed.[2]

Simple and compound sentences using parallel structure in a simple fashion characterize the writing style of English 331--Composition 1, a writing style very appropriate for the student who would take this course to develop basic writing skills. Although simple sentences dominate the course description for English 456--Composition 2, they are magnificently handled by using parallel structure in a very sophisticated manner. The main disadvantage in using such a method at the high school level is the lack of experience students have in recognizing different types of writing styles. This method would be more appropriate for university course descriptions. Even then, it must be explicitly stated to the students that the level of course difficulty is reflected in the language and style employed in course descriptions.

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[1] Ibid., p. 82.   [2] Ibid., p. 179.

The most desirable method for determining suitable courses seems to reside with the counselling method provided by teachers and guidance counsellors. In general, however, this method is hampered by the lack of a standard criteria by which to determine the appropriateness of a course. For convenience of reference, I have divided the APEX courses into the following categories:

1. Literary Courses

   Literary Explorations I
   Literary Explorations II
   Modern Literature
   Nobel Prize Authors
   Contemporary Reading
   Shakespeare Seminar

   Modern American Literature
   American Heritage
   Modern World Literature
   Poetry Seminar
   Great Books

2. Skill Courses

   Basic Reading Skills
   Reading Techniques
   Individualized Reading
   Creative Writing

   Composition 1
   Composition 2
   Public Speaking
   Advanced Reading Techniques

3. Hybrid Courses

   Seminar in New Dimensions
   Independent Study
   Humanities 1
   Humanities 2
   Basic Communication
   Theatre Arts
   Advanced Theatre Arts
   Journalism

   Filmmaking
   Art of the Motion Picture
   Seminar in Ideas
   Fundamental English
   Vocational English
   Journalistic Writing
   Language and Human Behavior
   Research Seminar

Achievement level descriptions taken from literary and skill courses draw attention to student ability and motivation. On the other hand, the emphasis on ability is generally missing from achievement level descriptions used in hybrid courses, which primarily rely upon student interest, desire or curiosity as the prerequisite for course entrance.

Skill courses such as English 341--Reading Techniques and English 556--Advanced Reading Techniques are prefaced by statements similar to the one taken from English 121--Basic Reading Skills:

> Generally he will be reading below the 10th grade level and be experiencing difficulty handling reading material assigned at his grade level. Students reading above this level should be guided into Reading Techniques. A pretest in reading should be given to help make this distinction.[1]

Although other courses indicate a desirable level of student performance, these are the only courses in the APEX curriculum outlining the evaluatory procedure to be followed to establish the student's ability. Other courses within the skill category such as English 453--Creative Writing and English 456--Composition 2 rely upon the following vague descriptive statements:

> He should be producing quality writing and have the ability to analyze the written word.[2]

> He should be able to write a short composition with some control and confidence.[3]

Literary courses direct attention to both student ability and motivation. This dual emphasis is reflected in achievement level descriptions taken from the following courses:

English 221--Literary Exploration 1

> The student should be reading between the seventh and ninth grade level. He should be able to read adventure-oriented books sufficiently well to perceive character motivation and to understand what prompts characters

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[1]Ibid., p. 31   [2]Ibid., p. 166.   [3]Ibid., p. 179.

to act the way they do, even though his reading may
be restricted almost exclusively to the kinds of
things in which he is already interested.[1]

English 333--Modern Literature

The student should be reading at least at the ninth
or tenth grade level. He should be able to note
character motivation and development and to work
with exploring thematically the literature he reads.
He should be willing to read extensively in the
imaginative literature of this century.[2]

It should be noted that the APEX developers decided that the

reading level statements "would not be adhered to rigorously

and that their position at the beginning of the statement

implied an emphasis that was not intended."[3] Teachers and

guidance counsellors, therefore, must rely upon the remain-

ing statements in the achievement level descriptions to

guide their advice to the students. I have deleted reference

to statements referring to reading levels in the following

literary achievement level descriptions:

English 441--Modern American Literature

He should have the ability to analyze literature and
to see an author's work in its appropriate historical
context. He should be motivated to read and to enjoy
reading as a pastime.[4]

English 443--American Heritage

He should be able to analyze literature and to see
an author's work in its appropriate historical con-
text. He should be willing to read extensively in
American Literature from the past as well as the
present.[5]

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[1]Ibid., p. 48.   [2]Ibid., p. 89.

[3]Ibid., pp. 249-250.   [4]Ibid., p. 141.

[5]Ibid., pp. 146-147.

English 444--Modern World Literature

> He should have the ability to analyze literature and
> to see an author's work in its appropriate historical
> context. He should be highly motivated to read and
> read extensively.[1]

Use of statements such as these do not provide much guidance

in assessing the student's potential for a particular course.

A phrase such as "to analyze literature" can encompass a

wide array of outcomes ranging from basic plot identifica-

tion to identification of style. Making more explicit what

the phrase "to analyze literature" entails may lead the way

to more accurate student placement. For example, the follow-

ing description taken from English 551--Great Books gives

the counsellor a better sense of what the English teacher

expects of students entering the course:

> In addition to recognizing the author's theme, tone,
> point of view and the like, the student should be
> able to read critically and appraise the literary
> quality of a work. He should be highly motivated to
> read and read extensively.[2]

The only literary courses which do not draw attention to

motivation and ability are English 344--Contemporary Reading

and English 343--Nobel Prize Authors, which primarily focus

on student curiosity and student willingness.

Hybrid courses do not place much emphasis on ability

in achievement level descriptions; instead, they appeal to

student interest, desire and motivation. This is reflected

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[1]Ibid., p. 153.   [2]Ibid., p. 200.

in the statements taken from the following achievement level
descriptions:

English 454--Seminar in Ideas

Placement in this course should be governed primarily
by the student's interest in the subject to be studied
and in the seminar method.[1]

English 254--Theatre Arts

Although Theatre Arts is open to any student in the
high school, he should be highly motivated to par-
ticipate in dramatic activity.[2]

English 346--Public Speaking

A student need only have the _desire_ to take the
course . . .[3]

Removal of statements by which teachers and counsel-
lors can establish "an objective lack" causes greater poten-
tial for the emerging interpretation of needs to coincide
with the motivational sense of interest. This appears to
be one of the difficulties facing APEX.

Conclusions and Recommendations

The concept of "need" within the APEX curriculum pre-
sented many problems because of the vaste range of interpre-
tation which can be given to such a term and its application
within the APEX curriculum. I can only assume that APEX is
concerned with two different categories of needs: those
pertaining to the individual's emotional state which I will
call "felt" needs, and those relating to the individual's
academic needs. Through the course selection process the

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[1]Ibid., p. 171.   [2]Ibid., p. 79.   [3]Ibid., p. 113.

individual theoretically ought to be able to choose courses which will not only satisfy his emotional or "felt" needs but also his academic ones. In practice, however, I find that it would be difficult for many students to determine just what their academic needs are. It appears that course selection would probably be controlled by the student's "felt" needs, which, in many instances, may coincide with the motivational sense of interest.

Generally the "felt" sense of need appears to dominate the APEX curriculum because the methods established by APEX to assist the student in assessing his academic needs tend to be ineffective. To entice students to take hybrid courses such as English 232--Humanities 1, English 358--The Art of the Motion Picture, and English 353--Journalism, it may have been necessary to underplay the role of academic needs and concentrate more on student motivation. These courses are ones which help introduce and establish the new dimensions which APEX is bringing into the field of English.

Since APEX is striving to develop a curriculum which fosters self-sufficiency in its students, it is important that more attention be directed to establishing satisfactory methodology which will enable the student to determine whether or not a particular course will contribute to his academic growth. I recommend that students be provided with extensive course information which should include the course descriptions, achievement level description and course

objectives. If these course objectives are properly developed, they will provide the student with a better understanding of what he can expect to achieve by the end of the course. Secondly, I recommend that adequate pretesting be done to assist the student in establishing a more objective sense of what his particular academic needs are.

Treatment of Interest in APEX

Presently areas of students' interests for APEX courses are assessed by teacher knowledge of the student body, possibilities inherent in the subject matter and the teacher's particular forte. Descriptions of courses are prepared and submitted to the student body. Students register for the courses they want, and courses having an unacceptably low level of registration are dropped. The first question, therefore, which presents itself is what sense of interest primarily manifests itself in the APEX curriculum. Generally the psychological sense of interest was appealed to in the majority of the course descriptions for the literary and hybrid categories. The normative sense of interest only appeared to play a dominant role in skill-oriented courses. To illustrate the treatment of interest in APEX, I will examine a variety of descriptions taken from courses in the literary, skill and hybrid categories as well as consider the role of interest in relation to course content.

An anlysis of the course description in the literary category suggests rhetoric which is primarily directed at

the student's psychological sense of interest. Courses such as English 221--Literary Explorations I, English 222--Literary Explorations II, English 333--Modern Literature, English 344--Contemporary Reading, English 441--Modern American Literature, English 444--Modern World Literature, English 458--Poetry Seminar and English 553--Shakespeare Seminar have developed course descriptions which direct their appeal to the student's life style by focusing on the student's natural interest in the problems and conditions of American society. The appeal is based upon the student's identification with contemporary issues such as the search for identity, social survival, idealism, and equality. The appeal to these concepts is exemplified in the statements taken from the following literary course descriptions:

English 222--Literary Explorations II

In Literary Explorations II, you will read and discuss literature which focuses on the problems young people face in growing up today. The literature to be studied includes short stories, plays and novels which explore those problems which arise as the teenager tries to discover who he is, what his role in home and community should be, and how he can solve the conflict between conformity and individuality. Through discussions of these stories and the keeping of a journal, you will be encouraged to examine your own views on life in developing guidelines for your behavior.[1]

English 333--Modern Literature

Writers have often tried to answer the question: How does man face the problems of survival in today's world? In Modern Literature you will read about the consequences of war (past, present, and future), about social isolation and racial prejudice. Modern

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[1]Ibid., p. 55.

Literature will make you more aware of man's conflict
with himself and others in the 20th century. Besides
giving you a deeper insight into yourself and your
fellow human beings, this course will help you acquire
a foundation for understanding literature of all
kinds.[1]

English 344--Contemporary Reading

In Contemporary Reading, the student will explore and
discuss such vital issues in contemporary American
society as poverty, crime, civil rights, the genera-
tion gap and extremist groups.[2]

English 441--Modern American Literature

Modern American Literature focuses upon the essential
character of the American and the forces that have con-
tributed to the formation of his ideals, his goals and
his temperament. The contrast between the American's
passion for social justice and his desire to realize
the American dream of success will be explored.[3]

English 458--Poetry Seminar

Group discussions will deal primarily with the analy-
sis of poetry and how it expresses the hopes, fears,
loves and dreams of young adults.[4]

Although other courses such as English 443--American

Heritage, English 343--Nobel Prize Authors and English 551--

Great Books also rely upon the psychological sense of inter-

est, they additionally appear to allude to the normative

sense of interest. For example, the course description for

English 443--American Heritage draws the student's attention

to such writers as Hawthorne, Emerson and Twain and the lit-

erary treatment of such themes as Morality in America and

the Puritan Tradition.[5] To make a choice based upon this

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[1]Ibid., p. 89.   [2]Ibid., p. 105.   [3]Ibid., p. 141.

[4]Ibid., p. 192.   [5]Ibid., p. 146.

type of description would suggest that the student should already possess some knowledge of American Literature.

Hybrid courses, in most instances, direct their appeal to the student's life style and his immediate environment. This is reflected in the statements taken from the following course descriptions:

English 232--Humanities I

Humanities I explores modern America's expression of itself in various art forms. In this course, you will investigate how Americans spend their leisure time. You will learn to evaluate your physical environment, today's music and other contemporary art forms.[1]

English 235--Basic Communications

Basic Communications will help you understand why human beings need to communicate and how language, through the various media, is used to appeal to and fulfil basic needs. You will examine newspapers, magazines and radio to evaluate their influence upon your daily decisions. Through the study of these media you will discover the techniques used to affect your life in such areas as making purchases, viewing television and forming opinions.[2]

English 357--Filmmaking

Filmmaking is an introductory course in which the student learns to express himself through the medium of film. When used properly the camera becomes a power-ful, direct tool for communication. It is one of the most influential in shaping today's student . . .[3]

English 457--Language and Human Behavior

Language and Human Behavior considers the history, nature and uses of language and its effect upon human thought and action. The course will emphasize how language . . . distorts reality and creates un-desirable thought and behavior patterns, and how language is used in imaginative literature.[4]

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[1] Ibid., p. 62.   [2] Ibid., p. 69.   [3] Ibid., p. 125.

[4] Ibid., p. 184.

I noted that phase one hybrid courses such as English 112--
Vocational English and English 111--Fundamental English
primarily base their appeal upon the student's recognition
of the necessity of the course. For example, English 112--
Vocational English states:

> Vocational English is a course to help you prepare
> for jobs and life on your own. It aims to help you
> equip yourself with the basic reading, writing,
> speaking, listening, and thinking skills which are
> needed in order to get, keep and advance in the job
> you pick. The course is set up to give you special
> help with weaknesses you feel you have while explor-
> ing in depth jobs that you might be interested in.
> The course is also designed to help you prepare for
> life on your own. It deals with such areas as com-
> mon money problems, working with other people and
> solving personal problems. This course is especially
> for students who find learning difficult and prefer
> to learn at a somewhat slower pace.[1]

The majority of the skill courses address their appeal
to the normative sense of interest by directing the student's
attention to the necessity for taking certain courses if he
wants to achieve a particular goal. This is demonstrated in
the following course descriptions:

English 121--Basic Reading Skills

> Basic Reading Skills is an individualized course to
> help you read with less difficulty. You will build
> vocabulary skills and develop your reading ability
> by improving speed and understanding. You will also
> be introduced to methods of studying assignments and
> improving your listening habits.[2]

English 556--Advanced Reading Techniques

> Advanced Reading Techniques is a course for the supe-
> rior student who desires to improve those reading
> skills, study skills, and listening skills particu-
> larly needed for success at the college level. The

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[1]Ibid., pp. 26-27. [2]Ibid., p. 31.

focal points in this course will be speed-reading
and the development of analytical reading skills.[1]

English 331--Composition 1

Composition 1 will help you develop basic writing
skills in narrating, describing, and explaining.
Your writing assignments will be based upon personal
experiences and observations, and you will be helped
to discover, develop, and express ideas in a lively,
effective way.[2]

To base my examination only on the role of interest
in the course descriptions would be to ignore one of the
most important aspects of the APEX curriculum, and that is
the treatment of student interest in relation to subject
matter. Approximately one quarter of all APEX courses refer
to student interest in course objectives. The manner in
which student interest is treated with respect to subject
matter is demonstrated in the following statements taken
from course descriptions:

> To provide an opportunity for students to pursue
> in depth special interests related to language
> arts.[3]

> To provide an opportunity for students to pursue
> learning independently whether it be because the
> nature of the study is not included in the present
> curriculum or simply because the student wishes to
> engage in learning that is not structured in the
> usual classroom fashion.[4]

> To help the student recognize problems and truth
> within the limits of materials at his interest
> level.[5]

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[1]Ibid., p. 214.   [2]Ibid., p. 82.   [3]Ibid., p. 27.

[4]Ibid., pp. 44-45.   [5]Ibid., p. 48.

> To open up new worlds of literature to each student,
> based upon his interest, yet different from the read-
> ing he has done in the past.[1]

> To use the field of journalism as a means of chanel-
> ling and developing the student's particular talents
> and interests.[2]

> To stimulate and sustain an interest in literary out-
> put by providing publication for outstanding effort.[3]

Other courses such as English 152--Independent Study,
English 251--Individualized Reading, English 554--Research
Seminar and to some degree English 453--Creative Writing
employ student interest as one of the main determinants of
course content. The student is the one who decides what he
is interested in, and, in most instances, the only restric-
tion placed upon the student's choice is that it must be
related to the field of English. This is reflected in the
statements taken from the following courses:

> English 152--Independent Study

> Any student who is interested in becoming involved
> in a special learning project dealing with language
> arts may do so.[4]

> English 251--Individualized Reading

> Individualized Reading is a course in which you will
> be allowed to read -- in the classroom -- books that
> interest you.[5]

Conclusions and Recommendations

In a curriculum such as APEX which uses guiding
concepts not only to attract supporters but also to guide

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[1]Ibid., p. 74.   [2]Ibid., p. 117.   [3]Ibid., p. 166.
[4]Ibid., p. 44.   [5]Ibid., p. 73.

educational decisions for both instructors and students, it is important that there is consistency in the emerging interpretation and application of concepts such as interest. My examination of the treatment of interest in APEX suggests that there are certain areas which should be more explicitly treated.

The first difficulty which I encountered was the different interpretations of interest. This was first observed in the sense of interest which manifested itself in course descriptions. Although there were indications that the psychological sense of interest governed the appeal in the majority of the course descriptions, it also appeared that the normative sense of interest supplemented the psychological sense of interest in a few literary course descriptions and played a major role in the descriptions taken from skill-oriented courses.

The second area of concern for a curriculum such as APEX is how the emerging interpretation of the concept influences a student's action. This is an important area for deliberation for a curriculum such as APEX which strives to meet the aspirations of instructors as well as students. It is feasible in a curriculum such as APEX that courses may be developed which appeal more to instructors than to students. APEX stresses that it attempts to meet the interests of the individual student. My examination suggests that this is somewhat misleading. This statement implies that

APEX rigorously tries to establish what the interests of
each student are and then devises courses which coincide
with these interests. In practice, however, students select
courses developed around areas of interests established by
instructors. Dr. Entwistle comments that curricula devised
in terms of interests and needs of students "often merely
reflect adult assumptions about what children ought to be
interested in."[1] This may have the over-all effect of limit-
ing the child's field of interest instead of broadening it.
For example, courses such as English 112--Vocational English
and English 111--Fundamental English employ the normative
form of interest in addressing their appeal to the students.
These courses rely upon the student's recognition that the
value of these courses rests on the manner in which they con-
tribute to preparing him for the future. This type of appeal
was especially prevalent in phase one courses. I feel that
statements such as the ones cited above may be somewhat
intimidating to students who otherwise may have wanted to
take the courses.' Usage of such statements seems to pre-
suppose that all students are self-motivated, future-oriented
and perceptive. Children who are from a financially impov-
erished environment in which everything which is done is
based on its necessity may reject such an appeal in a course
description.

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[1] Harold Entwistle, Child-Centered Education (London:
Methuen, 1970), p. 116.

I recommend that APEX clarify for both students and
instructors how the concept of interest is to function in
course description. It may be found that it is desirable to
rely primarily upon the psychological form of interest which
primarily manifests itself in most of the course descriptions
as the means to attract students to courses. It should also
be taken into consideration that it may be of value to remind
instructors that because a student has selected his course
it does not necessarily imply that he has had any curiosity
about the subject matter. He may have selected the course
because he had friends who were taking it or the course may
have been offered at a convenient time. Provisions should
also be made in all APEX courses for the means to promote
the development of student interest in relation to course
content. Expanding this usage of interests to all courses
within the APEX curriculum would be one way of insuring that
each student is provided with the opportunity of acting upon
what he views to be his interests. To make practitioners
more knowledgeable of what potential forms of interests may
present themselves within the context of different courses
it may be necessary to do research into the immediate student
population's range of interest.

Development of student interests in relation to sub-
ject matter must not be left to chance; some sense of guid-
ance must be given. For example, English 251--Individualized
Reading aimed for growth measured in terms of the maturity
level of the student's type of reading, broadened scope of

interest and development of literary appreciation.[1] English 221--Literary Explorations I encouraged expansion "of the student's reading interest areas and the depth of his perceptions within these areas";[2] English 344--Contemporary Reading; "an interest in reading about current problems";[3] and English 343--Nobel Prize Authors, "to encourage wide and in-depth reading of the works of some of America's most outstanding writers beyond in-class requirements.[4] Clarifying what the guiding concept entails and providing the methodology so that teachers can assist students in developing their interests may prevent innovative curricula such as APEX being viewed as a failure in an educational milieu which is promoting a return to the basics in education.

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[1] PROJECT APEX, p. 73.   [2] Ibid., p. 48.
[3] Ibid., p. 106.   [4] Ibid., p. 100.

CHAPTER IV

PERSONAL GROWTH

No longer does English simply encompass literature
and composition but now it employs a diversity of subject
matter from other fields to provide the vehicle through
which the basic skills--reading, writing, speaking, listen-
ing and thinking--can be taught. Broadening the scope of
the English curriculum has also meant that the role of Eng-
lish and English instruction has taken on a much more diverse
character under a somewhat nebulous cloak. APEX reflects
the new diversity and scope which has come to characterize
the new English curriculum. In APEX, English is seen "as
an adventure in personal growth,"[1] and the goal of English
instruction is thus seen "as a means to assist each student
in his search for identity."[2] Using "an adventure in per-
sonal growth" as the form of entry or the substantive struc-
ture to the English curriculum requires examination.

The term "substantive structure" refers to the manner
in which the subject matter is to be treated within a curri-
culum. Schwab notes:

> The notion of a principle of enquiry supposes that a
> given body of enquiry has its origin in commitment

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[1]PROJECT APEX, p. 3.

[2]Ibid., p. 4.

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to a conception of the subject matter which is prior
to the investigation. Such a conception sets the
boundaries of the subject and names the crucial
relations, parts, elements, range of properties,
array of actions or related participants which gives
it character. Thereby, the principle locates the
data to be sought in investigation, indicates the
way in which these data are to be interpreted, and
determines the form which the resulting knowledge
will take on.[1]

Characterizing English as an "adventure in personal growth" suggests that the subject matter should be presented in such a way that the individual can relate to it and recognize its relevance to his own development. According to APEX, "decisions about what, how, and when to teach are made on the basis of whether or not it is relevant to the individual student's needs, interests and abilities in our present school population."[2] The quest for relevancy may place limitations upon the way the subject matter of APEX is to be treated. For example, the literary aspect of APEX is seen as "a sharing, an enrichment, of the creative expression of experiences."[3] Supposedly the "experiences" which the students bring to such sessions and relating to the "experiences" they encounter in the literary selections becomes the means by which the concept of relevancy assumes an identity. The question arises as to what extent the principle of establishing relevancy will control the quality of the over-all

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[1]Joseph J. Schwab, "The Practical: Arts of the Eclectic," School Review 79 (August 1971):511.

[2]PROJECT APEX, p. 4.

[3]Ibid., p. 3.

session. On the other hand, treating English "as an adventure in personal growth" gives consideration to both the cognitive and affective domains of the individual's development. I am concerned, however, that the vagueness surrounding this concept will pose problems for APEX. For example, a diversity of courses can be offered which would supposedly fulfil the requirements of contributing to the individual's development. Using the concept of "personal growth," APEX is faced with the task of developing courses which will provide a nourishing diet for the individual's development. In my examination of using "an adventure in personal growth" as the form of entry, I will address myself to two aspects:

1. How is the substantive structure of the rhetoric realized in practice?

2. Does the substantive structure reflect the richness and complexity of the subject matter?

How is the Substantive Structure of the Rhetoric Realized in Practice?

Employing the concept of "personal growth" as the focal point for the development of courses within APEX contributes to a very diverse array of course offerings. In addition to public speaking, theatre arts, filmmaking, literary and composition courses, all of which are usually considered standard course offerings for most English programmes, APEX has also introduced such courses as Seminar in New Dimensions, Humanities, Basic Communication, Individualized Reading, Basic Reading Skills, Reading Techniques, Advanced

Reading Techniques, The Art of the Motion Picture and Vocational English. These are the types of course offerings which do not make English appear to be the same old medicine in a new bottle. For example, English 151--Seminar in New Dimensions spends most of the time "searching out, discussing and evaluating the very latest discoveries, from rapid transit, oceanography and packaged homes to artificial grass, paper clothing and cattle food made from shredded paper and molasses."[1] This course aims for more than mastery of content; it strives to develop positive attitudes in students who tend to manifest a generally negative attitude toward society and authority. Inclusion of such a course in the curriculum seems to be very desirable in view of the fact that the task of the American High School is now recognized as that of educating a large proportion of youth, many of whom never could have entered high school ten years ago because they had not been making satisfactory progress in elementary school. On the other hand, this is the type of course which raises questions by people who are concerned with quality education. Unless care is taken in the development, introduction and consideration of the purpose of each course, it is possible to end with

> A kind of kitsch, which, in this case includes a popcultural melange embracing everything from Goodman to McLuhan to Postman to Perlz with an "instant psychology" and "new theater" thrown in.[2]

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[1] PROJECT APEX, p. 40.

[2] Gene L. Piche, "Romanticism, Kitsch, and 'New Era' English Curriculums," English Journal 61 (November 1972):1221.

Within APEX, considerable attention is paid to developing courses which focus on the individual and his relationship to his environment. For example, English 222--Literary Explorations II emphasizes:

> Those problems which arise as the teenager tries to discover who he is, and what his role in the home and community should be and how he can solve the conflict between conformity and individuality.[1]

English 344--Contemporary Reading states:

> This course will emphasize reading and viewing of material relevant to contemporary issues in American society. Through class discussion of these social issues that immediately concern the student, he will be helped to meet the challenges that contemporary living present.[2]

The main concern of many educators is that teachers who develop and design these courses have little more cultural or psychological theory than found in a handbook.[3] Although the course may reflect the proper slant in terms of theory, there may be only superficial treatment in terms of knowledge. This, in turn, may affect the manner in which the course is presented. It can contribute to courses which are so comprehensive in scope that it becomes difficult to cover all the material within the given time period. For example, the course description of English 452--Humanities 2 states:

> In Humanities 2, students will explore the artistic achievements of several major periods in the development of Western Civilization. The nobility of Greek

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[1]PROJECT APEX, p. 55.

[2]Ibid., p. 106.

[3]Piche, "Romanticism, Kitsch and 'New Era' English Curriculums," p. 1222.

drama, the grandeur of a Gothic Cathedral, the excitement of classical music, the probings of great dramatic and poetic literature, including that of the modern age--such are the experiences students will encounter. The philosophic foundations underlying the great art and literature of the past will be stressed throughout.[1]

One would suspect that due to the immense scope to be covered and, in most instances, lack of adequate background on the part of the student little time is left for much student participation. An examination of the actual course activities reveals a very teacher-oriented programme. For example, the following activities are those which are to be accomplished within a two-week time period.

1. Briefly discuss the Baroque and Classical movements, with emphasis upon the classic as a contrast to the Romantic movement which followed. Film: Mozart and His Music.
2. Project and discuss Neo-Classic and Romantic art slides as an introduction to the music of Beethoven.
3. Play Beethoven's Fifth Symphony (with Bernstein's "Birth of a Symphony") and discuss Beethoven as the Individual rebelling against the conventions of the aristocratic society of the 18th century.
4. Play Beethoven's "Eroica" Symphony and discuss the relation of the music to the times.
5. Using Byron's Child Harold or Don Juan, explore the nature of the Byronic hero and compare with the life of Hemingway. Record: Richard Strauss's tone poem "Don Juan."
6. Read and discuss Coleridge's Rime of the Ancient Mariner and "Kubla Khan" as supreme examples of the spirit of Romanticism. Film: Rime of the Ancient Mariner.
7. Play Tchaikovsky's "Pathetique" Symphony and discuss in terms of Romantic elements (especially the final movement).
8. Use excerpts from the operas of Wagner (Gotterdammerung and Tristan) and discuss Wagner's music-dramas as the embodiment of Romantic ideals.
9. Examine the effect of Darwin on Twentieth century thought, religion, science, etc. As a basis for discussion, use Arnold's Dover Beach.[2]

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[1]PROJECT APEX, p. 159.

[2]Ibid., p. 162.

Conclusions and Recommendations

If elective curricula such as APEX are to develop English programmes which reflect the substantive structure of the rhetoric, I recommend that attention be given to the following points. Since the elective programme does open the way for English teachers to develop courses focused on areas of specialization from their college training, curricula such as APEX should be wary as to how this will affect the total course offerings. An examination of APEX course offerings shows that there is a heavy concentration of literary courses in contrast to composition courses. I would hypothesize that this has occurred because of the emphasis on literary courses in contrast to that of writing courses in the teacher's own college programme. Although the practice of introducing specialized semester type courses is well established at the college level, it is still relatively new at the high school level. Consideration must be given to the fact that at the college level most areas of studies are viewed as disciplines and the members of faculty involved with each discipline are well trained in that specific area. This is not necessarily true at the high school level. Although, as I have previously pointed out, the elective programme does open the way to honoring the teachers' special interests, it also requires them to become "instant" specialists in other fields as well.

Provisions must be made so that these teachers can easily familiarize themselves with developments and techniques

from these areas. This may entail setting up a series of in-service courses or having subject specialists available to assist the English teacher in developing courses. This, in turn, will give the English teacher more time to concentrate on developing the type of activities which will contribute to the cognitive and affective growth of his students.

Does the Substantive Structure Reflect the Richness and Complexity of the Subject Matter?

An examination of the literary course offerings in APEX indicates that the concept of personal growth has played an important role in their development. Although most of the courses use a particular aspect of the learner's environment to act as a liaison with the subject matter, a slanted view of literature and of life seems to be present. The majority of the literary courses deal with man's quest for identity and problems which face him in the twentieth century. This trend is reflected in the following literary course descriptions:

English 333--Modern Literature

Writers have often tried to answer the question: How does man face the problems of survival in today's world? In Modern Literature you will read about the consequences of war (past, present and future), about social isolation and racial prejudice. Modern Literature will make you more aware of man's conflict with himself and others in the 20th century. Besides giving you a deeper insight into yourself and your fellow human beings, this course will help you acquire a foundation for understanding literature of all kinds.[1]

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[1] Ibid., p. 89.

English 444--Modern World Literature

Modern World Literature examines two major themes:
war and the search for personal meaning. War as a
force which has shaped modern man and the world in
which he lives will be viewed through the works of
novelists, poets, artists and composers. This is
a study of man in conflict, of man seeking an answer in
a world "tempered by blasts of war, both hot and cold."
The second unit is a study of man's search for personal
meaning. The literature in this unit will deal with
the attempt of modern man to find an answer to his
existence in a world which often seems cruel and
confusing.[1]

Even though the concept of personal growth has been
applied in each instance, there tends to be a trend to limit-
ing the literary experiences to one particular thematic con-
sideration--man's dilemma in the twentieth century. It
would be difficult to argue that man's quest for self knowl-
edge and self awareness is not an intricate part of most
literature. On the other hand, since life is made up of a
diversity of experiences, not only serious and solemn but
also frivolous and humorous, to limit the literary experience
to only the serious issues in life seems to be narrowing
unjustly the type of literary experiences with which the
individual is brought into contact. Creating a better bal-
ance between the scope and focus among the various literary
courses may be achieved by broadening the thematic offerings
so that a diversity of themes dealing with a variety of lit-
erary experiences can be presented to the students.

Consideration of the treatment of literature within
the Oregon Sequential English Curriculum may be advantageous

[1]Ibid., p. 153.

for APEX literary course developers. Three concepts--
subject, form, and point of view--act in the role of the sub-
stantive structure or means of entry to the Oregon literature
courses.[1] Beginning in grade seven, students are introduced
to these concepts through works of prose and poetry. At each
subsequent grade level these concepts are explored through
increasingly complex literary selections. By the end of
their literary experience, the students should be capable of
handling "unified works of art."[2] Identification of basic
concepts serves as the means by which the students can
achieve command of the fundamental ideas of the subject,
which can be used as a foundation for recognizing and attack-
ing other problems. Since it isn't possible to develop any
type of thematic continuity because of the elective nature
of the APEX programme, some type of continuity may be possi-
ble if each literary course, although still retaining its
thematic orientation, incorporated these three basic concepts
of subject, form and point of view. The thematic considera-
tion could be used to attract the student and also be used
as the vehicle through which these three concepts could be
developed. Therefore, no matter which literature course the
student selected he would always be brought into contact with
three basic concepts, which if properly used will let the
student "envisage new, more adequate, more telling conceptions

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[1] Albert R. Kitzhaber, ed., The Oregon Curriculum: A
Sequential Program in English: Literature VI, Teacher's
Guide (New York: Holt, Rinehart and Winston, 1971), p. 1.

[2] Ibid., p. xx.

of the subject matter. The growth of technique permits us to put the new conceptions into practice as guiding principles of a renewed inquiry."[1]

The guidelines developed for the treatment of language within the APEX curriculum reflect the influence of the personal growth emphasis. APEX states:

> Language, therefore, is thought of as a means by which people conceptualize and organize experiences in order to realize meaning and gain pleasure. Language enables people to understand and assess themselves--their desires, their values, their creativeness, and their potential as compassionate human beings.[2]

This view of language takes into consideration the points raised by D. Hymes who notes:

> Indeed, since the beginnings of stratified society and the use of writing, it has been characteristic of the greater part of mankind that a desired or required communicative competence has confronted man as an alien thing, imposed by a power not within his control. In the complex circumstances of our own society, it is hard to see how children can be expected to master a second system, complementing or replacing their own, if the process is not perceived as intrinsically relevant or enjoyable, preferably both.[3]

By introducing the socio-cultural features into its linguistic theory, APEX appears to make provisions for the heterogeneous makeup of the school's population and the necessity for motivation in acquiring a higher level of language performance.

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[1] Joseph J. Schwab, "The Concept of the Structure of the Discipline," Educational Record 43 (July 1962):200.

[2] PROJECT APEX, p. 3.

[3] D. Hymes, "Competence and Performance in Linguistic Theory," in Language Acquisition: Models and Methods, ed. Renira Huxley and Elisabeth Ingram (New York: Academic Press, 1971), pp. 22-23.

Discussions tended to characterize the main type of
activity in many of the APEX courses. Descriptions of
activities taken from the following semester outlines illus-
trate how frequently discussion was employed:

English 221--Literary Explorations 1

Weeks 2 and 3

1. View the film "U.S. Expansion--Settling of the West."
   Define the boundaries of the West.
2. Assign the reading of The Virginian.
3. Discuss the geography and major landmarks of the West.
   Emphasize the unfriendly nature of the environment.
4. View and discuss the video film "The True West"
   narrated by Gary Cooper.
5. Discuss "The Training of a Westerner" (Columbia
   record L2L-1011, "Spoken Voices of the West,"
   Side III, Band I)[1]

English 232--Humanities 1

Weeks 5 and 6

1. Discuss the impact of automobiles on American culture.
   Film: The American Road.
2. Discuss
   a. "Taste" as a changing phenomenon
   b. Formal and informal design
   c. Values and how they are expressed in man's use
      of physical environment
   Teacher Resource: Chapter 10, "What is Good Design"
   from Harry B. Lent's The Look of Cars, Yesterday,
   Today and Tomorrow (E. P. Dutton)
3. Discuss slides of
   a) exterior design
   b) interior design
   c) sports car design
   d) modern automotive design
   Film: Styling and the Experimental Car[2]

The emphasis on verbalization in APEX was also noted by

George Hillocks who commented that student initiated talk

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[1] PROJECT APEX, p. 49.

[2] Ibid., p. 64.

tended to be more common in APEX than in other traditional
English programmes he had observed.[1]

Discussion by itself does not necessarily contribute
to raising the verbal competency level of the students. For
this to occur, the students must be brought into contact with
activities which focus on improving the student's lexical
and syntatic knowledge.[2] It would seem that this is the
type of knowledge which could be gained through material used
in classroom activities; however, Hillocks notes, "in gen-
eral, . . . there was not much evidence of discussion based
on the class reading and analysis of a text, rather discus-
sion tended to be about ideas or issues raised by a text."[3]

In general, I found that APEX had not established
any particular method by which to improve the student's ver-
bal skills beyond specialized courses such as English 346--
Public Speaking, English 254--Theatre Arts and English 356--
Advanced Theatre Arts. I can only surmise that because of
the specialized nature of these courses students might not
transfer what they had learned to other situations or activi-
ties not related to the school environment. Second, I found
it difficult to discern if the criteria for assessing com-
petency in verbal performance was to be derived from standard

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[1]George Hillocks, Jr., An Evaluation of Project APEX:
A Nongraded Phase-Elective English Program (Trenton, Michi-
gan: Trenton Public Schools, 1971), p. 25.

[2]Hymes, "Competence and Performance in Linguistic
Theory," p. 7.

[3]Hillocks, An Evaluation of Project APEX, p. 32.

English practice or was to emerge from the usage of English employed in the socio-cultural environment of the individual student. APEX's introductory statement drawing attention to its philosophy is somewhat vague about this point. APEX states: "although the APEX philosophy may appear chimerical and devoid of any concern for standard English usage, competency in writing . . . these English goals have not been abandoned."[1] It is important that the vagueness in this statement regarding the criteria by which performance is to be assessed is clarified because it can affect the evaluation procedure to be employed in the classroom by which to assess "growth." Performance assessments based upon the student's usage of standard English may be much different than those based around the standard level of English found in his own environment.

This wavering attitude is also reflected in the treatment of the subject matter in the writing courses in the APEX curriculum. English 331--Composition 1 emphasizes:

> The style of the student's writing will be personal and informal; the content will have as its source the student's primary experience.[2]

In contrast to the informality of English 331--Composition 1, English 456--Composition 2 states:

> The content of the student writing will be based upon analysis and the discussion of significant ideas. Intensive instruction in effective thought processes and appropriate rhetorical methods of developing exposition and formal essays will be of primary concern.[3]

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[1] PROJECT APEX, p. 4.

[2] Ibid., p. 83.   [3] Ibid., p. 180.

APEX acknowledges the sharp distinction in the treatment of subject matter in these two courses:

> In Composition 1, therefore, the emphasis is on self-awareness and the development of the student's sensitivity to his immediate environment. . . . In Composition 2, the emphasis is on discipline--writing literate, organized, coherent, and well-developed composition while employing all the classical rhetorical methods.[1]

Although APEX points out, "writing in Composition 1 is an enjoyable experience for most students,"[2] I am nevertheless concerned with its potential to contributing to the child's personal development. Dewey points out:

> The "old education" tended to ignore the dynamic quality, the developing force inherent in the child's present experience, and therefore to assume that direction and control were just matters of arbitrarily putting the child in a given path and compelling him to walk there, the "new education" is in danger of taking the idea of development in altogether too formal and empty a way. The child is expected to "develop" this or that fact or truth out of his own mind. . . . Nothing can be developed from nothing; nothing but the crude can be developed out of the crude--and this is what surely happens when we throw the child back upon his achieved self as a finality and invite him to spin new truths of nature or of conduct out of that.[3]

I am also concerned that this particular type of course should be the only one offered to students who should probably take a phase three composition course.

If personal growth is to serve as the means for the development of language competency and performance, it is necessary for APEX to specify more clearly what it means by standard English. Second, more emphasis should be placed on

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[1]Ibid., pp. 10-11.   [2]Ibid., p. 10.

[3]John Dewey, The Child and the Curriculum (Chicago: University of Chicago Press, 1902), pp. 17-18.

writing skills. Even though APEX has made an effort to
include the basic language skills in each course, this
does not insure that a student who is having writing prob-
lems will improve his writing ability by taking any of the
hybrid courses. Depending upon the inclusion of the basic
skills in each course to rectify some weakness the student
has is somewhat similar to the Everyman-His-Own-Doctor
Fallacy which was identified as part of the American Culture
Studies programme offered in some American universities.
The Everyman-His-Own-Doctor Fallacy reduces or abolishes
specific requirements so that every student acts as his
own diagnostician. The obvious flaw is that it wrongly
assumes that students already know who they are and what
they require.[1]

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[1]Jay Mechling et al., "American Culture Studies:
The Discipline and the Curriculum," _American Quarterly_ 25
(October 1973):372-375.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The aim of this thesis was to examine the concepts underlying APEX with a view to developing a basis for informed choice, anticipation of difficulties in the application of these concepts within the practical sphere of APEX and to lay the groundwork for instituting improvements in the new curriculum. My examination of APEX was organized around three headings: educational objectives, language and educational concepts and treatment of subject matter. A brief recapitulation of my conclusions and recommendations is presented for each of the above mentioned areas.

Educational Objectives

For APEX to achieve its over-all goal of assisting each student to become "a proficient and sensitive human being,"[1] it is necessary to make the affective and cognitive aspects of development more explicit in the statement of guiding general objectives. The manner in which these objectives are formulated should be capable of providing APEX practitioners with a model as to how these aspects of development are to be treated within the context of APEX. Presently the guiding general objectives tend to function more

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[1] PROJECT APEX, p. 4.

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as a rallying point for gaining supporters than as a basis
for guiding educational decisions. The range of meanings to
which many of the key concepts in the objectives are pres-
ently subject opens the way for practitioners to interpret
the intent in the objectives in a manner which may correspond
more with the practitioner's educational background rather
than that of the intentions of the APEX developers. To avoid
this type of situation it is desirable to redefine in more
specific terms what each key concept entails or introduce
another set of objectives which will function as a liaison
between the guiding general objectives and the course objec-
tives. This, in turn, opens the way for a greater sense of
continuity between the priorities established at the guiding
level and the focal point for course development. At the
course level, developers must insure that the objectives are
formulated in such a manner that the emphasis in each course
is easily discernible. Secondly, it is also important to
introduce greater specificity in course objectives.

Needs and Interests

It is important for a curriculum such as APEX which
is striving to assist the student in becoming more respon-
sible for his own education that provisions are made so that
the student is given the opportunity to assess his own edu-
cational requirements. The manner in which the concepts
of needs and interests are to be viewed and the ways in
which they are to function within the context of the APEX

curriculum must be made as explicit as possible. It is not enough for elective curricula such as APEX to stress that they meet the needs and interests of the student without specifying which needs they are trying to meet and providing suitable crieteria by which to establish educational progress. As Wilson points out,

> Many educational needs-statements fail to specify any goals, and thus make it impossible in practice either to decide what the "needs" are, or to assess whether the educational provision is satisfying them or not.[1]

Until APEX develops more satisfactory criteria by which the student can assess his academic needs, it is conceivable that there may be little cognitive growth in certain areas. It can only be assumed that most course selection will probably be on the basis of the student's "felt" or psychological sense of needs.

Although APEX states that students also select courses based upon their interests, there appears to be little mention in the written document which represents that APEX curriculum of efforts to discover what the interests of the high school population are, other than that of presenting the students with a list of course descriptions from which they are to make their selection. APEX appears to be acting upon adult assumptions of what the interests of the student are. It is speculated that elective curricula such as APEX reflect the interests of the faculty more than those of the student body. APEX instructors should thus consider that

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[1] Wilson, Interest and Discipline in Education, p. 7.

even though a student has selected his course, it may be
for reasons other than his curiosity about the subject mat-
ter. The student may have selected the course because it
was the only English course available to him at a specified
time. It may be valuable for APEX instructors to accept the
student's decision to take the course, be it for whatever
purpose, as an adequate reason for his presence in class.
Provisions should be made in all APEX courses for providing
the means to promote the development of student interest in
relation to subject matter. Expanding this use of interests
to all courses within the APEX curriculum would be one way
of insuring that each student is provided with the opportu-
nity of acting upon what he views to be his interests. To
make practitioners more knowledgeable as to what potential
forms of interests may present themselves within the context
of different courses it is necessary to do research into the
immediate student population's range of interests.

Personal Growth

Using the concept of "personal growth" as the focal
point for course development is a valuable and innovative
approach; however, a great deal remains to be done. The
literary experiences of APEX students tend to be limited to
one thematic consideration--man's dilemma in the twentieth
century. Although APEX has made provisions to include the
basic language skills in each course and has also developed
courses focusing on one specific skill, this does not insure
that the student's language performance will improve. First,

it is possible in an elective curriculum such as APEX for a student to bypass taking any skill-oriented courses. Secondly, to rely upon language skill integration in APEX courses to remedy the student's problem is unsatisfactory. George Hillocks points out:

> The crucial difference is one of instructional emphasis. Writing out the proof for a theorem may involve more instruction in composition than does the assignment, collection, and correction of a theme. At least the geometry teacher is likely to spend more class time on preparing students to develop the proof adequately.[1]

Thirdly, inadequate attention has been paid to clearly establishing adequate criteria by which to assess language performance.

For greater cognitive growth to occur within elective curricula such as APEX and to give the student a greater sense of the richness of the field of English, it may be desirable as Taba comments:

> To "fix" the essential things to be learned and allow the details through which to learn them to be determined by student interest.[2]

From the literary aspect this entails selecting basic literary concepts around which literature courses can be developed. The introductory courses establish the key concepts and further courses bring the student into contact with more extensive treatment of these concepts. For the student, spiralling of concepts introduces a sense of continuity into courses. It permits him to deepen his knowledge in a

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[1] Hillock, _Alternatives in English_, p. 117.

[2] Taba, _Curriculum Development_, p. 289.

particular area as well as giving him some indication of the
type of knowledge and skills he will encounter in advanced
related courses. For language development, it is desirable
for APEX to carry out pretesting of all students who are
entering the APEX programme in order to assess the student's
language proficiency. Students who show language weakness
should receive special attention. The criteria by which to
assess the student's language performance should be made as
explicit as possible to all practitioners--both teachers and
students. Terms such as "standard English" do very little
in helping a student understand what is expected of him.

On the whole elective English curricula such as APEX
are making valuable contributions to the field of English.
A greater sense of professionalism is emerging for the Eng-
lish teacher, and greater attention is being paid to the
potential of the affective and cognitive aspects of develop-
ment functioning compatibly within an English curriculum.
Developers of these new curricula, however, should bear in
mind that if it is difficult for potential practitioners to
ascertain just what the curriculum hopes to achieve and the
manner in which this is to be accomplished, they may inter-
pret the programme in a manner that more closely corresponds
with their own academic background and training.

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APPENDIX "A".

COURSE OFFERINGS IN THE NONGRADED
PHASE-ELECTIVE ENGLISH CURRICULUM

Course Number	Course Title
111	Fundamental English
112	Vocational English
121	Basic Reading Skills
151	Seminar in New Dimensions
152	Independent Study
221	Literary Explorations I
222	Literary Explorations II
232	Humanities 1
235	Basic Communication
251	Individualized Reading
254	Theatre Arts
331	Composition 1
333	Modern Literature
341	Reading Techniques
343	Nobel Prize Authors
344	Contemporary Reading
346	Public Speaking
353	Journalism
356	Advanced Theatre Arts
357	Filmmaking
358	Art of the Motion Picture
441	Modern American Literature
452	Humanities 2
453	Creative Writing
454	Seminar in Ideas
455	Journalistic Writing
456	Composition 2
457	Language and Human Behavior
458	Poetry Seminar
551	Great Books
553	Shakespeare Seminar
554	Research Seminar
556	Advanced Reading Techniques

APPENDIX "B"

GUIDING GENERAL GOALS OF APEX

Personal Objectives

To involve each student, regardless of his occupational
future, in the study of English by helping him to appreci-
ate the relevance of English to the world in which he lives
and by helping him to achieve a personal feeling of success.
To teach the student to understand himself, recognize his
personal values, respect his own opinions and therefore
realize his maximum potential as an individual.
To assist the student in the development of his own sensi-
tivity to the world around him and in the recognition of
his function in this world.
To encourage the student to accept constructive criticism
and to use it for self improvement.
To _free_ the student's innate creativity.
To promote student initiative, originality and imagination.
To help the student make intelligent use of his leisure time.
To develop in the student an understanding, tolerance and
respect for other peoples' cultures and tolerance for the
opinions of others.
To assist the student to become a self-directed learner.
To aid the student in understanding the interrelationships
of language, thought and behavior.

Literary Objectives

To encourage the student to read for pleasure and information.
To help the student
  1. To read with intellectual and emotional understanding.
  2. To recognize universal problems and truths.
  3. To apply the truths he has learned in his readings.
  4. To read and appreciate all the major forms of literature
    (short story, novel, drama, poetry, essay and biography).
  5. To select literature discriminately.
  6. To evaluate mass media.
  7. To observe accurately and analyze critically.
  8. To use reference material intelligently.

Communicative Objectives

To teach the student
  1. To appreciate the nature and function of language.
  2. To reason effectively, both inductively and deductively.
  3. To communicate self in writing and speaking.
  4. To select an appropriate level of language for audience,
    purpose and topic.
  5. To listen skillfully.
  6. To organize thought into logical patterns.

APPENDIX "C"

INTERRELATIONSHIP OF GENERAL GUIDING OBJECTIVES AND COURSE OBJECTIVES

APEX Courses

- Advanced Reading Techniques
- Research Seminar
- Shakespeare Seminar
- Great Books
- Poetry Seminar
- Language and Human Behavior
- Composition 2
- Journalistic Writing
- Seminar in Ideas
- Creative Writing
- Humanities 2
- Modern World Literature
- American Heritage
- Modern American Literature
- Art of the Motion Picture
- Filmmaking
- Advanced Theatre Arts
- Journalism
- Public Speaking
- Contemporary Reading
- Nobel Prize Authors
- Reading Techniques
- Modern Literature
- Composition I
- Theatre Arts
- Individualized Reading
- Basic Communication
- Humanities I
- Literary Explorations II
- Literary Explorations I
- Independent Study
- Seminar in New Dimensions
- Basic Reading Skills
- Vocational English
- Fundamental English

General Guiding Objectives

Personal Objectives

To involve each student, regardless of his occupational future, in the study of English by helping him to appreciate the relevance of English to the world in which he lives and by helping him achieve a personal feeling of success.

To teach the student to understand himself, recognize his personal values, respect his own opinions and therefore realize his maximum potential as an individual.

To assist the student in the development of his own sensitivity to the world around him and in the recognition of his function in this world.

To encourage the student to accept constructive criticism and use it for self-improvement.

To free the student's innate creativity.

To promote student initiative, originality and imagination.

To help the student make intelligent use of his leisure time.

To develop in the student an understanding, tolerance and respect for other peoples' cultures and tolerance for the opinions of others.

APPENDIX "C"--continued

APEX Courses

Fundamental English
Vocational English
Basic Reading Skills
Seminar in New Dimensions
Independent Study
Literary Explorations I
Literary Explorations II
Humanities I
Basic Communication
Individualized Reading
Theatre Arts
Composition I
Modern Literature
Reading Techniques
Nobel Prize Authors
Contemporary Reading
Public Speaking
Journalism
Advanced Theatre Arts
Filmmaking
Art of the Motion Picture
Modern American Literature
American Heritage
Modern World Literature
Humanities 2
Creative Writing
Seminar in Ideas
Journalistic Writing
Composition 2
Language and Human Behavior
Poetry Seminar
Great Books
Shakespeare Seminar
Research Seminar
Advanced Reading Techniques

General Guiding Objectives

Personal Objectives--continued
To assist the student to become a self-directed learner.
To aid the student in understanding the interrelationships of language, thought and behavior.

Literary Objectives
To encourage the student to read for pleasure and information.
To help the student

1. To read with intellectual and emotional understanding.
2. To recognize universal problems and truths.
3. To apply the truths he has learned in his reading.
4. To read and appreciate all the major forms of literature (short story, novel, drama, poetry, essay, biography).
5. To select literature discriminately.
6. To evaluate mass media.
7. To observe accurately and analyze critically.
8. To use reference material intelligently.

APPENDIX "D"

DETERMINING THE EMPHASIS IN APEX COURSES

	TYPE OF OBJECTIVE		COURSE EMPHASIS		
	Broad	Spe-cific	Affec-tive	Cogni-tive	Unclear Emphasis
Fundamental English	x		x		
Vocational English	x		x		
Basic Reading Skills		x		x	
Seminar in New Dimensions	x		x		
Independent Study	x		x		
Literary Explorations I	x				x
Literary Explorations II	x				x
Humanities I		x			x
Basic Communication	x				x
Individualized Reading	x				x
Theatre Arts		x		x	
Composition I	x				x
Modern Literature	x				x
Reading Techniques		x		x	
Nobel Prize Authors	x				x
Contemporary Reading	x		x		
Public Speaking	x			x	
Journalism		x			x
Advanced Theatre Arts		x		x	
Filmmaking	x				x
Art of the Motion Picture		x		x	
Modern American Literature	x		x		
American Heritage	x		x		
Modern World Literature	x			x	
Humanities 2		x	x		
Creative Writing	x		x		
Seminar in Ideas	x				x
Journalistic Writing	x				x
Composition 2		x		x	
Language and Human Behavior	x				x
Poetry Seminar		x			x
Great Books	x		x		
Shakespeare Seminar		x		x	
Research Seminar		x		x	
Advanced Reading Techniques		x		x	
TOTAL:	22	13	10	11	14