n veaux suivants: Phonétique et phonologie, Les méthodes de la grammaire, Sémantique et lexique, Les nouvelles voies de la stylistique. L'éminent linguistique qu'est Arcaini va ici bien au-delà d'un éclectisme trop rapide; on s'en rend bien compte en relisant son examen critique des diverses théories sur la grammaire: depuis le mentalisme de Sapir, suivi du behaviourisme de Bloomfield, en passant par la théorie de la translation selon Tesnières, pour venir finalement à Chomsky et à Martinet.

"Les implications méthodologiques" forment le troisième et dernier volet de cet ouvrage. Tout enseignant des langues estimera fort utile de pouvoir examiner ici un modèle d'étude phonologique contrastive entre l'italien et le français. La discussion sur l'autonomie respective des systèmes de l'oral et de l'écrit donne lieu à une démonstration intéressante. Retournant au schéma de la communication et à l'aide aussi de la théorie de l'information, l'auteur montre bien quel contraire le phénomène de la redondance établit entre les réalisations linguistiques des deux systèmes distincts. On notera également, dans ces "Implications méthodologiques," de bonnes suggestions sur la façon de mener l'étude phonologique, comme sur le rôle et les circonstances de l'exercice de la traduction.

Il convient de signaler que ce livre s'adresse plutôt aux personnes férues de bonnes connaissances linguistiques. Sans cette préparation, on trouvera cet ouvrage d'une lecture laborieuse et l'assimilation en sera assez ardue. Sans doute les points de vue didactiques n'y manquent pas, mais ces aspects sont encore dans la sphère intermédiaire entre la science spéculative et les méthodes particulières de l'enseignement des langues; ils deviendront d'une utilité immédiate pour l'enseignement, après seulement qu'ils auront été intégrés dans des guides pédagogiques plus concrets.

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Mohan and Hull have compiled thirty-one articles and addresses as representative of the “best thinking on individualized instruction.” As well, three appendices guide readers to pertinent references, materials, and programs of individualized instruction. The first section on the philosophy and rationale of individualized instruction includes now familiar articles by Bloom, Skinner, and John Carroll and lays the groundwork for the following four sections concerned primarily with the application of these principles and the implementation of individualized instruction programs.

A number of important programs are described and related issues discussed in sections headed “Some Approaches to Individualization,” “Organizing for Individualization,” “Individualizing Instruction in Various Content Areas,” and “Evaluating Cognitive and Affective Outcomes of Individualization.”

The notion that instruction and instructional materials must take account of individual differences and
be consonant with the needs, aptitudes, and aspirations of the individual is hardly new; however, like some fundamental convictions, it has lain too deep for action. The first section renews that conviction by examining its implications and setting guidelines for action. Not surprisingly, the promise of the theoretical first section and, I should add, the clarity do not carry through to the accounts of the practical implications of individualization. The mass of necessary organizational detail and at times the attendant educationese can prove heavy going. A typical example of the latter: "The implications of values are with respect to the pupil-teacher reflection and teacher skill with the clarifying response." (p. 174).

On the other hand, the book does "provide useful guides and suggestions" for individualizing instruction and learning; it should find use as a reference work and as a supplementary textbook. The bibliographies at the end of each article, the appended list of materials and "Projects on Individualizing Instruction" are useful.

And yet one comes away from these reports on functioning individualized programs convinced that somehow theory has been reduced in practice and that some basic educational values may have been abandoned for the more obvious performance-based benefits of individually prescribed instruction. My dissatisfaction does not lie with those programs that recognize individualization as most productive in those areas of the curriculum where precise objectives can be formulated and a sequence of learning activities devised to attain them. My complaint is rather with those models of individualized instruction that prescribe individualization on a school- and even a system-wide basis for all or most areas of the curriculum, models that, assuming an easy access to managerial skills and technology, can prescribe "the development of a school information system to provide data which will distinguish... [among other things] each pupil in terms of his present levels of attainment, his potential for further learning, his special interests, his attitudes toward learning, his values, his work habits, and the effectiveness of his learning under alternative instructional procedures." (p. 180) This may be good in intention; but its implications are disturbing. For one, there is an inordinate faith in the infallibility of diagnostic and predictive instruments. I wonder whether such programs do not ensure that aptitude (as tested) becomes destiny. There is little room, I assume, for whim or fancy or even overreaching expectations. In the interests of accountability and an efficient use of human and material resources, an elaborate and closely monitored tracking system makes certain that pupils are directed to instruction and material consonant with their diagnosed needs and limitations.

Again, practical constraints operate to reduce available options in instructional modes to primarily the self-instructional. While instruction in groups is available, it is for relatively short periods of time and for specific purposes — too short and too specific, maybe, to induce the exploratory and collaborative interaction that familiarity within a group makes possible. If there is a fundamental weakness in this book it is that the editors have failed to echo and thus recognize the serious doubts that must arise in the minds of readers as they follow these accounts. The brief introductions at the head of each section might have been used to do more than merely summarize the contents of the ensuing sections.

The books on PSI (Personalized System of Instruction) avoid the pitfalls of the preceding text. They are less ambitious: PSI is only one mode of individualizing instruction. They provide adequate detail for what is basically a simple model, they anticipate questions and above all, they identify limitations. Whereas the Mohan and Hull book is directed to individualizing instruction primarily at the elementary and secondary school levels, PSI has been developed
and tested for use at the post-secondary level. This is probably why
the Mohan and Hull book makes no
reference to PSI; however, I can see
how PSI can be used in schools.

PSI or the Keller Plan (named
after Prof. Keller who with a col-
league, Prof. Sherman, developed this
method of instruction just over ten
years ago) is characterized by self-
pacing — the student moving at his
own pace through small sequential
units of study, mastery learning or
“unit perfection requirement for ad-
vance,” and the use of proctors
(usually students who have com-
pleted the course) to provide immediate
feedback on tests as well as tutor in-
dividuals experiencing difficulties.
Proctoring provides the “personal-
ized” feature of PSI. Lectures and
demonstrations are an added bonus
for those who have completed a spe-
cific number of units; however, at-
tendance is optional. Some of these
features are in common with a num-
ber of recent innovations in instruc-
tion; but the authors make no claim
for originality, although the use of
proctors and the basis in Skinnerean
positive reinforcement learning theory
may be the special features of PSI.

The Keller Plan Handbook pro-
vides useful detail for those consider-
ing implementing PSI. Difficulties
are anticipated and dealt with, not
glossed over. The ideal is pointed to
for guidance, but constraints are
recognized. For instance, self-paced
learning should not be undermined by
end-of-semester deadlines. The grade
“Incomplete” may remove the diffi-
culty but it also encourages procras-
tination, one of the most frequently-
reported problems with PSI. Ways of
dealing with the problem are dis-
cussed. It soon becomes apparent that
PSI’s superiority over conventional
teaching is in those areas of the curri-
culum calling for mastery over lim-
ited content or developing a partic-
ular skill.

The effect of PSI: 41 Germinal
Papers (about half of the forty-one
have not appeared in print before) is
to confirm that PSI has been sub-
jected to numerous tests and compa-
rison with conventional teaching ap-
proaches and has been found superior
in that students in PSI performed
at a significantly higher level in com-
mon final examinations, retained
much more of what they learned over
a longer period of time, enjoyed the
process, worked harder and learned
more efficiently.

The collection is well-balanced. The
writers represent a variety of disci-
plines, the majority being in the areas
of psychology and physics. Seven of
the forty-one articles deal with prob-
lems, including one tongue-in-cheek
“Fifteen Reasons Not to Use the
Keller Plan.” As is to be expected,
there is much repetition of all too-
familiar details about the approach
and the almost predictable successful
results. A number of articles provide
research data on various aspects of
PSI. A section by Keller and Sher-
man on the history and theory of
PSI concludes this collection.

The reader contemplating a PSI
course should find the handbook and
the collection of papers indispensable.
Dyed-in-chalk-dust lecture enthusi-
asts may be challenged by these
books at least to defend their prac-
tice.

Patrick Dias
McGill University

David W. Champagne and
Richard M. Goldman.
HANDBOOK FOR MANAGING
INDIVIDUALIZED LEARNING
IN THE CLASSROOM.
Englewood Cliffs, New Jersey:
Educational Technology
200 pp. $9.95.

This is an unconventional book. The
reader may have to peruse it sev-
eral times before seeing its signifi-
cance. It is unlike those textbooks
intended for study from cover to
cover. No two teachers will work
through the same units in this book
in the same order and to the same
degree of intensity. Moreover, it can-