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By means of the opaque projector, any picture may be flashed on a screen and left there as long as desired for study by the whole class at a time. A map, picture, table, graph, chart or printed page from a textbook, pamphlet or any other source may be so used. Pictures taken by pupils or teachers may be used in this way, as well as pictures clipped from newspapers or magazines. This projector has unlimited possibilities in school work, and should be used to the greatest possible extent.

One very useful device in science is the microscopic image on a screen for study by the entire class or group at once.

Aside from projection, ordinary still pictures may be very useful, particularly if there is a considerable file of them. It would be a good thing for school libraries to start immediately collecting, classifying, cataloguing and filing for permanent use the pictures it receives from any source. These may be paintings, or they may be pictures clipped from magazines and newspapers. They should be filed under topical headings according to the subject to which they pertain. Then, when a class needs pictures related to a certain subject, it may send to the library for them, and the file of pictures pertaining to that subject may be sent to the classroom.

The educational value of properly chosen kamishibai pictures should not be forgotten. Schools can obtain sets from commercial producers, or better still, make their own.

10. Does the school utilize the community as a source of curriculum materials? (See Section IV)

11. Does the school possess other equipment necessary in its program?

A secondary school obviously needs a considerable amount of laboratory equipment if it is to carry out a realistic program in science. At the same time it can offer pupils many experiences in science, particularly in biology, by utilizing the plants and forms of animal life of the community. Both the lower secondary school and the upper secondary school require practical equipment for offering vocational training. Other items that have not been mentioned include art materials, maps, musical instruments and equipment, and many other sorts of materials, supplies and equipment. If possible every school should have equipment for reproducing materials to use in the classroom, such as a mimeograph machine.

12. Does the school provide some of its own equipment?

The items listed above are important in a school in the teaching program of the school, in addition to others not mentioned here. Not all schools at the present time, particularly the lower secondary schools, can hope to possess all of them. Any school can create some of its own equipment; even if this may be elementary to some degree, it can be very useful in teaching; furthermore, constructing equipment is an educational experience in itself. To give one example, there are maps. Few schools

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today possess all of the maps they need. With a limited amount of equipment, the school itself can construct the maps it needs. Students can construct quite a lot of laboratory equipment, make slides, make kamishibai, instruments for use in mathematics, art materials, drawing boards, and other equipment of many kinds. Instead of bemoaning the fact that not enough equipment is being manufactured, that it is expensiv , or that the school does not have funds to purchase it, each school should attempt to create as much of its own equipment as possible.

13. Are students trained to take care of school equipment?

All pupils should have experiences which will lead to desirable attitudes toward equipment owned by the school. This will lead to reservation of equipment, and at the same time will be a very worthwhile training in citizenship. In its classes, special curricular activities, its home room and other phases of its guidance program the school should train its pupils to respect property which belongs to all of the citizens as a whole.

REFERENCES:

"The New Lower Secondary School", Ministry of Education, 1948, Chapter
"List of Equipment for New Lower Secondary Schools", Ministry of Education, 1949.
"List of Equipment for New Upper Secondary Schools", Ministry of Education, 1949.
"Audio-Visual Education", Ministry of Education, 1949.
"Manual on School Libraries", Ministry of Education, 1948.

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XVIII. SCHOOL LIBRARY

THE SECONDARY SCHOOL SHOULD HAVE A SCHOOL LIBRARY, SO SITUATED, EQUIPPED AND STAFFED AS TO CONTRIBUTE MAXIMALLY TO THE SCHOOL PROGRAM AND TO SERVE EVERY STUDENT IN THE SCHOOL

1. Does the Staff understand the nature and purposes of a school library?

The new secondary schools cannot have a good educational program without an adequate library. One goal in the program for both new lower and new upper secondary schools is to bring an end to the "cramming", "textbook-memorizing" type of education. The textbook should serve for the most part as a guide of instruction; teachers and pupils must reach out into all subject fields and into many areas not reached by the textbook if they are to have experiences which result in real growth and development. The library of the secondary school should be the service center and unifying agency of the school. It should serve the purpose of enriching and vitalizing the school curriculum; it should provide for the recreational interests of the pupil; it should supply needed material for use in solving problems in all fields, especially the fields of social studies, language and science; it should encourage the development of individual habits of study; it should offer valuable exploratory experiences; and it should extend vicariously the range of experiences of the pupil.

2. Is the library large enough to serve the school adequately?

The number of volumes in a good secondary school library should be from three to ten times the school enrollment. A secondary school with an enrollment of 500 should have as a desirable standard a library of at least 5,000 volumes, including at least 3,500 different titles; a school with an enrollment of 1,000 should have at least 7,000 volumes, containing at least 5,000 titles. These standards are very high for the present secondary schools, but they can serve as long-range standards or goals to look toward.

The number of books in a library is not necessarily indicative of its usefulness. The adequacy of the collection must be considered in terms of the needs and interests of the pupils and teachers, the abilities of the pupils, the requirements of the curriculum, methods of instruction, and the availability of library services outside the school.

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Each teacher in the school should be permitted and encouraged to offer suggestions and assist in preparing lists of books to be purchased for the library.

3. Are the types of materials found in the school library adequate for the school's program?

The books contained in the library should provide an adequate amount of reference material in each subject area. Each library should subscribe for one or two daily newspapers, at least, and keep copies on file for reading. The library should subscribe for at least ten periodicals of recognized quality suited to the needs and interests of the pupils. There should be a number of good dictionaries, in sufficient number to supply adequately the needs of the pupils. The library should have at least one good, standard encyclopedia, recently revised and containing recent statistics. There should be as complete a collection of maps as possible, and a constantly increasing collection of pictures. Where possible, the library should be equipped with a motion picture projector, a supply of educational films, lantern slides, mounted clippings and exhibits. The school library should be a constantly growing collection of all materials that will be useful in the school program.

4. Is the library used for its real purpose?

It must be emphasized that books are meant for use, not for display. Too many secondary schools have a few hundred books which make an impressive showing for visitors, but which show no indications of having been used by pupils. These books would be more impressive to visiting educators if they were in use by pupils. Books suitable for pupils which are now kept in the principal's office, the teachers' room, or in storage should be brought into the school library. One section of the school library can be for teachers, although pupils might have access to the same books if they choose.

There should be pupils in the library during every, or almost every, period of the school week.

5. Is the library organized properly for use?

The school library must be well-organized to be effective. Unless each book is properly classified and catalogued, pupils and teachers will waste much time in searching for information which should be readily accessible. Books and other materials should be classified according to the system recommended in the "Manual for School Libraries, Ministry of Education, 1948". If the school does not have a trained, full-time librarian, it should ask the librarian from a nearby public library to assist in classification, cataloguing and training students and teachers to maintain the library in proper condition.

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6. Does the school train its pupils in the use of the library?

It is not enough to organize a library and make it available to pupils. In order that the library may function properly in the instructional program of the school, it is essential that all pupils receive adequate systematic instruction in its effective use. Such instruction can easily be made a part of the course in National Language in any grade. A series of lessons should be developed which will teach all pupils the proper way to use dictionaries, encyclopedias, reference books of various kinds, the card catalogue; how to locate books; and the proper care and repair of books. There is no better place to give this training than in the library.

7. Is the library adequntely staffed?

Schools with an enrollment of 1,000 or more should except, ultimately, to have a full-time, paid, professionally-trained school librarian. Schools with an enrollment of less than 1,000 should have as a minimum a teacher-librarian with some training in library science. Prior to the time when enough trained librarians are available, each school should seek the assistance of the nearest trained public librarian in the training of a teacher or perhaps several teachers in library techniques. The "Manual on School Libraries", Ministry of Education, 1948, provides material for study by teachers who act as part-time librarians. Pupil assistants should be used to help the librarian, whether a full-time or part-time librarian, in his (her) work. Pupil assistants should be provided for each class period during the day, and for such times as the library is open before and after regular school hours. Pupil assistants may desire to organize a Library Club and spend a great deal of time learning their duties and studying library organization and functioning. The teachers selected for library work should be those best qualified and with the greatest interest in library work. Only pupils who volunteer and who have an interest in this work should be used; however, an attempt should be made to interest a great many students.

8. Are the quarters for the library adequate?

The library should be centrally located and should seat approximately 10% to 15% of the total enrollment at one time, allowing 2 to 2.5 square maters per pupil. In addition to this space there should be a work room (for repairing books, etc.) and at least one conference room. The floor should, if possible, be covered with noiseless material. As the service center for the entire school, the library should be a delightful spot, friendly, bright, attractive and comfortable. It should be a room that pupils and teachers enjoy using because of the inviting atmosphere. Artistic decoration and effective planning will make it attractive. The library should be open to pupils each period during the school day, and for not less than a half-hour before and one hour after the regular school session each day.

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9. Does the school have a study hall system in connection with the school library?

All upper secondary school pupils should have several hours a week of free study time. When not scheduled for a class, pupils should go to a study hall, either a part of or directly connected with the library. This study hall should be under the supervision of a teacher at all times, and pupil librarian assistants should see that the pupils are adequately supplied with the books they need. Where the home room system is used, pupils may report back to their home rooms for study, but some arrangement should be made for them to procure books from the library during the study period.

10. Does the school have a definite plan for selection and purchase of library materials?

It is recognized that at present there are limited funds to spend for the purchase of books and other materials for libraries. Great care should always be exercised to see that they are wisely spent. When funds are extremely limited, even greater care must be exercised. Those materials which meet the needs and interests of the pupils and the requirements of the curriculum should be given priority. Every teacher in the school should have a voice in deciding on the materials to be purchased. Purchase of books should be preceded by a thorough study of the Courses of Study for a decision as to which of the desired books would be most useful to teachers and pupils.

REFERENCE

"Manual on School Libraries", Ministry of Education, 1948.

Chapter "The New Lower Secondary School", Ministry of Education, 1948
"Administration of New Upper and Lower Secondary Schools", Ministry of Education, 1948 Chapter XIII.

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XIX. ARTICULATION WITH OTHER SCHOOLS

EACH SECONDARY SCHOOL SHOULD ARTICULATE ITS PROGRAM CLOSELY WITH THAT OF THE ELEMENTARY SCHOOL, BETWEEN THE TWO LEVELS OF THE SECONDARY SCHOOL, AND BETWEEN THE UPPER SECONDARY SCHOOL AND HIGHER INSTITUTIONS

1. Does the staff understand the need for articulation?

Pupil growth is continuous. It begins with the birth of the child and continues throughout the pupil's school career and afterward. There is or should be no abrupt break in this growth throughout the days of school attendance.

The school system is divided into different levels---the 6-year elementary school, the 3-year lower secondary school, the 3-year upper secondary school, and the 4-year university. There is the possibility of a serious break between the 6th and 7th grade, the 9th and 10th grade, and the 12th grade and the first year of the university. If, when the student enrolls in a new school, there is an abrupt change in the curriculum, methods of teaching, administration, organization and what is expected in the way of behavior, he will be disturbed and a great deal of time will elapse before he becomes adjusted to the school. The school system should be so planned that no such sharp break occurs.

Each of the new schools has its own functions to perform, but all derive their aims from the General Aims of Education (stated in the General Volume of the Courses of Study). Unless teachers know these aims and base their teaching on them, there are likely to be significant gaps and omissions in the curriculum. On the other hand, there may occur an undesirable and unnecessary amount of repetition. It is especially likely that the lower secondary school will tend to repeat unduly experiences which pupils have had in the elementary school. There should be some planned repetition and a considerable amount of remedial teaching in the lower secondary school, but no duplication of the elementary school curriculum on a large scale.

There is even more danger of a gap between the 9th and 10th grades than between the 6th & 7th. This danger is caused by a wide-spread conception on the part of the public and a considerable number of educators that upper secondary school is infinitely higher than the lower secondary school, and that the former has very little relationship with the latter. Actually there need be and should be no gap between the lower and upper secondary school. The aims of the two schools are simply the aims of secondary education: (1) personal development; (2) social and civic development; and (3) vocational development. The lower secondary school differs largely from the upper secondary school in that it is to a great degree a period of exploration of interests, needs, and aptitudes. Exploration continues in the upper secondary school, but the curriculum is to a considerable extent intended to develop to the highest degree possible the interests and aptitudes discovered in the lower secondary school and to meet the discovered needs. If principals and teachers keep this in mind in their curriculum work, there need be no curricular gap between the lower and upper secondary schools.

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2. Has the school (lower secondary school) attempted to achieve articulation with the elementary schools from which it receives its students, and with the upper secondary schools to which its graduates go?

One of the best ways of achieving articulation is co-operative group action to form a statement of a basic philosophy of education. Such a statement would be formed by elementary, lower secondary and upper secondary school teachers and principals. The statement would mean nothing, of course, unless it is subscribed to by the teachers and put into practice in their teaching.

Vital to proper articulation is understanding of the learning and growth process by teachers. There is a commonly accepted and valid principle of education that the teacher must take the pupil where he is and lead or guide him on from that point. This means in practice that when a lower secondary school teacher takes responsibility for a pupil who has just enrolled in the 7th grade, it should not be assumed that the pupil knows certain things, or understands certain concepts, or has acquired certain skills, or behaves in a certain way. Growth and development in the elementary school is by no means uniform, and these assumptions cannot safely be made. For instance, it would be a mistake for a national language teacher to assume that because a student has completed the 6th grade and entered the 7th, he automatically is able to read at a certain rate, with a defined degree of comprehension and mastery of a definite reading vocabulary. This means that teachers must not only know how pupils learn and grow and the characteristics of pupils in general at each grade level, but they must find out exactly how far each pupil has developed at the time he enters the school.

Use of the cumulative record is an important means of assisting articulation. The cumulative record is based upon the philosophy that since growth is continuous, the record of growth must be continuous. The cumulative record begins with the entrance of the pupil into the elementary school; when the pupil transfers to the lower secondary school, the record goes with him, and on into the upper secondary school. This record will help teachers determine the status of development at the time the pupil enters school.

Articulation can be fostered by joint curriculum committees composed of representatives of the elementary and lower secondary schools. Such a committee would study the needs and interests of pupils at all age-grade levels and plan the curriculum accordingly. A comprehensive guidance program, planned by elementary and lower secondary school teachers will assist in articulation, since the aims of guidance are essentially the same at all levels, although the techniques differ.

Teachers should keep acquainted with the curriculum and activities of other schools. All lower secondary school teachers should be familiar with the work going on in the elementary schools, and all elementary teachers with the work in lower secondary schools. There should be quite a lot of inter-visiting among schools of different levels. Adjustment of pupils to the lower secondary school can be facilitated by letting

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elementary school classes visit lower secondary schools. Lower secondary school teachers should possess and study copies of courses of study for the elementary school, and elementary teachers should possess and study copies of lower secondary school courses of study.

There should be no abrupt change either in curriculum or school organization between the elementary and lower secondary school. The latter can assist in articulation by the following means:

In the 7th grade, follow essentially the same curriculum organization as is found in the elementary school. Let one teacher handle the home room, social studies, national language, science and mathematics, with special teachers for music, art, physical education, vocational subjects and home economics. In the 8th grade, organize more subjects on a departmentalized basis, and in the 9th grade have an organization similar to that of the upper secondary school.

In the 7th grade let pupils do most of their studying in the classroom; in the 8th grade organize some library periods, and in the 9th grade more library periods.

3. Has the upper secondary school attempted to achieve articulation with the lower secondary schools from which it receives its students, and with higher institutions of education?

All of the suggestions in (2) above apply equally to the upper secondary school. There should be cooperative group action to form a basic statement of philosophy, with lower secondary, upper secondary, and higher level teachers participating. The upper secondary school teacher must take the pupil where he finds him, and not expect uniform accomplishment in the lower secondary school; this principle applies equally to higher institutions. The cumulative record of each pupil should be forwarded to the upper secondary school and upper secondary school teachers should use it. Lower and upper secondary school teachers should plan curricula together, and there should be intervisiting between upper and lower secondary schools. It is important that there be no abrupt change in the organization of curriculum between the 9th and 10th grades.

References:

Chapter XIII "The New Lower Secondary School," Ministry of Education 1948.

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XX. EVALUATION OF SCHOOL PROGRAM

THE SECONDARY SCHOOL SHOULD CONTINUOUSLY EVALUATE THE PROGRESS OF ITS PUPILS IN THE LIGHT OF ITS OBJECTIVES.

1. Does the school staff understand the need for evaluation?

It has been noted that the secondary schools have three major objectives, sub-divided into many specific objectives. Each school should have its own objectives, based on the general objectives of secondary schools. These objectives should be very specific, and described in terms of desired changes in pupil behavior. They should not be limited to knowledge aims, but should include understandings, skills, abilities, appreciations, attitudes, interests, habits and ideals. Each subject, and each unit of every subject, should have its specific objectives, planned co-operatively by the pupils and the teachers, under the leadership and guidance of the teacher.

Once the objectives have been determined, it cannot be assumed that they will automatically be achieved. Pupil experiences must be planned with the purpose in mind of giving pupils an opportunity to grow toward achievement of the objectives. For instance, if one of the specific objectives, under the general objective of developing civic competence, is to develop tolerance for the ideals and opinions of other people, then the teacher must plan, with pupils, certain experiences which will help develop tolerance, and not leave its development to chance. Again, it cannot be assumed that these experiences, however carefully planned, will automatically result in achievement of the objective. The school must set up a program of evaluation which will determine whether or not the objectives are being achieved, and which will reveal weaknesses in the school program and areas that require improvement.

Briefly, the school must (1) decide what to do (set up objectives); (2) plan a program for doing it (establish the curriculum); and (3) decide how well it has done it (evaluate the teaching).

2. Does the staff understand the weaknesses of the evaluation program of the past?

There has been too little of the sort of evaluation indicated above. There has been some evaluation of work done in the classroom, by marking grades to show how well the student has done in learning mathematics, or history, or national language but little or no attempt to determine how well the long-range purposes of the school are being accomplished. It has been assumed that once a pupil finished a course, and was given a passing grade, the job was done. Such an assumption was fallacious. A pupil might "learn" a great deal about government or history, and at the same time develop into a very poor citizen, with no regard for the rights of other people. A student might make a high grade in science, and at the same time not be able to engage in rational thinking on his own responsibility.

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Many secondary schools in the past have evaluated their work primarily on the basis of the percentage of their students who went on to higher schools. Principals sometimes thought their schools were excellent ones because a high percentage of their students have gone on to higher schools. Actually the percent of students going on to higher institutions is not necessarily an indication of the success of the school. It might, more than anything else, be an indication of the economic status of middle school graduates, or at best an indication that they had made high scores on a test based on memorization of knowledge obtained from textbooks or the teachers' lectures.

Evaluation in the past has been too much confined to measurement of knowledge. This is not adequate. It cannot be assumed that because a pupil knows many facts in the field of social studies that he will become a good citizen. For instance, if it is desired to measure whether a student is developing the characteristics of a good citizen, it would be much more to the point to see how he participates in a student election rather than to give him a paper-and-pencil test. If it is desired to determine whether a pupil is developing worthwhile reading habits, noticing the books he has voluntarily checked out from the library for recreational reading would be much more pertinent than giving any kind of a test yet devised.

Evaluation cannot be limited to what the student does in the classroom. If it is desired to evaluate a student's effective and correct use of the national language, a truer picture could be obtained from hearing him speak normally among his classmates on the playground or the street than by giving him a paper-and-pencil test in the classroom. It is possible for a pupil to make near perfect grades in a test on use of the language, and at the same time use the language atrociously in his everyday relationships with other people.

Evaluation in the past has been thought of too much in terms of tests and grades. Tests are useful, but they must be supplemented by many other means of evaluation, including observation, interviews, case studies, self-evaluation, behavior summaries and other means.

3. Does the staff understand the characteristics of a good evaluation program?

a. Evaluation is not primarily for the purpose of giving grades to pupils. Grades, if given, should serve the purpose of showing how much pupils have developed. The primary purpose of evaluation is to determine the degree to which the aims of the school, in terms of pupil growth, are being achieved, and measures which can be taken to make the teaching program more effective.

b. Evaluation is not an administrative device or procedure. It has nothing to do with the rating of teachers, nor should it be used for the purpose of comparing one school with another for purpose of accreditation. It is an activity within each school, initiated and carried out by the principal, teachers and pupils, to determine how well the school is doing its job.

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c. One of the major purposes of evaluation is the improvement of the school program. For instance, if one of the specific aims, under the general aim of developing civic competence, is to develop in each pupil the ability to select his leaders intelligently through voting, then the school program should be so set up that this aim can, with reasonable expectation, be accomplished, and the evaluation program should be organized in such a way that the school can determine whether this aim is being achieved. If it is not being achieved, then the evaluation process should disclose the reasons why. The teachers and principal will then be able to devise better means for achieving this specific aim in the case of each pupil. This principle applies to the many other specific aims of the new secondary schools.

d. Evaluation is primarily concerned with the modification of pupil behavior. Physical, mental, social and emotional development, or changes of behavior should be evaluated, rather than mere knowledge of accumulated facts.

e. Evaluation should be continuous. Since it is concerned primarily with the modification of human behavior, and human growth is continuous, evaluation must then be a continuous process. Evaluation should go on in every classroom in every school more or less all of the time.

f. All members of the school should participate in evaluation. In the classroom, pupils and teachers evaluate cooperatively the work they have done. Teachers make their separate evaluations. Teachers meet in groups, or the whole staff meets as a group, to discuss and plan evaluation.

g. The learner has an important role in evaluation. In the first place, the learner helps set up the aims of the unit or the subject, and these aims become his aims. Aims which are not pupil aims will likely not be achieved. Pupils work with teachers to determine whether the aims of the whole group have been achieved. Pupils work individually to determine whether they have achieved their personal goals or purposes. Pupils help in securing evidence as to their own progress.

h. Evaluation should not be in terms of rigid, inflexible standards set by the school which all pupils are expected to meet, or in terms of what other pupils are capable of doing. Evaluation of the growth of each individual should be in terms of what he is capable of doing.

i. Evaluation is not confined to measuring the status of achievement as of any given time. It is more important to measure the amount of growth that has been achieved.

4. Does the school utilize appropriate evaluation techniques?

The school should use in its evaluation program the following techniques, among others:

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a. The standard test
b. Teacher-made tests
c. Self-evaluation devices
d. Observation
e. Interview
f. Logs, diaries, autobiographies
g. The case study and the case conference
h. The behavior summary

These techniques will not be discussed here, since they are described briefly in Section XIII ("Pupil Guidance") and in great detail in the professional book "Pupil Guidance in the New Upper and New Lower Secondary Schools", Ministry of Education, 1948. The staff members should make a thorough study of this publication and any other materials available on the subject of evaluation before attempting to set up a comprehensive evaluation program.

5. Does the school use the cumulative record as a part of its evaluation program?

The growth of a pupil is continuous, from the day he enters kindergarten until he completes the last year of the upper secondary school. It is not possible to get a good picture of his growth and development merely by looking at his progress during one year. Each school needs a record which will give a complete picture of the development of the pupil from the time he first entered school. The cumulative record is highly recommended for this purpose. (For details on the Cumulative Record, see Section XIII of this publication and the professional publication, "Pupil Guidance in the New Upper and New Lower Secondary Schools", Ministry of Education, 1948).

6. Does the school use an improved grading or marking system?

There is considerable reason to doubt the efficiency of the marking system as it has been used in the past. In the first place the secondary schools in the future should not use a marking system which encourages those of greater scholastic ability and discourages and eliminates those who do not meet rigid, inflexible standards set up by the school. Giving one composite grade for each subject means little, in any event. For instance, suppose a student in one school receives an A in National Language; in another school a student receives C in the same subject. Actually these two students might be of equal ability and accomplishment; the difference is caused by the difference in evaluation standards of the two schools so the grade as such means nothing at all to parents, to employers, or to a higher institution of education in which the pupil might enroll at a later date.

There is always a question as to what a mark given in a certain subject means. Suppose a student is given a grade of C in National Language. National Language may be said to have five major aims: (1) to develop the ability to read rapidly, with comprehension; (2) to express oneself effectively in writing; (3) to speak effectively in many different situations; (4) to listen with understanding; (5) to understand and appreciate

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literature. If the student receives a grade of c, he might be very good in some of these areas, very poor in others, and average in others. Thus the grade means nothing; one cannot tell from it where his deficiencies lie. If a marking system is to be used, then it would be far better to give a mark for the pupil's achievements in regard to each of the five aims. This system is suggested in the new Cumulative Record.

The school should not expect all students to measure up to certain standards. It should know what each student is capable of, then achieve according to his own capabilities. If comparative grades are needed for purposes of selection, then they can be kept separately and in confidence by teachers in the files of the school office, without divulging their contents to pupils. In any event selection should not be made merely on the basis of school marks. It should include evaluation of development of personal interests and abilities and development of behavior traits denoting good citizenship. So far as the student is concerned, his record should be compared with his own past records and with whatever data there is in regard to his capacities, rather than on a competitive basis with other students.

Briefly, the school record, rather than consisting primarily of marks given for work in school subjects, should include data on the physical, mental, social and emotional growth of the individual.

7. Does the school provide a suitable report of pupil progress to parents?

Parents have a right to know something about the progress of their children in school and the school has an obligation to provide such a report periodically, probably at least once per term, or three times per school year. There is no definite form that this report should take; the form itself is relatively unimportant. What is important is what the report says, and what it means to parents.

Actually the best form of report would be a personal, oral report by the teacher to the pupil's parents. This is generally impracticable because of the time limitation. Probably the next best type of report is a blank sheet of paper, on which the teacher writes an informal but fairly comprehensive note about the progress of the pupil, his difficulties, and the further help that he needs. This also is very time consuming, so most schools will prefer a standard report form of some sort.

A good report form is one which lists under each subject, the three or four major aims of the subject in terms of pupil development (e.g., in National Language (1) Effective speaking; (2) effective reading; (3) effective expression in writing; (4) appreciation of literature; and (5) listening with understanding and an evaluation of the achievements of the pupil in regard to each aim, with mention of difficulties. Such a report could also include a listing of major behavior characteristics which pupils should develop, with a rating of achievement of the pupil in terms of acquisition of the behavior characteristic. All of this information can be obtained from the new cumulative record, if it is well kept.

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literature. If the student receives a grade of c, he might be very good in some of these areas, very poor in others, and average in others. Thus the grade means nothing; one cannot tell from it where his deficiencies lie. If a marking system is to be used, then it would be far better to give a mark for the pupil's achievements in regard to each of the five aims. This system is suggested in the new Cumulative Record.

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7. Does the school provide a suitable report of pupil progress to parents?

Parents have a right to know something about the progress of their children in school and the school has an obligation to provide such a report periodically, probably at least once per term, or three times per school year. There is no definite form that this report should take; the form itself is relatively unimportant. What is important is what the report says, and what it means to parents.

Actually the best form of report would be a personal, oral report by the teacher to the pupil's parents. This is generally impracticable because of the time limitation. Probably the next best type of report is a blank sheet of paper, on which the teacher writes an informal but fairly comprehensive note about the progress of the pupil, his difficulties, and the further help that he needs. This also is very time consuming, so most schools will prefer a standard report form of some sort.

A good report form is one which lists under each subject, the three or four major aims of the subject in terms of pupil development (e.g., in National Language (1) Effective speaking; (2) effective reading; (3) effective expression in writing; (4) appreciation of literature; and (5) listening with understanding and an evaluation of the achievements of the pupil in regard to each aim, with mention of difficulties. Such a report could also include a listing of major behavior characteristics which pupils should develop, with a rating of achievement of the pupil in terms of acquisition of the behavior characteristic. All of this information can be obtained from the new cumulative record, if it is well kept.

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Whatever report form is used, the one most important criterion is the extent to which it conveys meaning to parents. There is no point in checking or rating behavior traits unless parents understand what the traits are and what the descriptions written by teachers mean.

REFERENCES:

"Pupil Guidance in the New Upper and Lower Secondary Schools", Ministry of Education, 1948.

Chapter XI, "Administration of New Upper and Lower Secondary Schools", Ministry of Education, 1948.

Chapter XV, "The New Lower Secondary School", Ministry of Education, 1948.

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APPENDIX I

CONCISE LIST OF QUESTIONS PERTAINING TO SECONDARY SCHOOLS

I. ORGANIZATION OF SECONDARY EDUCATION

1. Is there a proper balance between the lower and upper secondary schools of the community?
2. Are the upper secondary schools of the proper types to serve the needs of the pupils, the community, and society?
3. Were the decisions as to the types of schools in the community properly arrived at?
4. Does the school or schools (upper secondary) offer a part-time program for working youth?
5. Do the upper secondary schools of the community offer equal educational opportunities for the boys and girls of the community?

II. PHILOSOPHY OF EDUCATION

1. Has the school formulated a statement of its philosophy of democratic education?
2. Does the philosophy of the school emphasize serving the needs of all of the young people of the community?
3. Does the school have as one of its major aims the advancement of the ideals and benefits of the democratic way of life?
4. Does the school regard each person as an individual and educate him as an individual?
5. Does the school respect the integrity and importance of its individual students?
6. Does the school attempt to train pupils to participate in the democratic way of life?

III. THE EDUCATIONAL PROGRAM

1. Does the program offered by the school meet the needs of the young people whom it serves?
2. Does the program of the school take into consideration and provide for the individual differences among pupils?
3. Does the educational program have appropriate general aims, based on the needs, interests, and abilities of the pupils, the community and society?
4. Has the school worked out its own specific statement of aims?
5. Have the aims of the school been adopted by and put into practice by teachers?
6. Does the school (if an upper secondary school) offer the recommended elective program?
7. Does the school offer the basic minimum national curriculum?
8. Is the curriculum of the school based upon a thorough analysis of the needs of the pupils and the community?

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9. Does the school have a modern concept of the curriculum?
10. Does the school have a rich source of curriculum materials? (See Section XIII)
11. Does the school have a rich program of special curricular activities? (See Section XII)
12. Is the school constantly at work on its curriculum?
13. Does the school avoid undesirable outside influences on the curriculum?
14. Does the school use the community as a source of curriculum materials? (See Section IV)
15. Does the school constantly evaluate its program? (See Section XX)

IV. SCHOOL AND COMMUNITY

1. Do the people of the community assist in the formulation of policies, and the making of plans in the secondary schools?
2. Is the secondary school a laboratory for community improvement?
3. Does the school constantly seek to keep the public informed of its plans, policies and activities?
4. Does the school serve as a center of adult education?
5. Does the school serve as a recreational center of the community?

V. ADMINISTRATIVE PROCEDURES

1. Does the school have an efficient administrative office?
2. Does the principal use efficient methods in routine administration?
3. Does the school give administrative or clerical experience to its pupils?
4. Does the school keep records properly, and safeguard important records?
5. Does the school keep accurate, reliable, up-to-date statistics on file?
6. Does the principal set an example in administrative efficiency?

VI. THE STAFF

1. Is the importance of the teacher in the program of the secondary school recognized by the administration and the community?
2. Have the teachers of the school had pre-service training which qualifies them to teach in a secondary school?
3. Have the teachers the desirable personal qualities of a good secondary school teacher?
4. Are the teachers qualified in that they keep abreast of the times?
5. Does each teacher have the viewpoint of teaching as a life of service?

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6. Does each teacher bear his share of the teaching load?

VII. ORGANIZATION OF STAFF

1. Is the principal clearly responsible for making decisions affecting school policy?
2. Does the school have a democratic philosophy of administration?
3. Is the school so organized that there is wide participation by teachers and students in school policies, procedures and affairs?
4. Does the school assure continuity in its program by keeping its principal, as a general policy, for a number of years?
5. Does the school have an assistant principal?
6. Is the school organized into faculty departments? (Applies to large schools only)
7. Does the school give difinite responsibility to staff member for performance of needed services?

VIII. IN-SERVICE TRAINING

1. Does the school understand the need for in-service training?
2. Does the school have a program of in-service training?
3. Does the school have appropriate aims for its in-service training program?
4. Does the school use a variety of desirable in-service training techniques?
5. Does the school evaluate its own in-service training program?
6. Does the school have in-service training in the care of the building?
7. Does the school include office personnel in its in-service training program?
8. Is the in-service training program worked out co-operatively?

IX INSTRUCTIONAL TECHNIQUES AND PROCEDURES

1. Is the school getting away from the "cramming" type of education?
2. Is the school getting away from "recreation" as the principal type of pupil activity?
3. Do teachers consider themselves teachers of young people, or teachers of subjects?
4. Is the school getting away from formalism in teaching?
5. Is the school getting away from tightly closed compartments in the curriculum?
6. Is teaching in all subject areas based upon the aims of secondary education?
7. Are learning experiences in the school organized around solution of problems ?

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8. Does teaching cut across subject lines?
9. Does the school constantly attempt to enrich its teaching?
10. Does the teaching program provide for the individual differences of pupils?
11. Is the community used as a laboratory in teaching?
12. Do the teachers avoid using dictatorial tactics?
13. Does the school use the laboratory method?
14. How many of the following listed standards of good teaching does the school meet? (Followed by list of standards)

X. HEALTH PROGRAM

1. Does the school assume responsibility for the health of its students and teachers?
2. Does the school provide a healthful environment for its pupils?
3. Does the school provide well-rounded health services and guidance?
4. Do teachers help promote a good health service and health guidance program?
5. Does the school have a school lunch program, and does it accomplish something besides providing additional calories for undernourished students?
6. Does the school provide health instruction for all students in the secondary schools?

XI. PUPIL WELFARE

1. Does the school regard each pupil as an individual of infinite worth?
2. Does the school provide a healthful school environment, health services, and health instruction for each pupil?
3. Does the school attempt to keep its pupils from being exploited?
4. Do the school and community assist needy pupils?
5. Does the school respect working youth?
6. Does the school provide special education for exceptional children?
7. Does the school sponsor or provide a comprehensive recreational program for its pupils?
8. Does the school cooperate with other agencies to promote the welfare of young people?

XII. PROGRAM OF SPECIAL CURRICULAR ACTIVITIES

1. Does the school have a program of special curricular activities?
2. Do the pupils understand the place of pupil participation in school affairs?

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3. Do the pupils have some real responsibilities?
4. Do all pupils and all teachers participate in the special curricular activities of the school?
5. Are special curricular activities sponsored as a part of the regular curriculum, and on school time?
6. Was the Constitution of the Student Organization written by students?
7. Do students elect their own officers?
8. Is the Student Organization organized from the bottom up?
9. Does the Student Organization function in wide variety of areas?
10. Does the Student Organization have a central committee?
11. Does the school have all-school elections?
12. Does the school have a club program?
13. Does the school have a regular assembly program?
14. Does the school have a sound athletic program?
15. Does the school have a school newspaper?

XIII. PUPIL GUIDANCE

1. Does the school have, in its philosophy and practice, the concept of the teacher as a guide?
2. Does the school staff understand the aims of pupil guidance?
3. Does the school use appropriate means of achieving group guidance?
4. Does the school utilize a home room system as a means of group guidance?
5. Does the school have a program of individual counselling and guidance?
6. Does the school use many appropriate techniques of collecting data on each pupil as a basis for guidance?
7. Does the school keep a cumulative record for each pupil?
8. Does each teacher participate in guidance?

XIV SELECTION OF STUDENTS

1. Does the school regard selection as basically undesirable?
2. Does the school attempt to avoid the necessity of selection?
3. Is selection based on the aims of the new upper secondary schools?
4. Does the school use appropriate instruments in evaluating the development of the pupil, according to the above criteria?
5. Does the school depend upon the pupil's record for purposes of selection?
6. Are those who are concerned with selection familiar with methods of evaluation?

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XV. PROMOTION AND GRADUATION

1. Does the school base its policies on graduation and promotion on sound educational and psychological principles?
2. Does the school have psychologically sound requirements for promotion?
3. Does the school have educationally sind requirements for graduation?

XVI. BUILDINGS AND GROUNDS

1. Is the site of the school suitable?
2. Has the building been planned around the curriculum?
3. Has the school aimed having waste space?
4. Are the classrooms and their equipment suited to a flexible and varied program of activities?
5. Are the classrooms properly lighted?
6. Does the school have an ample supply of pure water?
7. Does the school have sanitary toilet facilities?
8. Does the school have trained custodial personnel to take care of the building?
9. Does the school have sufficient locker space?
10. Does the school have an adequate amount of playground space?
11. Does the school have a sufficient number of different types of rooms to carry out its educational program successfully?

XVII. INSTRUCTIONAL MATERIALS AND EQUIPMENT

1. Does the school have a plan to acquire an adequate supply of materials and equipment?
2. Does the school utilize the standard textbook properly?
3. Does the school utilize supplementary textbooks?
4. Does the school maintain an adequate school library?
5. Does the school make newspapers and magazines available to its students?
6. Is the school equipped for reception of radio broadcasts?
7. Does the school possess phonograph equipment and records?
8. Does the school use motion pictures in its teaching?
9. Does the school use film slides and still pictures in its teaching?
10. Does the school utilize the community as a source of curriculum materials?
11. Does the school possess other equipment necessary in its program?
12. Does the school provide some of its own equipment?
13. Are students trained to take care of school equipment?

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XVIII. SCHOOL LIBRARY

1. Does the staff understand the nature and purpose of a school library?
2. Is the library large enough to serve the school adequately?
3. Are the types of materials found in the school library adequate for the school's program?
4. Is the library used for its real purpose?
5. Is the library organized properly for use?
6. Does the school train its pupils in the use of the library?
7. Is the library adequately staffed?
8. Are the quarters for the library adequate?
9. Does the school have a study hall system in connection with the school library?
10. Does the school have a definite plan for selection and purchase of library materials?

XIX. ARTICULATION WITH OTHER SCHOOLS

1. Does the staff understand the need for articulation?
2. Has the school (lower secondary) attempted to achieve articulation with the elementary schools from which it receives its students, and with the upper secondary schools to which its graduated go?
3. Has the upper secondary school attempted to achieve articulation with the lower secondary schools from which it receives its students, and with higher institutions of education?

XX. EVALUATION OF SCHOOL PROGRAM

1. Does the school staff understand the need for evaluation?
2. Does the staff understand the weaknesses of the evaluation program of the past?
3. Does the staff understand the characteristics of a good evaluation program?
4. Does the school utilize appropriate evaluation techniques?
5. Does the school use the cumulative record as a part of its evaluation program?
6. Does the school use an improved grading or marking system?
7. Does the school provide a suitable report of pupil progress to parents?

APPENDIX II

SAMPLE OF EVALUATION BY THE SCHOOL STAFF

The principal and teachers of _____ New Upper Secondary School have started a program of evaluation of their school, based on the standards discussed in this book. One by one they have started asking themselves the questions asked, and have tried to give accurate answers. After discovering deficiencies, they have developed plans of action to overcome those deficiencies, and have begun carrying out their plans. This is a sample of a record which might be kept by such a school.

SCHOOL AND COMMUNITY

EACH SECONDARY SCHOOL SHOULD ARTICULATE ITS PROGRAM CLOSELY WITH THE LIFE OF THE COMMUNITY IN WHICH IT IS LOCATED, WITH THE SCHOOL FUNCTIONING AS THE COMMUNITY CENTER.

3. Does our school constantly seek to keep the public informed of its plans, policies and activities?	EVALUATION In the past our school has felt itself rather remote from the people of the town in which we are located. The assumption has been that the school was maintained by the State, and that the people have little concern for the school and do not need to be kept informed. The records of this school show that there has been no comprehensive attempt to keep the people informed, although parents have always been invited to visit the school on athletic days and days when dramatic performances were being given. Members of the School Supporters Association have met in the school once a year, but after voting certain	PROPOSED ACTION TO IMPROVE SCHOOL PUBLIC RELATIONS PROGRAM We do not propose to engage at once in all of the activities possible to explain the school to the public, but to start in a small but substantial way and expand our activities gradually. As a beginning this year we propose to accomplish the following: 1. The principal and some teachers will give speeches at banquets, meetings of businessmen, meetings of farmers' cooperatives whenever possible, explaining the aims of the school and how we are going	APPRAISAL OF RESULTS OF ACTION AT THE END OF THE SCHOOL YEAR 1. Principal and teachers were invited on 15 different occasions to speak to community groups. Speeches were on such topics as "Why Our School was Reorganized?" "The New Guidance Program?", "How Can We Solve The Problem Of Juvenile Delinquency?" "How Can The School Help The Community?" The reaction was good in every case. Those meetings resulted in a much better understanding of the school and what it is trying to do, as evidence by the fact that the purchasing of local school bonds, has begun to increase. 2. An average of one

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funds for the support of activities they have often not visited again until the next annual meeting. Now that the people of the community actually control this school through the board of education, it is necessary for us to keep the public informed. The public will support this school more fully if it believes in what we are trying to do. We think we are on the right path in the new education, and the public will support us, we believe, if they are fully acquainted with the new school program and its purposes.

Our school needs a good, continuous public relations program, designed to acquaint the public with our aims, policies, plans and activities.

about accomplishing them.

2. National language teachers and their classes will develop interesting, well-written articles describing athletic events, dramatic performances, and other school events, and seek to get them published in the local papers.

3. We shall try to start a school newspaper this year, to be largely edited and written by students. There is a shortage of paper, so we shall be able this year only to mimeograph a few copies, and post some of them up in public places where they will be read by many people.

4. We shall try to get more people to join the PTA, and plan with the president a series of programs designed to acquaint parents and others with the aims of our school and how we are trying to accomplish them. For instance, many parents are wondering about the new home room system which we have had for only a few months. We might start with that

newspaper article a week was submitted to the local newspaper 30 of the 35 submitted were printed, although several were cut, because of lack of space in the newspaper. We learned that we had to make them short, and very interesting and readable (A scrapbook of the articles printed has been kept).

3. We did get the school newspaper started. The principal problem, as we anticipated, was lack of paper. We managed to get out only 50 copies of each issue. This was enough for one for each classroom bulletin board, one each to a dozen community organizations, and 18 for posting in easily accesible public places. An analysis of each issue reveals that the story of our school and its aims and activities was rather completely told.

4. PTA membership was increased 20% over last year, by a fairly intensive drive. 8 of the meetings this year were concerned with the aims of this school, and how

topic.

5. Toward the end of year we will hold an exhibit showing our progress during the year. Plans for this will be worked out by a Teacher-Student Committee.

it is trying to accomplish them. Within the PTA a group of parents particularly interested in guidance was organized and has been studying for four months. Other study groups will be organized next year.

5. The exhibit was held on March 15. Attendance was disappointing low, primarily because it was held at a time when everyone was busy. It will be scheduled earlier next year. The gymnasium was filled with exhibits showing what we have accomplished during the year. The reaction was favorable; many people were pleasantly surprised at the scope of our projects. The editor of the local paper praised the exhibit and the work of the school in general. (For complete story of the exhibit, see booklet in library, "The ____ School Exhibit of 1948.") Each item in the exhibit was arranged to show what the aims were, and how they were accomplished.

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