1944

Study of the marking systems of selected junior high schools in New England

Jason, E. M. Study of the marking systems...
1944

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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A STUDY OF THE MARKING SYSTEMS OF SELECTED JUNIOR HIGH SCHOOLS IN NEW ENGLAND

Submitted by

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(B.S. in Ed., Bridgewater State Teachers College, 1929)

In partial fulfillment of requirements for

the degree of Master of Education

1944

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The writer wishes to express her sincere appreciation
to Professor Roy O. Billett of the School of Education
for his generous and expert guidance
in the construction of this thesis.

CONTENTS

CONTENTS (continued)

CONTENTS (continued)

CONTENTS (concluded)

LIST OF TABLES

LIST OF TABLES (concluded)

CHAPTER I

THE SCOPE OF THE STUDY

Purpose and Method

Reason for the investigation.-- An effort was made through a study of selected junior high schools to determine how the schools mark their pupils and how well they keep the parents informed in regard to the development and accomplishment of their children. Data from every city and town in New England where a junior high school functioned were to be included in the study.

Preparation of the check list.-- When the decision to conduct the investigation was made, a four-page check list was prepared under the supervision of Dr. Roy O. Billett of the faculty of the School of Education of Boston University. (See copy, Appendix page 54.) Many of the items as well as much of the wording of this check list can be found on a similar check list used in the National Survey conducted in 1930.[1/] Because the source of information is always important, space was provided on the check list for the person completing it to fill in his name and official position as well as the name of his school and its location. Wherever possible a multiple-choice of answers was given and space provided for check marks to be inserted beside the correct answer. In the case of a straight "yes" or "no" answer to a question, both words were given and a choice was indicated by encircling the proper word. In a few

1/ Roy O. Billett, Provisions for Individual Differences, Marking, and Promotion. National Survey of Secondary Education, Monograph No. 13. The United States Government Printing Office, Washington, D.C., Bulletin, 1932, No. 17, 472 p.

cases the person filling out the form found it necessary to complete some of the answers himself because policies and procedures in certain phases of marking would vary greatly in different localities. When completed, the check list was given to several people to fill out so that an estimate might be obtained of the approximate length of time necessary to complete it.

Distribution of the inquiry form.-- A letter was sent to each Department of Education of the six New England states asking for a list of junior high schools in the state. In all except one case these lists were promptly supplied. As soon as the lists had been received 154 preliminary inquiry forms were sent to junior high schools in that number of cities and towns in the five states participating in the study. In the case of the larger cities having more than one junior high school, the plan was to select one school for participation in the study. In this way, each locality having a junior high school was given an opportunity to be represented in the investigation.

The initial inquiry form was a double postal card. (See copy, Appendix page 51 .) One side of the card explained the study, gave the number of pages in the check list, and the approximate length of time needed to complete it adequately. The principals to whom the inquiries were addressed were asked whether they felt the study sufficiently worthwhile to warrant their taking the time to fill out the check list for their school. On the other half of the double postal card was a space where principals could place a check to show their willingness to cooperate in the study or their indication of refusal to do so. The return address was on the reverse side of this half of the card.

Distribution of the check list.-- The number of schools returning the inquiry cards and offering to take part in the investigation signified the widespread interest in the topic. Slightly less than three-fourths of the total number of inquiry cards mailed to the schools were returned with a promise to complete the check list. Eight cards were returned from principals who found it impossible to cooperate in the study. About one fourth of the cards mailed brought no response whatever. No follow-up letters were sent. A covering letter accompanied the check lists sent to the 101 principals who had returned the inquiry cards. (See copy of covering letter, Appendix page 53.)

Sources of Data

The returns.-- Of the 101 check lists mailed to the principals, 86 usable forms were returned. These replies have served as the basic source of data for this investigation. However, much information has been obtained from the wealth of material returned with the check lists. Samples of report cards, warning cards, explanatory material on marking for the use of teachers, permanent record cards, and distribution of marks cards have been received from many of the principals. A further indication of the interest in the study is the fact that 100 per cent of the respondents have requested a summary of the completed investigation.

Classification of data.-- The results of the check lists were tabulated by groups so that a comparison of practices and procedures in schools of various sizes could more easily be made.

CHAPTER II

ORGANIZATION AND PRESENTATION OF THE DATA COLLECTED

General Information about the Schools

Arrangement of schools in groups.-- The junior high schools participating in the study varied greatly in size and pupil enrollment. The smallest school recorded a total of 31 pupils for all three grades, while the largest school reported an enrollment of 1190 students. The remaining schools were distributed fairly evenly between the two extremes. The plan of using the average grade enrollment as the basis of a frequency distribution table was followed. Once the schools were arranged in order, from highest to lowest, they were divided into three groups as nearly equal in size as possible. The groups were numbered I, II, and III, and will frequently be referred to as the largest group, the middle group, or the smallest group, meaning the group with the largest average grade enrollment from 164 to 397 (Group I), the group with the mean grade enrollment from 91 to 162 (Group II), or the group with the smallest average grade enrollment from 10 to 90 (Group III). (See Appendix, page for lists of schools in each group.) Not all of the five states participating in the study are represented in all of the groups. (Table 1.) Massachusetts schools are by far the most numerous in all of the groups with two-thirds of all the schools located in that state. Rhode Island and Connecticut are equally represented in second place with about one-tenth of the total number of schools from each of those states. The drop from a total of 57 schools in Massachusetts to 9 schools in Rhode

Table 1. Distribution of Schools by States in Groups I, II, III

States	Distribution of Schools						Total Schools	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Massachusetts ..	17	56	24	86	16	57	57	67
Rhode Island ...	4	17	0	0	5	18	9	11
Connecticut	4	13	3	11	2	7	9	11
Maine	2	7	1	3	2	7	5	5
New Hampshire ..	3	7	0	0	3	11	6	6
Total	30	100	28	100	28	100	86	100

Island and Connecticut is due no doubt to the larger area of Massachusetts, its greater population, and the resulting prevalence of junior high schools.

Homogeneous grouping.-- About two thirds of all the schools participating in the study use homogeneous grouping. (Table 2.) In the schools having larger average grade enrollments with many classes in

Table 2. Use of Homogeneous Grouping by Schools Participating in this Study

Group	Number of Schools in Group	Schools Using Homogeneous Grouping	
		Number	Percent
I	30	27	90
II	28	20	71
III	28	13	46
Total	86	60	69

each subject in each grade, pupils can more easily be grouped homogeneously, and the schools do so. But even in this group not all classes are so grouped; not more than nine tenths of those schools follow that procedure. The smaller groups must of necessity have fewer classes which would in itself eliminate the possibility of extensive homogeneous grouping. The decline in the number of schools using homogeneous grouping is concurrent withthe decline in the average grade enrollment. One school reported being in the process of transition from homogeneous to heterogeneous grouping.

Of these schools using homogeneous grouping, three distinct levels in the percentage of their classes so grouped seem apparent. (Table 3.)

Table 3. Number and Percentage of Classes Grouped Homogeneously in the Schools Having Such a System

Percentage of Classes Grouped Homogeneously	Schools Using Homogeneous Grouping						Total Schools	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
90-100.....	19	70	12	60	2	15	33	55
80-89.....	1	4	0	0	1	8	2	3
70-79.....	0	0	1	5	1	8	2	3
60-69.....	2	7	4	20	2	15	8	13
50-59.....	1	4	1	5	2	15	4	7
40-49.....	0	0	0	0	1	8	1	2
30-39.....	1	4	1	5	1	8	3	5
20-29.....	0	0	0	0	2	15	2	3
No data given	3	11	1	5	1	8	5	9
Total	27	100	20	100	13	100	60	100

This fact is true of the schools taken as a whole and equally true of each separate group. More than half of the schools report that when they have classes grouped homogeneously, nine tenths of the classes are so grouped.

The decline is noticeable to the next level, with slightly more than one tenth of the schools reporting that homogeneous grouping is used in about two thirds of their classes. Less than one tenth of the schools report using homogeneous grouping in half of their classes. The few odd cases are scattered up and down the scale on the remaining steps.

When the bases of homogeneous grouping are considered, seven eighths of the schools report that several factors are guides in deciding pupil placement. (Table 4.) Of the total of eleven factors given, four seem to have decided weight in all schools. Teacher judgment is the basis used by most schools, with the intelligence quotient a close second. Scores on standard tests and previous scholastic record are the other bases at the top of the list. Those four are in a distinct class by themselves, they are used so much more widely than any of the remaining factors.

Table 4. Bases for Homogeneous Grouping when More than One Factor is Considered in Pupil Placement

Basis for Homogeneous Grouping	Number of Schools			
	Group I	Group II	Group III	Total
Teacher Judgment	17	7	3	27
Intelligence Quotient	15	7	3	25
Scores on Standard Tests ...	11	7	6	24
Previous Scholastic Record .	10	8	4	22
Chronological Age	2	1	0	3
Mental Age	2	1	1	4
Social Age	2	1	0	3
Reading Age	1	1	0	2
Discipline Record	1	0	0	1
Effort	1	0	0	1
Attitude	0	1	4	5

The drop from these top four factors to the various others is so great as to make the others at the bottom of the list appear to be negligible.

A very few schools, eleven in number, stated that a single factor determined pupil placement. (Table 5.) The eleven schools reported five

Table 5. Number of Schools Using a Single Factor to Decide Pupil Placement in Homogeneous Grouping

The Single Factor Determining Homogeneous Grouping	Number of Schools Using a Single Factor			Total Number of Schools
	Group I	Group II	Group III	
Teacher Judgment	1	2	0	3
Previous Scholastic Record ..	1	1	2	4
Scores on Psychological Tests	1	0	0	1
Scores on Achievement Tests .	0	2	0	2
Reading Ability	0	1	0	1
Total	3	6	2	11

various bases of homogeneous grouping. A similarity was noticeable between the single determining factors listed by this group of schools and the four most widely used bases of the schools that reported more than one determinant in pupil placement. Previous scholastic record, teacher judgment, and scores on standard tests have much more importance and weight as deciding factors in pupil placement than any other listed factor, regardless of whether the schools use a single determining factor or use several.

Although two thirds of the schools taking part in this investigation group their pupils homogeneously, only one tenth of the schools use exponents, subscripts, or some other method to inform the parent that a mark received by a pupil has been earned in a class where all the pupils

have the same ability and work at about the same level. (Table 6.) The

Table 6. Use of Symbols on Report Cards to Designate Homogeneous Groups Where Such Grouping is Used by the Schools Participating in this Study

Group	Number of Schools In Group	Schools Using Homogeneous Grouping		Schools Using Symbols to Designate Groups Classified Homogeneously	
		Number	Per cent	Number	Per cent
I ...	30	27	90	4	13
II ...	28	20	71	3	11
III ...	28	13	46	2	7
Total	86	60	69	9	10

three groups are exactly alike in one respect. In each of the groups, 15 per cent of the schools which have homogeneous grouping use symbols of one kind or another to designate such grouping.

Departmental teaching.-- About half of the respondents report that in their schools the teachers are divided into three classes: those who instruct in one subject only, those who instruct in two subjects, and those who instruct in more than two subjects. (Table 7.) The schools having teachers who instruct in one subject only are a small percentage of the total number participating in the study. Twelve per cent of the schools report teachers who instruct in one subject only. Fifteen per cent have teachers who instruct in two subjects. Eighteen per cent of the schools report teachers with two or more subjects to

Table 7. Extent to which the Teaching is Departmentalized

Number of Subjects Taught by Each Teacher	Schools Where Teaching is Departmentalized						Total Schools	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
One Subject Only	4	13	3	11	3	11	10	12
Two Subjects	1	3	3	11	9	32	13	15
More Than Two Subjects	2	7	4	14	9	32	15	18
Combination of Above .	23	77	18	64	7	25	48	55
Total	30	100	28	100	28	100	86	100

teach. Fifty-five per cent of the schools report a combination of all three. More teachers instruct in one subject only in the largest group than in any other group. In the smaller groups, where the average class enrollment is smaller, fewer teachers have one subject only. To fill out the programs of both pupils and teachers it becomes necessary to have some teachers take on more than their special subject. Thus, as the size of the school decreases, specialization of subject matter decreases also.

Uniform marking system.-- About one half of the schools participating in the study report a uniform method of marking throughout all the schools in the system. (Table 8.) A little less than one fourth of

Table 8. Number and Percentage of Communities Reporting a Uniform Marking System

Group	Communities Having Uniform Marking Plan Throughout System		Communities Having Uniform Marking Plan in Secondary Schools Only		Total Communities Having Uniform Marking Plan in Secondary Schools	
	Number	Percent	Number	Percent	Number	Percent
I ...	13	43	7	23	20	66
II ...	16	57	8	29	24	86
III ...	17	61	5	18	22	79
Total	46	54	20	23	66	77

the respondents report a uniform method of marking in the secondary schools only. The smallest group has the largest percentage of uniformity throughout the school system -- 61 per cent of the schools in Group III report a uniform method of marking in all schools. The uniformity of marking in all the secondary schools in the communities

taking part in the investigation is rather high. A little more than 75 per cent of all the schools report a uniform method of marking in the secondary schools. This agreement in marking should eliminate any difficulties in the matter of report card interpretation by parents when a child progresses from junior to senior high school.

Inauguration of the present marking system.-- From the data given, the majority of schools in each of the three groups has a marking system not more than ten years old, with more schools having a plan from one to five year old than from six to ten years inclusive. (Table 9.)

Table 9. Number of Years the Present Marking System Has Been in Use in the Schools Participating in This Study

Number of Years System Has Been in Use	Number of Schools			Total
	Group I	Group II	Group III	
1 - 5	11	8	10	29
6 - 10	9	5	6	20
11 - 15	1	3	4	8
16 - 20	2	3	1	6
21 - 25	1	0	0	1
More than 25	2	0	0	2
Data Not Given	4	9	7	20

Apparently the schools have become "mark-conscious" within recent years since the greatest changes have been within the last ten years. Only six schools in each group have not changed their system within that time. Evidently the schools are interested in improving their plan for marking, and are striving to find a system that will prove satisfactory to them.

Satisfactoriness of newest marking systems.-- The schools whose marking systems are new within the last five years seem satisfied to

such an extent that only 10 per centof these schools (Table 10.) are considering another change. In the group of schools whose marking systems are between six and ten years old a greater tendency toward a change is apparent. Of that number at schools, 25 per cent seem to be not satisfied with their marking systems, since that percentage is contemplating a change. Of the total 49 schools with marking systems ten years old or less, only 16 per cent are still dissatisfied and seeking other methods of marking. This small percentage of schools contemplating more changes indicates that even though the plans of the remaining 84 per cent may not be perfect they are at least giving satisfaction.

Main Uses of the Marking Systems in the Schools

Chief purposes served by marks.-- All three groups of schools are in perfect agreement on the chief purpose served by marks. "To inform parents of pupil progress" is recognized by 100 per cent of the schools in all three groups as being the main reason for issuing marks. (Table 11.) "To keep pupils informed of their own progress" is considered important enough to be checked by 97 per cent of all the schools. "To furnish a basis for promotion" is third with 89 per cent of the total number of schools participating in the study recognizing that as a reason for awarding marks. "Guidance in election of subjects" is fourth with 80 per cent of the schools checking that item. A decided decline is apparent between fourth and fifth position with only 59 per cent of all the schools considering "to motivate pupils" a worthwhile purpose served by marks. A little more than one half of the schools checked "basis for graduation." The remaining six purposes were checked by a

Table 10. Number of Schools Considering a Change in Their Marking System Even Though It Is Comparatively New

Group	Number of Schools in Group	Schools whose Present Marking System Has Been in Effect 1-5 Years		Schools whose Present Marking System Has Been in Effect 6-10 Years	
		Number of Schools with System 1-5 Years Old	Number of Those Schools Planning To Change System	Number of Schools with System 6-10 Years Old	Number of Those Schools Planning to Change System
I....	30	11	2	9	2
II ...	28	8	0	5	1
III ...	28	10	1	6	2
Total	86	29	3	20	5

Table 11. Main Uses of Marking System

Number	Main Purposes of a Marking System	Percentage of Schools Using Marks for Those Purposes			Total Per cent of Schools
		Group I	Group II	Group III	
1	Inform parents	100	100	100	100
2	Inform Pupils	100	96	96	97
3	Basis for Promotion	93	86	89	89
4	Guidance in Electing Subjects	87	89	64	80
5	Basis for Graduation	57	46	61	55
6	Motivate Pupils	53	61	64	59
7	Guidance in Employment	47	29	29	35
8	Guidance in College Recommendation ...	40	46	39	42
9	Basis for Awarding Honors	30	43	43	39
10	Basis for Research .	23	11	11	15
11	Guidance in Extra-Curricular Activities	20	18	22	20

small percentage of schools.

Agreement between groups on the chief purposes served by marks.--The agreement between the groups themselves is very noticeable. The first instance of any great divergence is on the fourth item "guidance in election of subjects" which was checked by 87 per cent of the schools in Group I, 89 per cent of the schools in Group II, but only 64 per cent of the schools in Group III. The opportunity for students to elect subjects is not present to such an extent in the smaller schools as in the larger ones. There exists a prescribed course of study, and for the most part the pupil follows it. That explains, no doubt, the difference between the large number of schools checking that

item in Groups I and II, and the smaller number in Group III.

"To motivate pupils" was checked by 61 per cent of the schools in the middle group, 64 per cent of the schools in the smallest group, but by only 53 per cent of the schools in the highest group. On the total average, as in Groups II and III, it ranks higher than "basis for graduation" which was checked by a larger percentage of schools in Group I.

"Basis for awarding honors" is given seventh place by the smallest group, eighth place by the middle group, and ninth place by the largest group -- a gradual decrease in importance with increase in average grade enrollment.

"Basis for research" is the least important purpose served by marks in Groups II and III and in the total average, but in Group I it preceded in importance "furnish basis for determining extent of participation in extra-curricular activities." One school reported under the heading "guidance in extra-curricular activities" that the participation in any branch of athletics is bases on the mark received in citizenship, particularly the conduct and effort marks.

Methods of Reporting to Parents

Forms of reporting to parents.-- A little less than one-half of the schools in this study use a combination of forms for notifying parents of pupil progress. (Table 12.) About one fourth of the total number of schools use report cards only, with no other form of communication between school and parent. Informal letters in addition to report cards, or interviews with parents in addition to report cards are used by a nearly equal number of schools -- 15 per cent and 16 per cent respectively.

Table 12. Forms of Reporting to Parents

Forms of Reporting	Schools Reporting to Parents						Total Schools Reporting	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Report Cards Only...	5	17	7	25	8	29	20	24
Report Cards and Informal Letters..	5	17	3	11	5	18	13	15
Report Cards and Interviews	4	13	5	18	5	18	14	16
Combinations of Above	16	53	13	46	10	35	39	45
Total	30	100	28	100	28	100	86	100

Many schools indicated that they report pupil progress to parents at regular Parent-Teacher Association meetings at which times teachers are in their rooms to interview parents on the work done by the pupils. One school reported a regular conference period for parents each marking period directly after the report cards had been distributed. Winthrop Junior High School, in Winthrop, Massachusetts, reports that parents are invited to visit school while it is in session and observe their children in the classroom where they may see them in the actual teaching-learning situation. One day each marking period is set aside for this visiting day -- the Thursday following the distribution of report cards. At the close of the day parents may confer with teachers during a regular conference period set aside for this purpose. Several schools listed contacts with parents by means of home visits by the guidance teachers. One school has a section of the rank card headed "Suggestions for Improvement" where parents are informed of the specific needs of their children.

Number and Type of symbols used.-- One school of the 86 participating in the study uses percentage ranks in reporting to parents. The remaining 85 use symbols of various kinds (Table 13) to inform parents of the work done by the students. The number of symbols used varies in the different schools. About two thirds of the schools use five symbols to designate marks. More than one tenth use four symbols, and about one tenth use six. No school reported using less than four, and the schools using more than six were few in number.

Even in the schools using the same number of symbols, the symbols themselves are different. Numbers are used in four schools

Table 13. Number of Symbols Used by 85 Schools in Notifying Parents of Pupil Ratings

Number of Symbols Used on Report Cards	Schools Using Symbols						Total Schools	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Four	5	17	2	7	6	22	13	15
Five	21	73	19	67	16	57	56	66
Six	0	0	5	18	4	14	9	11
Seven	1	3	1	4	2	7	4	5
Eight or more	2	7	1	4	0	0	3	3
Total	29	100	28	100	28	100	85	100

reporting, but most of the schools use letters. Of the schools using four letters only, the most commonly used are A B C D, but schools reported the use of A B C F, A B C M, E G F P, and H S U IU. Of the schools using five symbols, the letters used are many. They may be A B C D E which seem to be the letters preferred by most of the schools, or A B C X D, A B C D X, A B C C- D, A B C D F, A B C L D.

Greater than the difference between symbols used was the interpretation of them. Each of the report cards gives an explanation of the symbols, but these meanings vary from percentage equivalents to a description of the standard of work that must be achieved before a mark can be awarded. A mark of "A" may mean an average of 90-100 per cent, 92-100 per cent, 93-100 per cent, 93+, 95-100 per cent depending upon the school where it is given. It may also mean superior work, excellent work, very good, unusually good, exceptionally high, or considerably above the average. A "B" mark is interpreted in the various schools as having a value of 75-89 per cent, 80-89 per cent, 81-90 per cent, 83+, 83-91 per cent, 85-89 per cent, 85-92 per cent, 85-93 per cent, 85-94 per cent, and 85-95 per cent, or as having a meaning of good, excellent, superior, above average, high average, very good, creditable, and average amount. A "C" is given a numerical value of 60-74 per cent, 65-74 per cent, 70-79 per cent, 70-85 per cent, 73+, 74-82 per cent, 75-84 per cent, 76-84 per cent, 77-84 per cent, or 78-84 per cent depending on the interpretation of the schools where it is used. It may mean average work, passing, minimum essentials covered, fair, satisfactory, good, passable, or credit for graduation. A "D" is explained as being an average of 45-59 per cent (failing), 50-69 per cent, 50-70 per cent, 60-64 per cent,

60-69 per cent, 63+, 65-69 per cent, 65-70 per cent, 65-73 per cent, 68-70 per cent, 70-74 per cent, 70-75 per cent, 70-77 per cent or as being equivalent to less than minimum essentials, unsatisfactory, passing but unsatisfactory, failure, not passing, below average but passing, lowest passing mark, poor, conditioned, low average, barely passing, borderline, below passing -- a conditional failure, or very poor. The fifth letter whether it is an F, D, X, or E indicates failure. Numerically, it may have a percentage value of below 50 per cent, below 60 per cent, below 65 per cent, below 68 per cent, below 70 per cent, 0-44 per cent, 0-50 per cent, 0-59 per cent, 1-60 per cent, 0-62 per cent or it may be defined as failure, very poor, below passing, poor -- no credit, unsatisfactory, greatly below average, no credit, failure -- not to be made up by examination, or accomplishing work of very little value.

The schools using more than five symbols use plus and minus signs, in some cases with all the letters used, in others with one or two letters. One school has eleven letters that are used and percentage equivalents that accompany them. They are A, 90-100 per cent; A-, 89 per cent; B+, 86-88 per cent; B, 80-85 per cent; B-, 79 per cent; C+, 76-78 per cent; C, 70-75 per cent; C-, 69 per cent; D+, 66-68 per cent; D, 60-65 per cent; D-, 59 per cent; E, 58 per cent and under. How any teacher is capable of determining within one point the credit that is due a child, and can decide definitely that a child as earned an A- with the exact value of 89 per cent is a mystery. One school uses letters on its report card to rate on specific objectives, and gives a numerical general rating which is the average of the letter marks.

Warning cards.-- Three fourths of all the schools where the

study was conducted send warning notices (Table 14) to parents informing

Table 14. Number and Percentage of Schools Sending Notices to Notify Parents of Possible Pupil Failure

Group	Number of Schools in Group	Schools Sending Warning Notices		Schools Requiring that a Warning Notice Be Sent to Parents Before a Pupil is Failed	
		Number	Percent	Number	Percent
I	30	29	97	15	50
II	28	22	79	11	39
III	28	21	75	7	25
Total	86	72	84	33	38

them of probable pupil failure. The largest percentage of schools in any one group sending deficiency notices is found in the largest group with 97 per cent of the schools sending them. In the middle group 79 per cent of the schools employ them, and in the smallest group, 75 per cent. The notices are of many types. Some are letters, some "pink cards", some warning cards and some are called deficiency reports, but they all serve to notify the parent of unsatisfactory work done by pupils. In almost all cases, the reason for the failure is listed, an interview with parents is solicited, and their cooperation enlisted. A sample of a deficiency notice is to be found in the Appendix, page 63. In some cases the cards are issued by the subject teacher, others are sent by the subject teacher, others are sent by the guidance counselors or principals. In all cases the parents are urged to read the report carefully, to sign it, and to see that it is returned to the person who

issued it.

Of the schools sending deficiency notices a little more than one third require that a teacher send a notice before failing a pupil. The largest group is outstanding in the number of schools using warning cards and the number of schools requiring that they be sent whenever necessary. All but one school in the group uses them, and one half of the schools using them are required to send them in the case of a failing mark.

Information Reported to Parents

Marks in regular school subjects.-- All of the schools taking part in the study state that parents receive information on regular school subjects. (Table 15.) The exact amount of the information given in each subject varies greatly, however, with the different schools. Many schools give in each subject a single mark only which tells relatively little about the pupils work. The Eldredge Junior High School, in East Greenwich, Rhode Island, marks its pupils in nine subjects, but divides each subject into the objectives of the course and gives a separate mark for each objective. (See Appendix, page 64.) A general rating in each subject is also given which is obtained from the individual marks given in each objective.

Marks in effort.-- About three fourths of all the schools mark their pupils in effort. (Table 15.) The percentage of schools giving individual marks in effort is about equal to the percentage of schools giving a composite mark in effort. The practice varies, however, in the three groups. The largest group has more schools awarding individual

Table 15. Information Reported to Parents

Information Reported to Parents	Percentage of Schools Reporting			Average Total Percentage
	Group I	Group II	Group III	
Regular School Subjects	100	100	100	100
Attendance	97	96	100	98
Tardiness	90	100	96	95
Deportment	63	68	61	64
Citizenship	53	50	39	47
Individual Marks in Effort	47	36	22	35
Responsibility	23	22	29	25
Neatness	23	22	18	21
Promptness	20	18	25	21
Composite Mark in Effort	17	50	43	37

marks than a composite mark. The reverse is true in the other two groups where a composite mark is awarded in more schools than individual marks. One school has a plan of recording a mark in red to denote that a pupil is not working to capacity; a failing mark, however, is not necessarily recorded in red. Another school uses numerical exponents in addition to subject letter-marks to denote application, attitude, and effort. The exponents range from one to five in decreasing value. Thus B^2 would mean B in subject matter, 2 in application.

Marks in citizenship and character traits.-- About one half of all the schools in the investigation give information to parents on the topic, "Citizenship". (Table 15.) In some schools individual marks are given on many character traits which comprise the more general term "citizenship." A tabulated list of the individual character traits in which marks are awarded by the various schools shows pupils receiving marks in

the following: application, initiative, dependability, cooperation, personality, thrift, courtesy, respect for law and order, respect for authority, preparation, self-reliance, loyalty, alertness, persistency, workmanship, willingness to follow directions, pride in work and school, neatness, sportsmanship, general attitude, reliability, obedience, diligence, industry, obedience to regulation, self-control, health habits, and respectfulness. Not all schools mark in all of these character traits, but many mark in several of them. One school lists sixteen traits as the basis of an attitude mark. Many schools mark citizenship by the letters S and U only -- satisfactory or unsatisfactory. In a few schools, marks in citizenship are given by all teachers and averaged by the homeroom teacher for a composite mark.

One of the junior high schools with a high average enrollment has the following statement printed in italics on its report card: "Credits are suspended in any month when a pupil fails to obtain a passing mark in School Citizenship."

The following quotation appears on a report card directly under the ratings given pupils: "Excellence in Subjects may be a mark of brilliance, but to be excellent in Application is a mark of character."

Marks in extra-curricular activities.-- Marks are awarded for extra-curricular activities such as orchestra, glee-club, religious education, and the like by at least one school in each of the three separate groups. A mark in mental health, posture, and prospects of promotion appear on many report cards.

Marks in attendance, tardiness, and dismissals.-- Ninety eight per cent of all the schools in the study report to parents on the school at-

tendance of pupils. (Table 15.) Ninety five per cent of the schools report on pupil tardiness. (Table 15.) Many schools stated that their report cards shows also the number of times a pupil had been dismissed during the semester. Almost without exception the report cards stress the importance of regular and punctual attendance at school. Parents are urged to see that their children arrive on time and are absent only because of physical illness. Irregular attendance is emphasized as the chief cause of lack of interest and consequent failure.

Marking practices in various schools.-- On the report card of the Marblehead Junior High School, in Marblehead, Massachusetts, four fundamental goals in education are listed and an explanation given which emphasizes the importance of each. Each pupil receives a mark in each of the four goals: Goal I -- Work Habits and Attitudes; Goal II -- School Citizenship; Goal III -- Regular Attendance; Goal IV -- Scholarship and Achievement. (See copy, Appendix, page 73.)

The Amherst Junior High School, in Amherst, Massachusetts, distributes "A Progress Record" on which a pupil is marked on (1) Scholarship and Attitude; (2) Citizenship; (3) Attendance; (4) Activities. The mark in Attitude is determined by the following factors: preparation, alertness, cooperation, promptness, workmanship, and self-reliance. Under the citizenship heading each pupil is given six separate marks: courtesy, punctuality, reaction to criticism, school service, self-control, and sportsmanship. (See copy, Appendix, page 74.)

On the report card of the Henry W. Hall School, in Falmouth, Massachusetts, there is a page called "Habits and Traits." The homeroom teacher puts a check mark opposite the character-building traits which are to be

brought to the attention of the parents. The three main divisions have sub-divisions with detailed descriptions. The first division is headed, "Citizenship Traits". The following divisions explain that heading: assumes responsibility well, shows initiative, has a cooperative spirit, takes pride in his school and his work, and shows qualities of leadership. The second division is entitled: "Habits of Self-Control" with its sub-divisions: works well with others, is dependable, is courteous, is sometimes discourteous, and is inclined to mischief. The third heading is "Social Habits" with the following sub-divisions: does his part willingly and cheerfully, and is considerate of others. (See copy, Appendix, page 75.)

On the back of another report is listed a health report. Height and weight are given, a list of ten health rules, and a table giving the amount of sleep necessary for children from eight to sixteen years of age. (See copy, Appendix, page 76.)

One report card has a space entitled "Suggestions for Improvement" under which the following are listed to be checked by the teacher if improvement is expected: regular attendance, better study habits, more class cooperation, and more time devoted to studies.

Each teacher in the Fifth Street Junior High School, in Bangor, Maine, ranks each student she has in her subject in effort, in conduct, and in work-neatness. An illustration is given on the report card with an explanation and interpretation for parent instruction. (See copy, Appendix, page 77.)

One practice which is unique is that of giving each pupil a mark with a three-fold value which rates him in Scholarship (marked in letters),

Habits of Work (marked in numbers to the right and above the letter), and Social Attitudes (marked in numbers to the right and below the letter). Thus a mark of $B\frac{2}{3}$ signifies a pupil ranks "good" in Scholarship, "good" in Work Habits, "fair" in Social Attitudes.

The report card of the Seekonk Junior High, in Seekonk, Massachusetts, is divided into three sections entitled Scholarship Progress, Reading Level, and Citizenship Progress. (See Appendix, page 78.) The importance of reading is stressed and a check recorded to designate whether a pupil's reading is below grade, or average for the grade. Under Citizenship Progress, thirteen citizenship traits are listed with sub-divisions under each. A trait is marked (✓) if the child is strong. If the child needs to improve a trait, it is marked (-). If the child has improved, it is marked (I).

Factors or Guides in Determining Marks

Explanatory material issued to teachers for their guidance in marking.-- Only 29 per cent of all the schools participating in the study distribute explanatory material to their teachers for their guidance in awarding marks. (Table 16.) A larger percentage of schools in the first group than in either of the other groups issues guidance materials to their teachers. The material issued explains the standard of work to be done in order for a pupil to earn a definite mark in a subject. Descriptions are given of the quality of work in scholarship, initiative, attitude, cooperation, and individual improvement which must be produced for a certain mark to be awarded. Samples of the explanatory material issued by schools may be found in the Appendix, page 79.

Table 16. Number and Percentage of Schools Distributing Typed or Printed Explanatory Material to their Teachers for their Guidance in Marking Pupils

Group	Number of Schools within Group	Schools Distributing Explanatory Material to their Teachers	
		Number	Per cent
I	30	13	43
II	28	6	21
III	28	6	21
Total	86	25	29

Conferences held on the subject of marking.-- Of all the schools cooperating in the investigation, 84 per cent hold teacher conferences on the subject of marking. (Table 17.) The largest percentage of schools in any one group holding meetings for this purpose is 89 per cent in Group III. That rate is followed by 86 per cent in Group II and 77 per cent in Group I. The smaller the schools the larger the percentage of teacher conferences held to discuss the topic of marking.

Table 17. Number and Percentage of Schools Holding Teacher Conferences on the Subject of Marking

Group	Number of Schools within Group	Schools Holding Conferences on Marking	
		Number	Per cent
I	30	23	77
II	28	24	86
III	28	25	89
Total	86	72	84

Many types of conferences are held in those schools where such meetings are called. Where a single type of meeting is held in a school, the group meeting with all the teachers present is the most common. (Table 18.) The conference of individual teachers and principals is the next most frequent type of meeting where a single kind is called to discuss marks. No school listed that the only meetings held were of new teachers. By far the most common practice is the combination of two types of meetings -- the group meetings and the meetings of new teachers. The second largest number of schools reported the combination of the three types of meetings -- the individual conference, the group meeting of all teachers, and the meeting of new teachers only. Seventy two schools hold teacher conferences on marks, but there is little similarity in the types of meetings held or who attends them.

Use of normal curve in issuing marks.-- Approximately one third of the schools participating in the study are guided by the normal distribution curve. (Table 19.) in issuing marks. Of the total 28 schools using the normal curve as a guide, only nine schools have a definite percentage distribution which their teachers must follow. The other nineteen schools recommend that their teachers check their marks against the curve and be guided by it. Any cases of wide variation must be explained and either justified or changed.

There is some similarity in the suggested distributions. Five schools use Starch's distribution of 7-24-38-24-7. Two schools are guided by the following plan: 10-20-40-20-10, with one of the schools noting that they do not adhere strictly to the 10 per cent failure recommendation. The remaining two schools use a 5-20-50-20-5 plan and a 5-15-60-

Table 18. Types of Conferences Held on the Subject of Marking in the 72 Schools Where Such Conferences are Held

Group	Types of Conferences Held						Total Number of Conferences
	Individual Only	Group Only	Combinations				
			Individual and Group	Individual and New Teachers	Group and New Teachers	Individual, Group, and New Teachers	
I	3	6	2	0	4	8	23
II	1	5	2	1	9	6	24
III	3	1	3	1	13	4	25
Total	7	12	7	2	26	18	72

15-5 arrangement.

Table 19. Number of Schools Guided by the Normal Distribution Curve in Issuing Marks

Group	Number of Schools in Group	Schools Using Normal Curve	
		Number	Per cent
I	30	8	27
II	28	10	36
III	28	10	36
Total	86	28	33

Importance of semester tests in determining a passing or failing mark.-- A very small percentage of schools depends entirely upon objective tests for passing or failing a pupil. (Table 20.) Only 10 per cent of all the schools participating in the study give such importance to standard tests. One school reporting the use of objective tests noted that when as a result of an objective test a pupil is recommended for repeating a grade, a reputable psychiatrist is called in to administer the Benet individual test.

Table 20. Number and Percentage of Schools Where Tests Given at the End of Each Semester Determine a Passing Mark

Group	Schools Where Tests Determine a Passing Check			
	Objective Tests		Teacher-Made Tests	
	Number	Per cent	Number	Per cent
I	3	10	9	30
II	5	18	9	32
III	0	0	9	32
Total	8	9	27	31

A larger percentage of schools depends entirely upon teacher-made tests than on objective tests for determining the mark to be given to a pupil. A little less than one third of all the schools use this criterion to the exclusion of all other factors.

Factors influencing a passing or failing mark.-- Of the extraneous factors affecting a passing or failing mark, effort is the one which the largest percentage of schools checked as having the most influence. (Table 21.) Native Ability is the determinant reported by the next largest number of schools. One principal reported that the influence of such factors varies from teacher to teacher, and in many cases is not admitted at all. "Achievement only" was listed by many schools as being the only factor considered in marking pupils. Other schools reported that although in theory the pupil is marked on achievement only, that in practice all of the factors listed have their influence, some to a greater degree than others. In another school, actual work done or accomplished determines a mark in the college groups, but in the lower groups the capacity of the child plus his effort are determining factors. The practice in another school is to allow a pupil after he has failed a course twice to "advance" to the next grade and get what he can from the next course if he is physically and socially mature. Two schools determine a mark on achievement only, and then let the other factors influence the question of promotion.

Periodical distribution lists of marks.-- A little more than one half of all the schools included in the study require that teachers make a distribution of marks list. (Table 22.) One school out of the 45 reports that the list is made only at the end of the school year.

Table 21. Factors Influencing a Passing or Failing Mark

Factors Influencing a Passing or Failing Mark	Schools Influenced by Factors						Total Schools Influenced	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Effort	25	83	19	68	24	86	68	79
Native Ability.....	20	67	19	68	22	79	61	71
Attendance	18	60	16	57	18	64	52	60
Conduct	13	43	9	32	4	14	26	30
Chronological Age .	12	40	12	43	15	54	39	45
Physical Handicaps	9	30	10	36	15	54	34	40

Table 22. Purposes and Frequency of Periodical Distribution of Marks Lists

Purpose of Lists	Schools Using List						Total Schools	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Information of Administrative or Supervisory Officers.	5	17	4	14	5	18	14	16
Self-evaluation	0	0	2	7	4	14	6	7
Combination of Above ..	10	33	12	43	3	11	25	29
Total	15	50	18	64	12	43	45	52

The remaining 44 require that the list be made at the end of each marking period. Where a single reason is given for making the lists, 16 per cent of the schools report that they are made for the information of administrative or supervisory officers. Less than 10 per cent report them as being a basis of self-evaluation only. Exactly 29 per cent report their being used for both purposes.

Two of the schools report that the distribution cards are sent home so that pupils and parents may see where a child stands in relation to the other children in the group. The number of A's, B's, C's, D's, E's, and Incompletes awarded in each subject is listed on a chart and the rating of an individual child is circled so that parents may see how many children in that group have done better or worse than their child. A sample of such a distribution of grades for the information of parents may be found in the Appendix, page 84.

Frequency of Reports

Periodical reports to parents.-- Every two months seems to be the customary time for reporting to parents with 45 per cent of the schools participating in the investigation checking that frequency. (Table 23.) The next largest number of schools, 31 per cent report to parents quarterly, or every nine or ten weeks. Of the total number of schools, 21 per cent report every six weeks. Two schools in the second group report every month and one school in the same group reports every five weeks.

Periodical reports to pupils.-- One school has a plan whereby pupils receive a report of their progress every five weeks with their parents

Table 23. Frequency of Reports to Parents

Frequency of Reports	Schools Reporting to Parents						Total Schools Reporting	
	Group I		Group II		Group III			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Every two months ..	11	37	10	36	17	61	38	45
Quarterly	12	40	9	32	6	21	27	31
Every six weeks ...	7	23	6	21	5	18	18	21
Every month			2	7			2	2
Every five weeks ...			1	4			1	1
Total	30	100	28	100	28	100	86	100

being notified of pupil progress at the end of every ten weeks.

Cumulative Record

Systematic and comprehensive records for each child in school.-- In 94 per cent of all the schools taking part in the study, a systematic and comprehensive cumulative record is required and maintained. (Table 24)

Table 24. Number and Percentage of Schools Maintaining a Systematic and Comprehensive Cumulative Record for Each Child within the School

Group	Number of Schools in Group	Schools Maintaining Permanent Record Cards	
		Number	Percent
I	30	29	97
II	28	28	100
III	28	24	86
Total	86	81	94

In most of the schools this record accompanies the pupil from one grade to the next. One school reports, however, that at the end of the eighth year the cumulative record is sent to the office of the superintendent of schools. The ninth grade record is sent on to the high school. Six schools participating in the survey use a graphic method in recording marks on the permanent record cards. The usual permanent record contains family history, intelligence tests records, achievement test records, scholastic marks earned in all subjects, a clinic record, extra-curricular record, a photograph. Such personal qualities as application, initiative, dependability, cooperation, and personality are also marked. Samples of two types of cumulative records are in the appendix, pages 85 and 86.

Pupil efficiency chart.-- Only one school reported having a pupil efficiency chart and that school is not using it at the present time.

Responsibility of Parents

Means of educating parents for a better understanding of marks other than including the definition on report cards.-- Twenty per cent of the schools in the largest group and twenty two per cent of the schools in the other two groups have systematic procedures of educating parents for a better understanding of marks than the manner of including the definition on report cards. Individual conferences with parents, visiting days when parents may visit school and consult with the teachers, discussions of marks at Parent-Teacher Association meetings seem to be the outstanding methods of educating parents to the meaning of marks. Three schools report that an explanation of marks in detail and a report on the amount of homework required for a particular grade is sent to each parent in September of the school year. Parents or guardians are required to sign this notice and return it. The form is then placed on file for future reference should it become necessary to check the signature of either parent or guardian.

Parental cooperation.-- Sixty nine per cent of all the schools taking part in the study hope and expect more cooperation from the parents than the mere signing of the report card. (Table 25.) The signature on the card, however, is all that they require. Parents are invited to visit school for conferences with the teachers and principals in order to discuss problems concerning their children. Parents are expected to discuss the report card with their children, to praise their child for an

Table 25. Number and Percentage of Schools Expecting Parents To Do More Than Simply Sign the Report Card and Return It

Group	Number of Schools in Group	Schools Expecting Parental Cooperation	
		Number	Per cent
I	30	22	73
II	28	19	68
III	28	18	64
Total	86	59	69

excellent report, and to encourage him to do his best always. Parents are encouraged to seek advice from the school in regard to special problems relating to their children. They are urged to see that the required home study is done, and to correct any home conditions that may be affecting the child or retarding him in any way. The parent is expected to care for the physical welfare of his child so that regular attendance results. Thus the child will have a maximum opportunity through health and environment to do his best work.

Summary of Findings

The study was conducted on a check list basis, check lists being sent to selected junior high schools in five New England states. Eighty six usable replies were returned. The amount of time expended by the respondents in answering the check list and their cooperation in submitting samples of cards and reports is greatly appreciated. Many outstanding facts are revealed in the replies received. Among them the following

may be considered most worthy of notice:

1. Sixty nine per cent of all the schools in the study use homogeneous grouping. Of the schools using homogeneous grouping, fifty five per cent use it in 90 to 100 per cent of their classes. The next largest percentage of schools, thirteen per cent, use it in 60 to 69 per cent of their classes. Whether the schools use a single factor or many factors as the basis of homogeneous grouping, the same ones are outstanding in weight and importance: teacher judgment, intelligence quotient, scores on standard tests, and previous scholastic record. Only fifteen per cent of the schools that use homogeneous grouping indicate it by using exponents or subscripts to show that a mark has been earned in a class where the pupils are grouped homogeneously.

2. More than half of all the schools have a combination of teachers who instruct some in one subject, some in two, some in more than two. Fewer teachers instruct in one subject only in the schools with the smaller average grade enrollment than in the schools with the larger average grade enrollment. As the size of the school decreases, the number of teachers instructing in one subject only decreases also.

3. About one half of the schools participating inthe investigation report a uniform marking plan throughout all the schools in the system. Less than one fourth report a uniform marking plan in secondary schools only. Thus a total of about three fourths of all the schools have a uniform marking plan in the secondary schools of their system.

4. The majority of schools have a marking system less than ten years old. For the most part those schools seem satisfied with the results of their marking system. Of the schools with a marking system six to ten

years old, twenty five per cent are considering a change. Of the schools with marking systems one to five years old, only ten per cent are contemplating a change. Only sixteen per cent of schools with marking systems less than ten years old are considering changing. In the remaining eighty four per cent of the schools, if the marking system is not perfect, it is at least giving satisfaction.

5. Of all the purposes served by marks the four most widely used in all schools are: (a) to inform parents of pupil progress; (b) to keep pupils informed of their own progress; (c) to furnish basis for promotion; (d) to furnish guidance in election of subjects.

6. Almost fifty per cent of all schools use a combination of forms for notifying parents of pupil progress -- report cards, informal letters, and interviews. Eighty five out of the eighty six schools participating in the study use symbols to notify parents of pupil ratings. About two thirds of the schools using symbols, use five symbols with A B C D E the letters most commonly used. More than eighty per cent of the schools send warning cards to parents, and almost forty per cent require that they be sent before a pupil is given a failing mark. All of the schools report to parents on regular school subjects. Ninety eight per cent report attendance; ninety five per cent report tardiness; and sixty four per cent report deportment. Seventy two per cent report on effort, thirty five per cent of the schools awarding individual marks in effort and thirty seven per cent awarding a composite mark in effort. Other factors are reported by some of the schools but by only a small percentage of them.

7. A little more than one fourth of the schools issue typed or

printed explanatory material to their teachers for their guidance in marking pupils. More than four fifths of all the schools in the study hold teacher conferences on the subject of marking. The conferences may be various kinds, but most schools hold individual and principal conferences, group meetings with all teachers present, and meetings of new teachers only. About one third of the total number of schools are guided by the normal distribution curve in issuing marks, but only one fourth of these schools have a definite percentage distribution which their teachers must follow. Only nine per cent of all the schools use exclusively scores on objective tests to determine a passing mark. Thirty one per cent of the schools depend on teacher made tests entirely to determine the mark to be given a pupil.

8. Achievement only was listed by some schools as being the only factor considered in marking pupils. Seventy nine per cent of all the schools checked effort as having the most influence of all factors which might affect a passing or failing mark. Native ability was second with seventy one per cent of all the schools reporting that as the next most influential factor.

9. A little more than one half of all the schools require that teachers make a distribution-of-marks record, and of that number all except one school require that the list be made at the end of each semester. Where a single reason is given for making the lists, sixteen per cent of the schools report that they are made for the information of administrative and supervisory officers. Less than ten per cent report them as being a basis of self-evaluation only. Exactly twenty nine per cent report their being made for both purposes.

10. Of the schools participating in the study, forty five per cent report to parents every two months; thirty one per cent report quarterly or every nine or ten weeks; twenty one per cent report every six weeks.

11. Almost all schools, ninety four per cent, maintain a cumulative record for each pupil. In most of the schools this record accompanies the pupil from one grade to the next.

12. About twenty per cent of all the schools have systematic procedures for educating parents for a better understanding of marks than the manner of including the definition on report cards. Individual conferences with parents, visiting days when parents may visit school and then consult with the teachers, discussions of marks at Parent-Teacher Association meetings seem to be the outstanding methods of educating parents to the meaning of marks.

13. Sixty nine per cent of all schools taking part in the study hope and expect more cooperation from the parents than the mere signing of the report card. They are expected to discuss the report card. They are expected to discuss the report card with their children, to encourage them to do their best, to see that the required homework is done, and to correct any home condition that may be affecting the child or retarding him in any way.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions.-- The information received from the returned check lists seems to indicate that schools are in favor of homogeneous grouping. In as many schools as possible classes are so grouped. Many of the larger schools use such grouping and a larger percentage of their classes are grouped homogeneously than in the smaller schools where such grouping is hampered by low average grade enrollments. Interesting to note is the fact that whether the schools use many factors to decide pupil placement in homogeneous grouping or whether a single factor is the determinant, "teacher judgment" is outstanding in weight and importance, with "previous scholastic record" having very nearly the same influence.

Most of the schools have marking systems less than ten years old which would indicate that they have within recent years become conscious of the importance of marks. Even among these schools, however, several are still considering a change in their marking policy. It seems safe to conclude from the data received that the schools are interested in improving their plan of marking, and that they are striving to find a system that will prove satisfactory to them.

Many purposes may be served by report cards but the two outstanding purposes seem to be to keep parents informed of pupil progress and to keep the pupils informed of their own progress. All other purposes are subordinate to these two.

A review of the data and its analysis would lead to the statement that the smaller the school the fewer the contacts between parents and

teachers. More schools in the smallest group depend upon the report card alone for notifying parents of pupil progress than in either of the other groups. The larger schools use more forms or reporting to parents. Interviews, visits, informal letters are all used more frequently by the larger schools than by the smaller ones. The larger schools seem to be more appreciative of parental influence and seem to strive constantly to obtain parental cooperation. More warning cards are sent to the parents of pupils in the larger schools than in the smaller ones. More of the larger schools demand that such deficiency notices be sent before a pupil is given a failing mark -- another instance of soliciting parental cooperation.

The results of this investigation indicate a wide diversity in the number and types of symbols used for marking. Most of the schools use five symbols, but the characters themselves vary greatly. The conclusion reached would be that originality is the goal set in many town. Little difference is discernible in the ultimate results to be gained by such diversity, but certainly no school could be judged guilty of "following the leader."

In general schools report to parents three types of information: the pupil's achievement in regular school subjects, his attendance record, and his tardinesses. Any other factors would seem to be considered of less importance since fewer schools indicated that they reported them to parents.

From the returns received not nearly enough schools instruct their teachers in the meaning and importance of marks. A very small percentage of schools issues explanatory material to their teachers. A larger per-

centage holds conferences to discuss the subject of marking, but a definite need exists for the further teacher-education on the specific meaning of marks in the individual school. Because of this ambiguity and lack of uniformity no definite agreement can be reached on what particular factors influence a passing or failing mark. It may be the accepted theory that achievement alone determines the mark to be awarded, whereas in actual practice many factors may enter into the decision. Only when a definite standard is established and when strict conformity to it is demanded can one be sure of the exact meaning of marks in a school.

Few schools seem to appreciate the value of making a periodical distribution of marks list. The findings of the check list reveal that only about one half of the schools require that such lists be made. Whether they are made for self-evaluation or for the information of administrative or supervisory officers their importance is greatly underrated.

While many schools issue report cards every two months, far too many schools allow a longer period of time to elapse before parents are notified of the progress being made by their children. Although almost half of the schools in the study issue report cards every two months, the other schools should be educated to the advantages of such a practice.

From the replies to the check lists it can be justly concluded that all schools recognize the worth of maintaining a cumulative record for each child within the school. The records, for the most part, accompany the child from grade to grade, and contain a concise case-history of the child from the time he entered school.

The most outstanding implication from the study is the desire on the

part of most of the schools to improve their marking system. They want to have a system that will give the parents complete knowledge of their children's school work in every possible respect. Not only his academic achievement is important; his ability to cooperate with his fellow classmates, his personality, his habits and character traits as portrayed in school are also important and so must be reported to his parents. The schools are striving to do as efficient a piece of work as possible in informing parents of their children's progress and development in the various aspects of education.

Recommendations.-- A marking plan uniform throughout the entire school system is to be strongly recommended. The junior high school was inaugurated to bridge a gap between the grade school and the high school. The transition was to be made easy. Certainly a marking system introduced in the lower grades and continued through the entire school system would aid in this transition. How difficult a parent must find it when, after being introduced in the lower grades to a marking system using three letters only, as H (honor), S (satisfactory), and F (failing), he finds in the junior high school a new marking system using five letters, as A(honor), B(good), C(average), X(passing), D(failure). Certainly such a condition requires an adjustment. How much smoother the transition would have been if the plan of marking had been consistent throughout the system.

The need for further contact between schools and parents cannot be overstressed. A report card sent home every two months does not tell the parent all that he should know about his child's effort and achievement in the school. Informal letters can do much to acquaint a parent with

the situation at school. Visits to the homes by guidance teachers and visits to the schools by parents would furnish opportunities for conferences and would aid in establishing a better teacher-parent relationship. Certainly a parent has an obligation to his child to do more than give the report card a cursory glance. If he can be made to realize his responsibility and to accept it, a great step will have been taken in the right direction to assure cooperation between home and school.

A requirement that a warning card be sent home before a pupil is failed should aid in making the parent conscious of the standard of work demanded by the school. When the parent realizes that the school is taking a personal interest in his child and is anxious to see that his child improves in his work, cooperation is usually forthcoming. Persistent, continued notices should impress upon the parent the importance of his duty to see that his child works to the best of his ability.

Awarding a pupil a single mark in any subject gives very little information on the actual accomplishment achieved. So many objectives comprise any one subject that a single mark is much too general to be of any value in notifying parents of pupil progress. To subdivide a subject into its component parts and then give a mark in each part is much the better practice and one to be recommended. Certainly a mark in effort should be given in each class the pupil attends. A composite mark in effort is much too broad to be of any worth. Citizenship marks are to be commended and no doubt will soon supersede the old deportment mark. Character traits are important in the development of a child and so an effort should be made to impress upon the child the value of acquiring and developing superior character traits. Awarding a mark in

various characteristics will do much to bring to the attention of both child and parent the need for improvement and the importance of acquiring superior habits and attitudes.

Schools apparently are striving for uniformity in marking yet relatively little is done to establish a standard by which all teachers who award marks may be guided. Explanatory material issued to teachers to help them in marking pupils would do much to bring about a uniform marking system. With a definite standard to serve as a guide less personal feeling would enter into a mark. If achievement only is to be the basis of a mark then all teachers should follow the rule and such extraneous factors as effort, conduct, and native ability would have no influence whatsoever. Teachers' meetings are to be recommended where this material can be discussed and where the need and importance of conformity to a single standard will be stressed.

The practice of making a periodic distribution of marks list is to be encouraged. While such a list is of value to administrators and supervisors, its value to the teacher and pupils is manifold. By being able to compare his ranks with those received by others in his class, a pupil is better able to judge his own work. A pupil's standing in relation to the rest of his group is much more important and has much more value than a mark received on a report card. As a source of self-evaluation for the teacher, the value of a distribution of marks list is indisputable.

The importance of frequent contact between schools and parents would indicate the need for frequent reports to parents. Too many schools stated that quarterly reports were sent to parents. Such a lapse of time

between reports allows an opportunity for much harm to be done before a pupil feels the exertion of parental authority. The issuance of report cards every two months is a far better practice to follow and is one to be recommended.

APPENDIX

INITIAL INQUIRY FORM

Dear Principal _____,

I am planning a check-list survey of marking systems in selected New England junior high schools. I have prepared a 6 page check-list which trial shows can be completed adequately in 10 minutes.

Do you think this study sufficiently worthwhile to warrant your taking the time to fill out the check-list for your school? If so, in return for your cooperation, I shall be glad to send you a summary of the main findings of the study.

Very truly yours,

Mrs. Elizabeth M. Jason
Junior High School
Belmont 78, Mass.

INITIAL INQUIRY FORM (concluded)

☐ I am willing to cooperate in this survey.

☐ I regret that it is impossible for me to cooperate in this survey.

Signature _____

REPLY CARD

THIS SIDE OF CARD IS FOR ADDRESS

John L. Doe, Principal
Junior High School
Centerville,
Massachusetts

Belmont Junior High School

Belmont, Massachusetts

January 27, 1944

Dear Principal:

Here is a copy of the check list on marking systems which you kindly consented to complete for your school. I believe you will find it possible to complete it in approximately ten minutes which was the time mentioned on the inquiry card you received.

I am enclosing a self-addressed stamped envelope for your convenience in returning the completed check list.

If it is possible for you to enclose samples of any forms or records which you use in connection with your marking system it would be greatly appreciated.

Very truly yours,

Elizabeth M. Jason

Elizabeth M. Jason

CHECK LIST FOR THE SURVEY OF MARKING SYSTEMS OF

SELECTED NEW ENGLAND JUNIOR HIGH SCHOOLS

- o - o -

Name of School _____

City or Town _____ State _____

Name of person
making this report _____ Official Position _____

Please encircle Yes or No in this check list whenever there is a choice.

I. General Information About Your School

A. What is the enrollment in your school by grades, 1943-44? (approximate)

1. Grade 7 _____ 3. Grade 9 _____

2. Grade 8 _____ 4. Grade 10 _____ if included in school

B. Are the classes grouped homogeneously? Yes No

1. What per cent of the classes are so grouped? ____.____

2. What is the basis of such grouping? _____

_____

C. To what extent is the work departmentalized?

Does each teacher instruct in

( ) a. One subject only

( ) b. Two subjects

( ) c. More than two subjects

( ) d. Otherwise (Please specify)

_____

_____

D. In your local school system is there a uniform marking used

1. By all schools in the system? Yes No

2. By all secondary schools ? Yes No

CHECK LIST (continued)

E. When was the present marking system inaugurated in your school?
_____

F. Are you considering changing your present marking system? Yes No

II. Main Uses of the Marking System in Your School

A. What are the chief purposes served by marks in your school?

( ) 1. Keep parents informed of pupil progress.

( ) 2. Keep pupils informed of their progress.

( ) 3. Furnish basis for promotion.

( ) 4. Furnish basis for graduation.

( ) 5. Furnish basis for awarding honors.

( ) 6. Motivate pupils.

( ) 7. Furnish basis for guidance in election of subjects.

( ) 8. Furnish basis for guidance in college recommendation.

( ) 9. Furnish basis for guidance in recommendation for employment.

( ) 10. Furnish basis for determining extent of participating in extra-curricular activities.

( ) 11. Furnish basis for research.

( ) 12. Others. (Please indicate.) _____

_____

III. Form of Reporting to Parents

A. Please check which of following forms are used for reporting to parents.

( ) 1. Symbols

a. How many symbols do you use? _____

b. What are they? Please list the symbols in order,

CHECK LIST (continued)

and briefly indicate the meaning of each:

1) ( ) _____ 5) ( ) _____

2) ( ) _____ 6) ( ) _____

3) ( ) _____ 7) ( ) _____

4) ( ) _____

( ) 2. Informal letters to parents

( ) 3. Interviews with parents only when difficulties arise.

( ) 4. Combinations of any of above.

( ) 5. Others. (Please name.) _____

B. Are cards sent to parents warning of possible pupil failure?
Yes No

C. Are warning cards required before giving a failing mark?
Yes No

D. In reporting to parents do you use exponents, subscripts, or some other method to designate the homogeneous group in which such mark is earned? Yes No

(Please inclose a copy of your report card and a copy of your warning card if you use one.)

IV. Information Reported to Parents

Please check any of the following which are reported to parents.

( ) A. Marks in regular school subjects.

( ) B. Individual marks in effort given by each subject teacher.

( ) C. One composite mark in effort for all subjects.

( ) D. Certain character traits
( ) 1. Promptness
( ) 2. Responsibility
( ) 3. Neatness
( ) 4. Others (Please indicate)
a. _____
b. _____

CHECK LIST (continued)

( ) E. Attendance

( ) F. Citizenship

( ) G. Tardiness

( ) H. Deportment

( ) I. Others (Please list)
1. _____

2. _____

V. Factors or Guides in Determining Marks

A. Is typed or printed explanatory material issued to your teachers for their guidance in marking? Yes No
(If yes, will you please inclose a copy.)

B. Are conferences held on the subject of marking? Yes No

( ) 1. Individual ( ) 2. Group

( ) 3. Are all teachers required to attend? Yes No

( ) 4. Are teachers new to the system required to attend? Yes No

C. Are you guided by the normal curve in issuing marks? Yes No

If "yes" to V-C, is there a definite percentage distribution of marks recommended? Yes No

If "yes" to above, please indicate what that distribution is _____

D. Do objective tests given at the end of each semester determine a passing or failing mark? Yes No

E. Do teacher-made tests determine entirely the mark a pupil receives? Yes No

F. Indicate by checks which of the following factors influence a passing or failing mark.

( ) 1. Effort

( ) 2. Conduct

( ) 3. Attendance

( ) 4. Native ability

( ) 5. Physical handicaps

( ) 6. Chronological age

( ) 7. Others (Please specify)

_____

_____

CHECK LIST (continued)

G. Is a periodical distribution list made by the teacher of the marks he has awarded his pupils? Yes No Please check when made.

( ) 1. End of each marking period.

( ) 2. End of each semester.

( ) 3. End of each year.

Please check why made.

( ) 1. Self-evaluation.

( ) 2. Information of administrative or supervisory officers.

( ) 3. Others. (Please indicate.)

(Please forward one if used.)

VI. Frequency of Reports

Please check intervals at which reports are made to parents.

( ) A. Every month

( ) B. Every six weeks

( ) C. Every two months

( ) D. Twice a year

( ) E. Once a year

( ) F. Others. (Please indicate.)

_____

_____

VII. Cumulative Record

A. Do you maintain a systematic and comprehensive record for each child in your school? Yes No

1. If "Yes" to above, does this record accompany the child from one grade to another? Yes No

2. Do you use a graphic method in recording marks on permanent records? Yes No

3. Do you use a "Pupil's Efficiency Chart"? Yes No

CHECK LIST (concluded)

VIII. Responsibility of Parents

A. Do you have any other systematic procedure of educating parents for a better understanding of marks than the manner of including the definition on report cards? Yes No

If "yes" will you please describe.

B. Do you expect parents to do more than simply sign the report card and return it? Yes No

If "yes" above, please specify.

Do you wish a summary of the main findings of this survey Yes No

Specific Sources of Data

Group I

Name of Junior High School	City or Town	State	Average Grade Enrollment
Woonsocket	Woonsocket	Rhode Island	397
Belmont	Belmont	Massachusetts	371
Greene	Providence	Rhode Island	340
Troup	New Haven	Connecticut	339
Roberts	Medford	Massachusetts	333
Roosevelt	New Bedford	Massachusetts	333
Nashua	Nashua	New Hampshire	309
Brown	Fitchburg	Massachusetts	292
Central	East Providence	Rhode Island	291
Winthrop	Winthrop	Massachusetts	260
Lincoln	Malden	Massachusetts	257
Rundlett	Concord	New Hampshire	248
Jenks	Pawtucket	Rhode Island	235
Leominster	Leominster	Massachusetts	232
West	Arlington	Massachusetts	225
Jefferson	Meriden	Connecticut	224
Winchester	Winchester	Massachusetts	223
Thompson	Dorchester	Massachusetts	215
Portsmouth	Portsmouth	New Hampshire	215
East	Watertown	Massachusetts	212
Barnard	Hartford	Connecticut	211
Needham	Needham	Massachusetts	202
Providence Street	Worcester	Massachusetts	198
Lexington	Lexington	Massachusetts	195
Norwood	Norwood	Massachusetts	191
Waterville	Waterville	Maine	190
Plant	West Hartford	Connecticut	187
Carter	Chelsea	Massachusetts	170
Plymouth	Plymouth	Massachusetts	167
Fifth Street	Bangor	Maine	164

Specific Sources of Data

Group II

Name of Junior High School	City or Town	State	Average Grade Enrollment
Marblehead	Marblehead	Massachusetts	162
Bedford	Westport	Connecticut	158
Athol	Athol	Massachusetts	149
Center	Chicopee	Massachusetts	143
Quincy Point	Quincy	Massachusetts	142
Northbridge	Whitinsville	Massachusetts	140
Huntington	Brockton	Massachusetts	132
Central	Methuen	Massachusetts	131
Darien	Darien	Connecticut	128
Lincoln	Hingham	Massachusetts	125
Franklin	Franklin	Massachusetts	123
Lincoln	Framingham	Massachusetts	121
Stoughton	Stoughton	Massachusetts	121
Amherst	Amherst	Massachusetts	120
Hall	Falmouth	Massachusetts	120
Varnum	Lowell	Massachusetts	119
Cunningham	Milton	Massachusetts	116
Bates	Middleboro	Massachusetts	115
Andover	Andover	Massachusetts	112
Talcott	Elmwood	Connecticut	106
Roosevelt	Melrose	Massachusetts	105
Buzzell	Wilmington	Massachusetts	105
Central	Mansfield	Massachusetts	96
Amesbury	Amesbury	Massachusetts	95
Skowhegan	Skowhegan	Maine	95
Bridgewater	Bridgewater	Massachusetts	94
Emerson	Maynard	Massachusetts	94
Metcalf	Holyoke	Massachusetts	91

Specific Sources of Data

Group III

Name of Junior High School	City or Town	State	Average Grade Enrollment
Saxe	New Canaan	Connecticut	90
North Attleboro	North Attleboro	Massachusetts	90
Seekonk	Seekonk	Massachusetts	83
Center	Rocky Hill	Connecticut	78
Walton	Auburn	Maine	76
Calef	Johnston	Rhode Island	76
Bird	East Walpole	Massachusetts	71
Eldredge	East Greenwich	Rhode Island	66
Factory	Westport	Massachusetts	63
Batchelder	North Reading	Massachusetts	62
Bulkeley	Concord	Massachusetts	59
Dudley	Dudley	Massachusetts	54
Yarmouth	Yarmouth	Massachusetts	51
Yarmouth	Yarmouth	Maine	45
Center	Hampton	New Hampshire	43
Scituate	Hope	Rhode Island	40
Bedford	Bedford	Massachusetts	34
Linscott	Woburn	Massachusetts	34
Sumner	Holbrook	Massachusetts	33
Sippican	Marion	Massachusetts	31
Warren	Warren	Massachusetts	27
Center	Mattapoisett	Massachusetts	26
Narragansett	Narragansett	Rhode Island	25
Manville	Lincoln	Rhode Island	23
Lashaway	East Brookfield	Massachusetts	16
Greenland	Greenland	New Hampshire	16
Center	Wenham	Massachusetts	15
Fitzwilliam	Fitzwilliam	New Hampshire	10

SAMPLE DEFICIENCY NOTICE

QUINCY POINT JUNIOR SCHOOL

_____194____

We are sending this report, after five weeks' term, hoping that with your active cooperation we may accomplish better results.

Name_____

Home Room Number_____

Unsatisfactory in_____

Failing in_____

Apparent cause - Note the check

	SUBJECTS					
1. Does not pay attention in class...						
2. Low in fundamentals.....						
3. Work incomplete.....						
4. Carelessness in work done.....						
5. Poor conduct.....						
6. Poor attitude.....						
7. Does not try to do work.....						
8. Does not stay for special help....						
9. Insufficient home study.....						
10. Poor tests.....						

Teachers are always glad to give pupils special help after 2:30. We are anxious to assist in every way possible so that your child may be guided wisely.

Homework - Advise it in Grades 7 and 8 if marks are below "C". Some is necessary in Grade 9.

Sincerely yours,

Henry T. Prance

PRINCIPAL

Teacher_____

Signature of Parent_____

Please sign and retu-

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly English Report

Quarter 1 2 3 4

Grade 7 8 9 10 11 12

Student _____ Home Room _____

Objectives of Course	First	Second	Third	Final
Effectiveness in Writing				
Thinking concisely and logically				
Speaking clearly with good voice and diction				
Reading with understanding				
Extent of outside reading				
Participation in class activities				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings

Very poor . . . .P
Fair . . . . . F
Good . . . . . G
Excellent . . . .E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Social Studies Report

		Quarter	1	2	3	4	
		Grade	7	8	9	10	11	12
Student	Home Room						

Objectives of Course	First	Second	Third	Final
Command of Social Studies information				
Knowledge of Current affairs				
Critical Thinking				
Class Participation				
Reading maps, graphs, charts, tables; using library materials				
Ability to make oral and written reports				
Study habits such as effort and cooperation				

Comments: (If any) General Rating _____

_____

_____

_____

Passing Grade - 70 College Certification Grade - 85

Key to Ratings

Very poor ..... P Good .....G Instructor _____

Fair..... F Excellent ..E

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Science Report

Quarter 1 2 3 4

Grade 7 8 9 10 11 12

Student _____ Home Room _____

Objectives of Course	First	Second	Third	Final
Understanding of important principles and facts of science				
A questioning attitude				
Cooperation				
Powers of accurate observation				
Laboratory skills				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings

Very Poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Mathematics Report

		Quarter	1	2	3	4
		Grade	7 8 9 10	11	12	
Student	Home Room					

Objectives of Course	First	Second	Third	Final
Accuracy				
Understanding of fundamental processes				
Ability to solve problems				
Effort				
Participation in class work				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings

Very poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Home Economics Report

Quarter 1 2 3 4
Grade 7 8 9 10 11 12

Student _____ Home Room _____

Objectives of Course	First	Second	Third	Final
Understandings of				
nutrition and health				
cooking principles and their application				
Child development				
home improvement				
factors promoting desirable family relations				
personal and family finances				
effect of war on living				
etiquette				
Abilities to				
plan, buy, prepare and serve meals				
be well groomed				
plan, select, and sew clothing				
care for sick				
manage money, time, materials				
make new applications of learning				
Accomplishment of Projects				
sewing				
cooking				
room improvement				
Participation in Class Activities				
cooperation				

Comments: (If any) General Rating _____

Passing Grade - 70 College Certification Grade - 85

Key to Ratings
Very Poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Practical Arts Report

Quarter 1 2 3 4

Grade 7 8 9 10 11 12

Student _____ Home Room _____

Objectives of Course	First	Second	Third	Final
Acceptance of shop responsibilities				
Ability and care in use of tools and materials				
Quality of work				
Originality				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings

Very poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Music Report

		Quarter	1	2	3	4	
		Grade	7	8	9	10	11 12
Student	Home Room						

Objectives	First	Second	Third	Final
Understanding of how music reflects the life of people in different places and times				
Ability to distinguish between different styles of music				
Participation in:				
Class activities				
Outside activities pertaining to class work				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings
Very Poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Art Report

		Quarter	1	2	3	4	
		Grade	7	8	9	10	11	12
Student	Home Room						

Objectives of Course	First	Second	Third	Final
Understanding of the Art principles				
Ability to apply the Art principles to new situations				
Expression of Creative Ability				
Development of manipulative skills				
Evidence of the development of outside interests pertaining to class work in Art				
Promptness in completing problems				
Participation in class activities				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings
Very Poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

EAST GREENWICH HIGH SCHOOLS

East Greenwich, Rhode Island

Quarterly Guidance Report

		Quarter	1	2	3	4	
		Grade	7	8	9	10	11 12
Student	Home Room						

Objectives of Course	First	Second	Third	Final
Contributions to class activities				
Command of Guidance information				
Ability to locate useful information				
Ability to organize such information				
Results of learning as shown by:				
Adjustment to school life				
High standard of workmanship				
Efficient study habits				

Comments: (If any)

General Rating _____

Passing Grade - 70

College Certification Grade - 85

Key to Ratings
Very poor .....P
Fair .....F
Good .....G
Excellent .....E

Instructor _____

MARBLEHEAD JUNIOR HIGH SCHOOL

Marblehead, Massachusetts

SCHOOL DEPARTMENT

MARBLEHEAD, MASSACHUSETTS

SCHOOL REPORT

OF

JUNIOR HIGH SCHOOL

NAME .....

GRADE ..... YEAR 19 .....-19.....

TO PARENTS

This Report, of necessity brief and general, is designed to acquaint you with the relative progress of your child in various aspects of education. It states four of the fundamental goals in education and suggests the importance of each. To reach these goals adequately requires the fullest understanding of your child, the best educational environment, and the earnest co-operation of parents, teachers and pupils.

For a fuller Report or for further explanation of this Report, you are invited to confer with the Principal.

Your signature, requested below, indicates merely that you have examined this Report; it does not imply your approval or disapproval of it.

FRANK S. GAMES, Principal.

Parent's Signature

1.....

2.....

3.....

4.....

PLEASE RETURN THIS CARD PROMPTLY.

FUNDAMENTAL GOALS IN EDUCATION

Goal I. Work Habits and Attitudes.

Right habits and attitudes come only from working with success and satisfaction. They lead to efficient learning and depend upon genuine interest and effort. Interest is indicated by the desire of the pupil to finish his assignments and do his daily work, also the desire to volunteer and give close attention in class. Effort is shown by perseverance and attempt to do the work to the best of the pupil's ability.

10 week periods

1	2	3	4

Comments:

Goal II. School Citizenship.

A good citizen contributes to and benefits from his school life. The foundation of democratic government is intelligent, co-operative citizenship based on controlled social behavior. This behavior can best be developed through obedience to regulations, self-control, courtesy, and co-operation.

10 week periods

1	2	3	4

Comments:

MARBLEHEAD JUNIOR HIGH SCHOOL

Marblehead, Massachusetts

Goal III. Regular Attendance.

Absence is the chief cause of unsatisfactory school work and lack of interest. Written excuses are required for all absence. Work lost through absence must be made up promptly and make up slips will be issued when the excuses are acceptable.

Tardiness results in interruption of others and can usually be avoided. Pupils should submit written excuses to cover each case of tardiness.

ATTENDANCE	PERIODS			
	1	2	3	4
TIMES ABSENT				
TIMES TARDY				
TIMES DISMISSED				

Comments:

Goal IV. Scholarship and Achievement.

The quality of the work done is more important than the quantity. Good achievement depends upon a thorough mastery of fundamentals. Since low marks may seriously affect promotion, parents should confer with teachers at once if the mark is D or E.

SUBJECTS	9TH GRADE CREDIT VALUE	NOV.		FEB.		APRIL		JUNE	
		GRADE	ATTI-TUDE	GRADE	ATTI-TUDE	GRADE	ATTI-TUDE	GRADE	ATTI-TUDE
ENGLISH									
SPEECH									
MUSIC									
ART									
PHYSICAL EDUCATION									
HEALTH									

Pupils in the Seventh and Eighth are promoted by grades. If the pupil fails in more than one major subect, the grade must be repeated.

Pupils are promoted to the Tenth Grade if they have not failed in more than five credits in the Ninth Grade.

EXPLANATION OF MARKS

GRADES		ATTITUDE	
A	Excellent	1.	Commendable
B	Good	2.	Satisfactory
C	Fair	3.	Fair
D	Warning, but passing	4.	Unsatisfactory
E	Failure	5.	Poor
I	Incomplete		

The mark of each period is **cumulative,** that is, it includes all previous marks and is the average of the pupil at the time it is issued.

Pupils in Grade Nine should do A or B work if they wish to be certified for college.

Pupils are placed in divisions in Grades Seven and Eight and may be shifted from one division to another if the marks in the major subjects warrant such a change.

Your pupil is in the ..... division and pupils in this division are given work suited to their ability which on the whole

is ..... .

Comments:

MARBLEHEAD JUNIOR HIGH SCHOOL

Marblehead, Massachusetts

THE PROGRESS RECORD

OF

_____

AMHERST JUNIOR HIGH SCHOOL

Amherst, Massachusetts

Grade ___ 19__-19__

L. Leland Dudley, Superintendent

Shirley E. Haven, Acting Principal

Progress in Scholarship and Attitude

	1	2	3	4	5
English					
Physical Education					
Health					
Latin					
Social Studies					
Mathematics					
Science					
Jr. Business Trng.					
Home Economics					
Intro. to Indus. Arts					
Practical Arts					
Music					
Art					
Piano					
Violin					
Grade 8 Elective Subjects					
English					
Latin					
Geography					
Mathematics					
Art					
Printing					

Scholarship is Marked by Letters as Follows:

A - Superior
B - Good D - Unsatisfactory
C - Fair F - Failure

Attitude Toward Work is Marked by Figures as Follows:

1 - Excellent
2 - Good 3 - Unsatisfactory

Determining Factors in Attitude Marks:

1. Preparation 3. Cooperation 5. Workmanship
2. Alertness 4. Promptness 6. Self-Reliance

Progress in Citizenship

	1	2	3	4	5
Courtesy					
Punctuality					
Reaction to Criticism					
School Service					
Self Control					
Sportsmanship					

No mark indicates average adjustment.

The mark of U indicates that the pupil is in need of improvement.

Attendance Record

	1	2	3	4	5
Days Absent					
Times Tardy					

Activities in which the Pupil Participates

	1	2	3	4	5
Band					
Baseball					
Basketball					
Dancing					
Dramatics					
Football					
Leathercraft					
Photography					
Railroad					
Soccer					
Softball					
Travel					
Volleyball					

REPORT TO PARENTS

From The

HENRY W. HALL SCHOOL

FALMOUTH, MASSACHUSETTS.

Student: .....

Grade ..... Home Room ..... Year .....

OBJECTIVES OF THIS JUNIOR HIGH SCHOOL

The junior high school is an organization which aims to provide general education and not specialized training. It is concerned primarily with the immediate needs of boys and girls, and only secondarily with their preparation for college or for a life vocation. Its specific objectives are:

1. To provide for the mastery of those fundamental skills and tools of knowledge — reading, writing, arithmetic and language — gained in the elementary school, and to give all pupils further fundamental training for the continuance of their education to higher levels.

2. To provide exploratory and tryout experiences in many fields of knowledge, so that pupils—with the help of parents and teachers—will be guided in making wise educational choices.

3. To provide for the gradual introduction of elective subjects.

4. To provide experiences in the fine and practical arts in order that boys and girls may make wise choices of creative activities for themselves, and gain the ability to enjoy beauty in art, music and literature.

5. To provide an educational program which will make the transition from the elementary school to the junior high school, and the transition from the junior high school to the senior high school as easy as possible.

6. To provide, through the homeroom teacher, a skilled, intelligent, and sympathetic counseling program, thus aiding pupils in solving their educational, social, and ethical problems.

7. To provide such activities as: clubs, student government organizations and athletics in order to strengthen and develop desirable citizenship habits.

8. To provide specific health instruction and physical activities in order to insure the development of essential health knowledge, habits and attitudes.

EVERETT L. HANDY, Principal.

METHOD OF GRADING

E. indicates superior work. F. indicates fair work.
G. indicates good work. P. indicates failing work.
W. indicates mark withheld.

No credit is given for work graded P. or W. All work missed during absence must be made up as promptly as possible. A mark in "red" indicates that the student is capable of doing better.

SUBJECTS	MARKING PERIODS									
	1	2	3	4	5	6	7	8	9	Average
Physical Education										
English										
Mathematics										
Social Studies										
General Science										

Parent's Signature
As soon as this report has been examined and signed by the parent, it should be returned to the homeroom teacher. Please return it on the next school day.

Your signature does not necessarily mean that this report meets with your approval.

ATTENDANCE RECORD

Times Absent										
Times Tardy										
Times Dismissed										

.....'s home room teacher wishes to call your attention to the following character building traits. A check mark is placed opposite traits to which your attention is called.

HABITS AND TRAITS	MARKING PERIODS								
	1	2	3	4	5	6	7	8	9
CITIZENSHIP TRAITS—									
Assumes responsibility well									
Shows initiative									
Has a co-operative spirit									
Takes pride in his school and in his work									
Shows qualities of leadership									
HABITS OF SELF CONTROL—									
Works well with others									
Is dependable									
Is courteous									
Is sometimes discourteous									
Is inclined to mischief									
SOCIAL HABITS—									
Does his part willingly and cheerfully									
Is considerate of others									
Membership in School Activities—									

Home Room Teacher

In the development of these habits and traits the home and the school share an equal responsibility.

SUCCESS IN SCHOOL

Good health, regular attendance, and faithfulness to home study are essential for happy and successful school life. Careful attention to rest and diet are fundamental to good health. If boys and girls are to make satisfactory progress in their studies they should attend school regularly. An excuse signed by the parent or guardian is required whenever students are absent or tardy. The following plan for home study is suggested: Grade Seven—one hour each day, Grade Eight—one and one half hours each day, and Grade Nine—one and one half to two hours each day. The teachers of this school will make every effort to help your child achieve this goal, and will greatly appreciate your co-operation.

Certified Statement of Promotion

This is to certify that .....

has been .....

to grade .....

Signed: .....
Principal

Falmouth Publishing Co., Inc.

MELROSE JUNIOR HIGH SCHOOL

Melrose, Massachusetts

WEIGHT REPORT

	FIRST QUAR.	SECOND QUAR.	THIRD QUAR.	FOURTH QUAR.
Height		.....		.....
Weight				

Regular gain is important.
Steady growth is dependent on good habits.

RULES OF THE GAME

(1) To have a full bath oftener than once a week.
(2) To wash the hands before eating.
(3) To brush the teeth before breakfast and bed.
(4) To have a bowel movement daily.
(5) To sleep normal hours with windows open.
(6) To drink milk but no tea or coffee.
(7) To eat some fruit or vegetable every day.
(8) To drink at least four glasses of water a day.
(9) To sit and stand well.
(10) To play out of doors a part of every day.

SLEEP NEEDED:

8-10 years—11½ hours	12-14 years—10½ hours
10-12 years—11 hours	14-16 years—10 hours

Signature of Parent:

First Quarter .....

Second Quarter .....

Third Quarter .....

Fourth Quarter .....

Promoted to Grade .....

Date .....

.....Teacher

MELROSE JUNIOR HIGH SCHOOL

Melrose, Massachusetts

SCHOOL SUBJECTS

	FIRST QUAR.	SECOND QUAR.	THIRD QUAR.	FOURTH QUAR.
Habits of Work				
English				
Spelling				
Writing				
Reading				
Arithmetic				
Social Studies				
Music				
Drawing				
Cooking				
Sewing				
Shop Work				
Science				
Latin				
Business Training				
Physical Education				
Attendance				
Days in period				
Days absent				
Times tardy				
Times dismissed				

CITIZENSHIP HABITS

	FIRST QUAR.	SECOND QUAR.	THIRD QUAR.	FOURTH QUAR.
Obedience				
Industry				
Courtesy				
Reliability				
Self-control				
Health Habits				

Studies are marked:

A—Superior
B—Good work
C—Fair work
D—Failure

A general standing of C is necessary for promotion.

Habits are marked:

+ meaning a well-developed habit.
average, the habit needs strengthening.
— the habit is unsatisfactory.

Good Habits of Work are dependent upon securing good conditions for study; knowledge of the task assigned; understanding of the use of materials; accuracy in following directions; economy in the use of time.

Prompt and regular attendance is an important factor in the child's interest in his school work.

FIFTH STREET JUNIOR HIGH SCHOOL

BANGOR, MAINE

Quarterly Report 194__-194__

Report of.....
Last First Initial

Grade..... Homeroom..... ....
Homeroom Teacher

To Parent or Guardian

You are cordially invited to visit the school, observe the work of the classroom, and meet the teachers. We desire your cooperation and welcome any information that will aid us in helping your child.

In this report an attempt is made to present to you a complete picture of your child's school life. We shall be glad to talk this report over with you at any time.

RUSSELL I. MORGRAGE
Principal

RANKING METHOD

SUBJECT RANK: A=Superior B=Excellent C=Average D=Passing F=Failure

EFFORT RANK: 1=Excellent 2=Good 3=Poor

CONDUCT, WORK NEATNESS

1=Above Average 2=Average 3=Below Average

	FIRST QUARTER				SECOND QUARTER			
Days Absent								
Times Tardy								
	RANK	EFFORT	CONDUCT	Work Neatness	RANK	EFFORT	CONDUCT	Work Neatness
Homeroom	X	X		X	X	X		X
English								
Social Studies								
Mathematics....								
Science								
Home Economics								
Shop								
Physical Education								
Music								
Art								
Hygiene								
Four Hour Elective								
Two Hour Elective								

EXPLANATION OF RANKS

	RANK	EFFORT	CONDUCT	WORK NEATNESS
English	B	2	1	2
Social Studies	C	1	1	1

ENGLISH = Rank is Excellent and Effort is Good: Conduct is Above Average: Work Neatness only Average. Tbis means "the pupil could get better rank if his Effort and Work Neatness improved."

SOCIAL STUDIES = Rank is Average but Effort is Excellent. Conduct, and Work Neatness are Above Average. This means "the pupil is trying hard although tbe rank is only Average."

THIRD QUARTER				FOURTH QUARTER				REMARKS
RANK	EFFORT	CONDUCT	Work Neatness	RANK	EFFORT	CONDUCT	Work Neatness	
X	X		X	X	X		X	

TO PARENT OR GUARDIAN

After inspecting this report please sign and return immediately. *Your signature does not necessarily mean approval, but merely indicates that you have seen the report.*

First Quarter .....

Second Quarter.....

Third Quarter .....

Fourth Quarter .....

.....is promoted to Grade.....

Homeroom.....

..... is not promoted.

Repeat Grade.....Homeroom.....

.....is promoted but is

conditioned in.....

.....

RUSSELL I. MORGRAGE
Principal

SEEKONK

JUNIOR HIGH SCHOOL

Seekonk,

Massachusetts

SUGGESTIVE PLAN FOR UNIFORM GRADING

Huntington Junior High School

Brockton, Massachusetts

SCHOLARSHIP

A

Always takes an active interest in the subject.
Carries out suggestions for extra work.
Gives complete, clear, and concise recitations.
Asks intelligent questions.
Written assignments always complete and of a high grade.
A high average in review work.

B

Is attentive and interested.
Recites acceptably.
Follows directions and produces a good grade of work.
Written assignments complete, accurate, and on time.
A good average in review work.

C

Is usually attentive and shows an average effort.
Gives fairly adequate recitations. Volunteers occasionally.
Written assignments usually cover the minimum essentials.
A fair average in review work.
Attitude and effort good, but achievement fair.

D

Shows little consistent effort or interest.
Rarely gives a definite recitation.
Written assignments complete and poorly done.
A low average in review work.
Attitude and effort may be good, but achievement is poor.

E

Inattentive.
Makes little effort to understand or do his work.
Rarely recites or never volunteers.
Written assignments seldom done, and usually inaccurate.
A very low average in review work.

SUGGESTIVE PLAN FOR UNIFORM GRADING

Troup Junior High School

New Haven, Connecticut

		Grade A 100%--90%	Grade B 89%--80%	Grade C 79%--70%
1.	Scholarship	Exceeding expectation of teacher	Accurate and Complete	Work in general of medium quality
2.	Initiative	Contribution exceeding the assignment	Stimulating some desirable achievement	Work quite strong in more items, weak in others
3.	Attitude	Positive benefit to class	Proper and beneficial	Proper but not very helpful
4.	Cooperation	Forwarding all group activities	Effective in group work	Less effective
5.	Individual Improvement	Actual and Noticeable	Showing marks of progress	Somewhat noticeable

		Grade D 69%--60%	Grade F Below 60%
1.	Scholarship	Barely meeting assignments	Poor
2.	Initiative	Uncertain, not usually manifest	Lacking
3.	Attitude	Not objectionable usually neutral	Disinterested
4.	Cooperation	Not positive nor very effective	Lacking
5.	Individual Improvement	Slight, not positive	None

SUGGESTIVE PLAN FOR UNIFORM GRADING

B. F. Brown School

Fitchburg, Massachusetts

The "A" Pupil

1. His work consistently shows an intelligent comprehension of the subject matter through his ability to retain facts and principles learned.
2. He is able to apply subject matter learned to new problems.
3. He organizes his work well.
4. He speaks clearly and forcibly in discussion.
5. He presents neat, well-organized, accurate and complete work on time.
6. He performs required skills with a high degree of technique.
7. He completes both the average and the enriched assignment.
8. He has good study habits.
9. He has the power of analyzing his own work to discover his strong and weak points.
10. He shows marked initiative, industry and attention.

The "B" Pupil

1. See 1 above.
2. See 3 above.
3. He speaks clearly in discussion.
4. He presents neat, accurate, complete work on time.
5. He performs required skills withgood technique.
6. He completes usually both the average and the enriched assignment.
7. He has good study habits.

SUGGESTIVE PLAN FOR UNIFORM GRADING

B. F. Brown School (continued)

8. He has good power of analyzing his own work to discover his strong and his weak points.

9. He shows initiative, industry and attention.

10. He may be slightly less capable than the "A" pupil but is capable of sustained application; or he may have "A" ability but lacks sustained application.

The "C" Pupil

1. In general he retains facts and principles learned.

2. He does not always follow directions carefully.

3. He frequently requires further explanation because of inability to comprehend the first time.

4. He may be a steady but slow worker, or he may be brilliant but lack-in application.

5. He may perform required skills with a fair degree of technique.

6. He completes the average assignment.

7. He presents neat, careful work on time.

8. His vocabulary is often meager.

9. He is not an independent thinker.

10. He has faulty habits of study.

The "D" Pupil

1. He is slow in work and thought; or he has "C" ability fails to reach that standard through indifference, lack of application, or ill health.

2. He does not usually complete the average assignment.

3. He finds it difficult to express his thoughts because of an inadequate vocabulary.

4. His oral and written work is inaccurate and untidy.

SUGGESTIVE PLAN FOR UNIFORM GRADING

B. F. Brown School (concluded)

5. He frequently jumps at conclusions without data to support them.

6. He reasons poorly.

7. He has not developed good habits of study.

8. He is often inattentive, either wilfully or because he is unable to comprehend.

9. He possesses no power of analyzing his own work to discover his strong and weak points.

The "E" Pupil

1. He is incapable of doing the work of the grade or is not interested and makes but little effort.

2. He takes little part in oral discussion.

3. His written work is careless, untidy, inaccurate or incomplete.

4. His vocabulary is very limited.

5. His span of attention is short.

6. He may be absent or tardy a great deal.

7. He has poor study habits.

Teacher's Manual for Volume One (grade 9) of

READ UP ON LIFE

The Holt Literature Series

Grade Level Ninth

Selected and edited by
Harold H. Wagenheim
Elizabeth Voris Brattig
Rudolf Flesch

With the counsel of
Dorothy Canfield Fisher

HENRY HOLT AND COMPANY, NEW YORK

Teacher's Manual for Volume One (grade 9) of

READ UP ON LIFE

The Holt Literature Series

Harold H. Wagenheim . . . Chairman of Department, Academic Subjects, Bronx Vocational High School, New York City.

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HENRY HOLT AND COMPANY, NEW YORK

Reading Levels for Volume One (grade 9) of

READ UP ON LIFE

The reading or grade levels for all selections (except for poems and plays, whose reading levels can hardly be estimated) in Volume One of READ UP ON LIFE follow on pages 3, 4, and 5.

These reading levels are listed in three separate charts for the convenience of the teacher.

For the teacher who wishes to teach the selections in sequence, Chart One on page 3 shows the reading levels of the selections in the order in which they appear (that is, by table of contents).

For the teacher who wishes to acquaint the class with the various types of literature, Chart Two on page 4 shows the reading levels of these same selections arranged according to types of literature.

And finally, for the teacher who wishes to assign the easier or harder selections to slow learners or advanced students, Chart Three on page 5 groups the selections according to grade levels.

These reading levels are *not* to be regarded as absolute. They merely show the reading level of the "average" student at a given grade. Although they have been estimated as carefully as possible, there are too many factors that cannot be measured in readability for any measuring technique to encompass them all, the most important of these factors being the motivation of the reader. Every teacher has experienced the shock of finding the slow learner who overcomes seemingly impossible hurdles in order to read in the field of his special interest—as well as the shock of finding that even the most capable students do not grasp or remember material of low "readability" if they do not find it interesting.

It should be noted that vocabulary difficulty *by itself* was not used to estimate readability, so that the easier selections contain a number of relatively unfamiliar words. Our theory is that the *general* readability of a selection will carry the student over a few difficult words.

What we have tried to do to provide maximum readability then, is to choose selections which *are* interesting to students and to establish approximate reading levels for them.

For a further discussion of reading or grade levels, see page 6 under "Our aim" and "Readability," and page 8 under "A suggested procedure."

Reading Levels of Selections
Arranged According To
TABLE OF CONTENTS

Reading Levels of Selections
Arranged According To
TYPES OF LITERATURE

	GRADE
ESSAYS AND OTHER NON-FICTION	
"Adventures in the Holy Land"	7
"Boy Gets Job"	9
"David and Goliath"	7
"Doubling Cape Horn"	10
"The Equatorial Forest"	9
"The First Day"	6
"Headhunters of the Quito Hills"	9
"How I Became a Reporter"	10
"How We Kept Mother's Day"	8
"Little America Regained"	9
"The Most Beautiful Pagoda"	9
"My Mother and My Father"	7
"My Shorthand Match with the President"	7
"The Story of Saudin"	7
"We Are All One People"	5
"What Is an American?"	9
FABLES	
"The Ten Trails"	6
NOVELS, SELECTIONS FROM	
"How to Become a Millionaire"	8
"Huckleberry Finn"	7
"Kid Sister"	5
"Mama and Her Bank Account"	6
"Night Flight"	10
"Pride and Prejudice"	9

	GRADE
STORIES	
"All Yankees Are Liars"	9
"The Bottle Imp"	7
"Camel Boy"	7
"The Canterville Ghost"	9
"Death of Red Peril"	7
"Doc Mellhorn and the Pearly Gates"	8
"A Family Alliance"	9
"Goliath"	8
"The Horse"	7
"How Much Land Does a Man Need?"	8
"The Indian Swing"	7
"A Lottery Ticket"	9
"A Man and His Dog"	8
"Mr. Whitcomb's Genie"	7
"Moment of Glory"	9
"The Most Dangerous Game"	7
"My Song Yankee Doodle"	8
"An Occurrence at Owl Creek Bridge"	10
"The Ransom of Red Chief"	8
"The Red-Headed League"	9
"Señor Payroll"	7
"Split Cherry Tree"	5
"A Start in Life"	7
"That Spot"	6
"That's What Happened to Me"	6

Selections Grouped According to
READING LEVELS

GRADE 5

"Split Cherry Tree"
"We Are All One People"

GRADE 6

"The First Day"
"Kid Sister"
"Mama and Her Bank Account"
"The Ten Trails"
"That Spot"
"That's What Happened to Me"

GRADE 7

"Adventures in the Holy Land"
"The Bottle Imp"
"Camel Boy"
"David and Goliath"
"The Death of Red Peril"
"The Horse"
"Huckleberry Finn"
"The Indian Swing"
"The Most Dangerous Game"
"Mr. Whitcomb's Genie"
"My Mother and My Father"
"My Shorthand Match with the President"
"Señor Payroll"
"A Start in Life"
"The Story of Saudin"

GRADE 8

"Doc Mellhorn and the Pearly Gates"
"Goliath"
"How Much Land Does a Man Need?"
"How to Become a Millionaire"
"How We Kept Mother's Day"
"A Man and His Dog"
"My Song Yankee Doodle"
"The Ransom of Red Chief"

GRADE 9

"All Yankees Are Liars"
"Boy Gets Job"
"The Canterville Ghost"
"The Equatorial Forest"
"A Family Alliance"
"Headhunters of the Quito Hills"
"Little America Regained"
"A Lottery Ticket"
"Moment of Glory"
"The Most Beautiful Pagoda"
"Pride and Prejudice"
"The Red-Headed League"
"What Is an American?"

GRADE 10

"Doubling Cape Horn"
"How I Became a Reporter"
"Night Flight"
"An Occurrence at Owl Creek Bridge"

Teacher's Manual for Volume One (grade 9) of

READ UP ON LIFE

Our approach . . . It was after much deliberation that we finally selected the title for this series: READ UP ON LIFE. Here is the clue to our approach. This volume should afford an opportunity for every student to become a little more expert in the art of living. Using the contents of the book as a starting point for (a) discussion, (b) further reading, and (c) action, your students should come to see a very real connection between the printed page and the world about them. The classroom should become a pleasant workshop where they read to learn to live, rather than a torture chamber where they merely exist to work through a certain amount of printed matter.

Our aim . . . Any literature anthology destined to fall into the hands of high-school students has certain obligations to fulfill. First, it must present selections of literary merit, rather than the shoddy and sensational so abundantly represented in the cheap magazines and comics. Second, it must challenge the student without discouraging him. Third, it should direct thought *and* action into desirable channels.

Literary quality has been a primary consideration in the choice of each selection in this book. Yet it has not been the only factor. The question the editors have always kept in mind is: "Will this selection interest ninth-grade students?" No matter how mellifluous the style, nor how witty, we have not allowed ourselves to be dazzled, even by old favorites. The interests of the fourteen- and fifteen-year-old boys and girls are rather specialized. They want to read about the very problems that they have suddenly begun to face in their own lives. Contrary to popular belief, they are not too happy over being surfeited with adventure and animal yarns. They are worried about their first date, the lack of understanding on the part of their parents, their vocational aptitudes, the attitude of society toward minority groups — in short, about really fundamental issues. On the other hand, they are not completely grown up, as who is? They enjoy a bit of nonsense, and even an *occasional* dog story.

The parts of READ UP ON LIFE have been organized with these thoughts in mind. Each phase of the book is built around a central basic core of interest common to young people. "The Younger Set," "Fair Play—and Foul," "Sidelights on America," "Life with Parents," "Facing Life," and "The Things That Count," all deal with very real problems that the students have faced, are facing, or will face very soon. "Bag of Surprises" and "This Wide World" will satisfy their love of the strange or ridiculous and their much-bruited thirst for sheer adventure.

Yet making sure that an anthology meets the students' actual interests and provides material of literary quality is not enough. No matter how vital the issues, no matter how well-written the selections, the student may simply refuse to read because he "doesn't like to read"—meaning that he has difficulties with reading. The "average" class in America is heterogeneous in the extreme. There are I.Q.'s ranging from 80 (possibly less) to 160 (possibly more). Moreover, even among the higher I.Q.'s, the range of reading ability is startling. In order to ensure the participation of every student, we have therefore adopted a unique procedure. Within each part, we have made certain that there is a wide spread of reading difficulty. (See the tables beginning on page 3.) You can be certain of at least one selection in each part that even your slowest learner can master, and one that only your gifted students will find palatable. Meanwhile, the majority can read the greater portion with success and pleasure. No matter how simple the text of the selection, however, there is nothing patronizing about the content. The slow learner will not complain that you are feeding him "baby stuff."

Readability . . . How our fine gradation by readability levels was accomplished is much too long

a story to give here in detail. In brief, here is what we have done:

One of us, Rudolf Flesch, is the originator of the widely-used Flesch readability formula. (If you're interested in the details of this formula, you will find them in Rudolf Flesch's books, *The Art of Readable Writing* and *How to Test Readability.*) The formula — which has to do with sentence length, word length, and language elements adding human interest—was applied to each selection considered for inclusion in the book, except for poems and plays. The grade-level estimate was then worked out on the basis of the formula score and certain other statistically not measurable elements such as familiarity of the background, subtlety of the narrative technique, style or dialect peculiarities, and so on. After that, most of the selections were put to an actual test in classrooms all over the country to provide for a double check of the grade-level estimates. On the whole, we feel that the grade-level estimates in this book are as accurate as it is possible to make them by using experience, judgment, and today's scientific measurement techniques.[1]

New material and old . . . As for the selections, you'll find plenty of old favorites, as well as some less widely used bits by traditional authors. (We have tried very hard to avoid the clichés of anthology texts, but we have not ignored our cultural heritage.) Nay more, to your delight, you will find *new* favorites, items so recently published that you haven't dared to hope they'd appear in printed form for your classes. To be sure, there may be some selections that are new to you. But you'll find them exciting reading.

Questions at the ends of selections . . . This book is *not* designed to be used for remedial purposes. Rather, its aim is threefold: (1) to deepen your students' understanding of people and their problems, (2) to add to their experience, (3) to sharpen their appetite for literature. Therefore, the questions at the end of each selection (and at the end of each part) have been carefully screened to avoid mere recall of factual material, except as a jumping-off point for discussion. We have not supplied a key to the answers; there will be as many responses as there are students in your class.[2] Personal experiences of the student and *his* personal reactions to what he reads are the important points stressed. Let's bring out the ideas floating around under those curls and crew cuts!

End-of-part activities . . . We recommend that you read with care the section following each part, which we have called "Don't Go Away." There you will find many suggestions for discussions and for class activities, for individual and group "field work," and for supplementary reading. Urge your students to read it, too. Often your plan of action will be determined by *their* enthusiasm.

Perhaps a word or two should be said about written composition. You will notice that most of the "Don't Go Away" activities emphasize various aspects of oral work. The last of these activities, however, suggests topics for written expression. Since talking about a subject should always precede writing about it, this seems logical. The topics are allied to the general theme of the part, but admit of a great deal of leeway for individual reactions. Always the teacher should urge her students to write on something which is close to them and about which they feel strongly, for only then will they care how clearly and effectively they write. It is important to remember that the selections should be used as springboards, *not* as models. A mere re-telling of a story, or an attempt to recapture an author's style (perish the thought!), is fruitless. Given the op-

[1]Most reading levels have been established by careful choice of selections. A few selections have been abridged and a few adapted. A note in brackets at the end of a selection indicates that it has been abridged or adapted.

[2]There is only one "trick" question in the whole book, number 4 on page 107. It was suggested by one of our more fiendish editors, and since it *is* baffling, it seems only fair to give you the answer. Note that on page 99, the day of Mr. Jabez Wilson's interview with Sherlock Holmes is established as October 9, 1890. But on page 95, when Mr. Wilson began telling his story to Holmes, he displayed a newspaper clipping dated April 27. Dr. Watson makes the statement that the clipping is dated "just two months ago." If this were so, either the clipping described on page 95 should be dated *August* or the sign described on page 99 should be dated *June*. We hope your students will pounce on a mistake made by a great writer—and of detective stories at that!—with as much glee as we did.

portunity to write about what they know, and stimulated by the preceding discussions, your students cannot fail to write forceful papers that will hold the interest of the most jaded wielder of a red pencil.

Teaching by types . . . Some of you may wish to place a certain degree of stress upon *types* of literature. Although this academic treatment of the selections is perhaps unnecessary in the ninth grade, it is true that students tend to confuse fact with fiction, and that they are prone to refer casually to any piece of prose writing as a "story." If many of your students will ultimately go on to college, it may be your duty at least to touch upon this aspect of literature. However, mere form should not receive primary emphasis. It might be well to discuss it at the *end* of a part, as a kind of review of what has been read, rather than at the beginning when your major aim is to arouse interest. For those of you who wish to devote some time to the forms of writing represented in READ UP ON LIFE, we have provided a table for grade levels by types of literature which will help you to find materials readily. (See page 4.)

Tests . . . Beginning on page 11 you will find a series of questions some of which may be included in mid-term and final examinations. (These may be reproduced in any way you choose without danger of infringing copyright.) In these questions the student is forced to reorganize what has come out of his reading, the classroom discussions, and his own activities, and to present the results in a new form. They make the kind of test for which no cramming is possible, but they will reveal the degree of success he has had in learning to think for himself. The first time he meets this type of question, he may be surprised—even resentful. But by the end of the term he will astound himself by admitting that tests can be fun to take.

A suggested procedure . . . It would be well to start by reading with the class the introduction which sets the tone for the part about to be studied, and which warns the reader what to look for. The table of contents which follows the introduction may in itself stimulate interest to the point where you need merely suggest browsing at home for a week or so while a different type of work is tackled in class. If this method seems too casual, you might begin a part by having the class read one or more of the easier selections (see tables beginning on page 3). Your gifted students should not resent this procedure, for the *interest level* has been geared to the age of ninth-grade readers, regardless of their academic ability. Furthermore, the superior student can bring to the ensuing discussion points which the slow learner may have missed and thus help him derive greater pleasure from his reading.

Key to the plan of the book . . . A glance at the table of contents will reveal that the book is divided more or less evenly into eight parts, the sixth section being heavily weighted by the full-length play, *Years Ago.* It is therefore quite possible to teach READ UP ON LIFE in such a way that it will fit comfortably into the nine months which comprise the school year. Each half will occupy approximately one semester, with time allowance for writing sessions, for holidays, and for the teaching of technical English. The sequence of the parts is such that the class begins with that which is closest to them—the problems of "The Younger Set"—and works gradually toward the more difficult concepts of the last section, "The Things That Count." So, too, the selections *within* each part are arranged in order of ascending difficulty, from the point of view of concept and readability. It will be quite logical to lead the entire class straight through each part, especially if there is a fair degree of homogeneity in the group.

Let us assume that we'll begin in September, a "short" month at best, further curtailed by the red tape involved in starting a new term. "The Younger Set," designed to arouse at once the interest you want to sustain all year, is consequently the shortest part in the book. October will introduce "Bag of Surprises," with the ghost items appearing in time for Hallowe'en high jinks. November, the football season, is a perfect setting in which to read Part Three, "Fair Play—and Foul." December, with the approaching holi-

day season, offers additional interest to "Sidelights on America." Surely the teacher should capitalize on the holiday customs practiced by the various groups represented in her class to lend extra force to the basic theme of this part. Because of the Christmas vacation, this rather long unit should consume also the early part of January, leaving time for examinations and other end-term agenda.

The new term, beginning in February, brings with it a desire on the part of the students to wield a new broom successfully. What better time to consider relations between parents and children? And so you turn to "Life with Parents." Since after home ties, vocational aspirations, both immediate and remote, assume such great importance, "Facing Life" appears at this point, during March, a "long" month usually devoid of holidays and calculated to bear the burden of the full-length play. In fact the play may even carry this part through the early part of April. You will notice that Part Seven, "This Wide World," is one of the longest in the book. Placed here, it will allow you to draw upon the experiences of students who have taken trips during spring vacation. Perhaps the entire class could do some traveling *en masse* to a nearby spot of general interest. You may as well take advantage of spring fever and the wanderlust. You might even forestall potential cutting in the process! The remainder of the term, late May and early June, will be devoted to "The Things That Count." There will be ample time for clerical chores and the festivities that foreshadow promotion day.

Even if the entire class reads all the selections one by one in straight sequence, you will still wish to use the activities at the end of each part under the heading, "Don't Go Away." They will give point to the selections read, will clinch the basic theme of the part, and will—from a purely practical point of view—help to make your time schedule come out "even."

Using "groups" or "committees" . . . The introduction of "groups" or "committees" in the very early stages is one way to establish the kind of atmosphere one needs for the best results in this program. At the beginning of the new term classmates are very shy of one another. (This is especially true, of course, if the ninth grade is the first year of senior high school; not quite so true if it is the last year of junior high school.) If the students remain constantly rooted in their seats in formal recitation style, they probably will still be unaware of one another as people when promotion time arrives. Don't feel that stationary desks present an insurmountable difficulty. Get your students away from their desks and into little huddles about the room. Send one group off to the library, another in assorted directions to interview staff members or students in other classes, another to rehearse a dramatic performance or to plan a panel discussion in an empty room next door. (A word of warning: be sure to supply the wanderers with credentials; if interest is sufficiently great, they will not abuse the privilege.) In other words, keep things mobile as much as you can. Of course, the entire group will meet as a unit for general discussion, for formulating plans of action, for enjoying programs presented by their colleagues, and for taking those examinations we mentioned a while ago.

Insofar as possible, however, break down the class into smaller units. In this way all the "eager beavers," whom one usually has to suppress in fairness to thirty-five other students, will have a greater opportunity to be heard, and the less articulate souls, who grow weak in the knees when confronted with a sea of faces, will be encouraged to express their ideas in a less formal situation. Needless to say, *all* of them will get to know one another better. This last advantage is perhaps the greatest, for it will help to foster an appreciation of the other fellow not possible under the artificiality of static recitation.

How does one go about forming these groups? There are many devices:

1. *The sociogram.* If you wish to be ultramodern, you may use the sociogram technique, which you will find described in elaborate detail in any recent text on methodology. Basically, the idea is to allow each student to write on a slip of paper the names of three or four classmates with

whom he would like to work, in order of preference. From these slips the teacher (the students, of course, never see one another's choices) will gain an invaluable insight into the personalities and social relationships of her charges, for they reveal at once the popular youngsters, the "followers," and the "misfits." Guided by the slips, the teacher will group students together, being careful to place with the obviously popular and out-going children one or two who are *not* sought after by the others, or who say they "don't know and don't care." At mid-year time a second sociogram will often show many desirable changes of attitude as a result of this plan. It goes without saying that the sociogram is almost an impossibility during the first few days of the term, unless the students know one another—at least by reputation.

2. *Interest grouping.* Another method, the least artificial perhaps, is to allow groups to grow out of mutual interests. Occasionally some groups will be overcrowded and others rather sparse under this system, but if interest is high, that makes little difference, especially since some students of boundless energies will be happy to work with more than one group if necessary.

3. *Arbitrary grouping.* If all your students are strangers to one another, an arbitrary grouping according to rows or sections of the room is a possible solution. In this case, the group will probably decide on its activity *after* it is formed.

Some might feel that the teacher may as well remain *in absentia* while all this is going on. If you try the group or committee method, you'll find that this idea couldn't be farther from the truth. The teacher must ever be present to offer advice and constructive criticism. She must guide her students with all the subtlety at her command, suggesting rather than prodding. She will be the final arbiter in the inevitable disputes that will arise. She might even agree to enter into the activity herself once in a while. She'll be busy, all right, but she'll be having a very rewarding experience, too.

* * * * *

We hope you will enjoy the experience of teaching this book. We shall welcome your reactions and suggestions for future editions. With so much fine teaching going on in America today, our book cannot hope to embrace all the "tricks of the trade." What we have sought to do is discard that which is artificial and empty and to highlight that which is purposeful and challenging.

QUESTIONS FOR TESTS

Three sets of questions follow: one based on Parts One through Four; one on Parts Five through Eight; one on the entire book. In each set, the arrangement is, more or less, in order of increasing difficulty, the questions toward the end requiring greater imagination and even a flair for writing. In the interests of livening this activity, the teacher should make every effort to revise the wording to include local references, topical allusions, and the *argot* of her own school.

Perhaps you have a class which contains a number of slow students. In order to give the slow students a feeling of success you may want to devise one or two objective questions which they will be able to answer readily, and which will require little creative ability. The slow student is less facile in handling essay questions, and he will feel at less disadvantage when he sees his more gifted classmates writing at great length, if he feels certain that he has been able to answer what he considers more concrete questions. It is difficult for us to provide such questions because each teacher will emphasize different phases of the text, tempering the wind to the shorn lamb. Only she will know which selections have been read by her slow learners.

Parts One Through Four:

1. There are several young people in READ UP ON LIFE, some more appealing than others. Which one of the following would *you* like to have as a younger sister or brother? Why? Which would you resent most strongly? Why?

Janie Baxter — Jimmie Watts
Red Chief — Jin Wai
Tom Sawyer

2. Assume that the following candidates are running for president of the student body of your school. Choose any three, and show what chance each has of winning. Explain your answer.

Bottles Barton — Martha Edgewood
Willy Baxter — David (the biblical hero)
Jasmine Griffith

3. Radio and TV hold no priorities on extraordinary characters. Compare three of the people below with your favorite radio or TV hero. Show which is more believable and why.

Sherlock Holmes — Peyton Farquhar
Mr. Griffith — Bottles Barton
General Zaroff

4. Assume that you are the Inquiring Reporter of your school newspaper. Assume, further, that the following boys and girls from your book attend your school. How would each respond to the question: *What do you think is the main cause of juvenile delinquency in our community?* (Note to teacher: If you live in a community where this is not a problem, choose another issue.)

Huck Finn — Virginia Otis
Jasmine Griffith — Saudin
Willie Baxter

5. In each of the following stories, someone distorts the truth for a purpose. Explain the reason for *each* falsehood, and defend *one* of them.

"The Indian Swing" — "All Yankees Are Liars"
"Señor Payroll" — "The Red-Headed League"
"That's What Happened to Me"

Parts Five through Eight:

1. Plan an imaginary trip to a place you would like to visit. Tell what means of transportation you would choose, where you would go, and which of the following you would like to take along as a traveling companion. Explain your reason for choosing this person.

Mark Twain — John Masefield
Anne Lindbergh — Walt Whitman
Ludwig Bemelmans — Antoine de St. Exupéry

2. READ UP ON LIFE has introduced you to Mr. Whitcomb's genie. Let us assume that you have been granted the power to order him about for one whole day. What requests would you make of him?

3. Literature can often serve as a guide to action as we go through life. If you were about to seek a part-time job for after-school hours, what advice might each of the following offer you? Which do you think would be most helpful to you? Why?

Billy Rose	Ben Franklin
Ruth Gordon	H. L. Mencken
Daisy Switzer	

4. Many times in life we are faced with the problem of making an important decision which will affect our entire future. Sometimes we regret these decisions; sometimes we do not. Tell about an important choice made by three of the following, and show whether or not they chose wisely:

Jigger Pratt	Robert Frost
Doc Mellhorn	Sam Braden
Pahom	

5. Assume that, as members of the P. T. A. of your school, the following parents have been asked to take part in a panel discussion on the topic: "Should We Give a Course in Driving at ——?" What would be their points of view? Defend your answers.

Mr. Sexton (Dave's father)
Mrs. Switzer (Daisy's mother)
Mr. Jones (Ruth's father)
Mrs. Pyle (Ernie's mother)
Polonius (Laertes' father)

Parts One through Eight:

1. In READ UP ON LIFE you have met several animals. Of those listed below, which would you prefer as a pet? Why?

Goliath	Nurmi
Spot	Punk
Red Peril	

2. "Crabbed age and youth cannot live together," says Shakespeare. In what ways do the selections from READ UP ON LIFE bear out this statement? In what ways do they disprove it? Refer to at least two selections to prove each side of the question—four in all.

3. We have spent a great deal of time in discussing stereotypes. Show how your reading has helped you to break down your own stereotypes of three of the following:

doctors	presidents
dogs	poets
mothers	actresses

4. In your reading you have seen that material wealth is not so important as less tangible things. Show how the people involved discovered this was true about the following:

a. a spy glass
b. a silver tea set
c. a lottery ticket
d. a fine house
e. a new dress

5. Pretend you are a guide conducting an imaginary tour through your school with two of the "guests" listed below. Write an account of the conversation that might take place during your travels.

Saudin	Ruth Gordon Jones
Nasir	George Papashvily
The Otis twins	Jean de Crèvecoeur
Elizabeth Bennett	

●

SAMPLE DISTRIBUTION-OF-MARKS REPORT

FOR INFORMATION OF PARENTS

CENTER JUNIOR HIGH SCHOOL

ROCKY HILL, CONN.

Distribution of grades for the ranking period ending _____

Below is listed the number of A's, B's, C's etc. given in each class in school. The rating of _____ in each subject is circled. This will indicate how many in that group have done better or worse than _____. A pupil's standing when compared with the rest of the group is more important than a letter on the report card.

	A	B	C	D	E	I
English						
Mathematics						
Social Studies						
Home Economics						
Physical Education						
Social Relationships						
Hygiene						
Science						

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	A	B	C	D	E	I
English						
Mathematics						
Social Studies						
Home Economics						
Physical Education						
Social Relationships						
Hygiene						
Science						

"Y AND E"
L-5043 A

SEX	BIRTHPLACE		DATE OF BIRTH YEAR MO. DAY
FATHER'S NAME	BIRTHPLACE	LIVING	LANGUAGE SPOKEN IN HOME
MOTHER'S NAME	BIRTHPLACE	LIVING	OTHER SIGNIFICANT INFORMATION
OCCUPATION OF FATHER	BUSINESS ADDRESS		
OCCUPATION OF MOTHER	BUSINESS ADDRESS		
NO. OF CHILDREN IN FAMILY	NO. OLDER	NO. YOUNGER	

ADDRESS	PHONE

INTELLIGENCE TEST RECORD

NAME AND FORM OF TEST	DATE	C. A.	M. A.	I. Q.

ACHIEVEMENT TEST RECORD

NAME AND FORM OF TEST	DATE	ACTUAL GRADE PLACEMENT	ED. AGE	TOTAL GRADE PLACEMENT	R. V.	R. C.	A. R.	A. F.	LANG.	SP.

FOR DATA RE HEALTH SEE PERMANENT HEALTH RECORD CARD

LAST NAME FIRST NAME

CUMULATIVE RECORD

QUINCY POINT JUNIOR SCHOOL

Quincy, Massachusetts

LAST NAME | FIRST NAME | MIDDLE NAME

SEVENTH						EIGHTH						NINTH											
SCHOOL						SCHOOL						SCHOOL						SCHOOL					
19 -19						19 -19						19 -19 CURRICULUM						19 -19					
SUBJECT	1	2	3	4	NUM.	SUBJECT	1	2	3	4	NUM.	SUBJECT	1	2	3	4	NUM. AV.	SUBJECT	1	2	3	4	NUM. AV.
Citizenship						Citizenship						Citizenship						Citizenship					
Eng.						Eng.						Eng.						Eng.					
Spell.						Spell.						Math.											
Math.						Math.						Civ.											
Geog.						Geog.						Gen. Sci.											
Hist.						Hist.						Latin											
Penmanship						Gen. Sci.						Jr. Bus. Train.											
Sewing						Penmanship						Shop											
Shop						Cook.						Home Ec.											
Art						Shop						Art											
Music						Art						Music											
Group Conf.						Music						Group Conf.											
						Group Conf.																	
Phys. Ed.						Phys. Ed.						Phys. Ed.						Phys. Ed.					
Days Absent						Days Absent						Days Absent						Days Absent					
Times Tardy						Times Tardy						Times Tardy						Times Tardy					
Times Dismissed						Times Dismissed						Times Dismissed						Times Dismissed					

LAST SCHOOL ATTENDED

"Y AND E" L-5044 A

TENTH							ELEVENTH							TWELFTH												GRADUATED	WITHDREW	REASON
SCHOOL							SCHOOL							SCHOOL							SCHOOL							
19 -19							19 -19							19 -19							19 -19							
SUBJECT	1	2	3	4	NUM. AV.	PTS.	SUBJECT	1	2	3	4	NUM AV.	PTS.	SUBJECT	1	2	3	4	NUM AV.	PTS.	SUBJECT	1	2	3	4	NUM AV.	PTS.			
Citizenship							Citizenship							Citizenship							Citizenship									
Eng.							Eng.							Eng.							Eng.									
French							French																							
Mod. Civ.							..... Hist.							Prob. Dem.																
Biol.														..... Hist.																
Com. Geog.																														
Bookkeeping							Typing																							
Typing							Bus. Org.																							
Phys. Ed.							Phys. Ed.							Phys. Ed.							Phys. Ed.									
Days Absent							Days Absent							Days Absent							Days Absent									
Times Tardy							Times Tardy							Times Tardy							Times Tardy									
Times Dismissed							Times Dismissed							Times Dismissed							Times Dismissed									
TOTAL POINTS							TOTAL POINTS							TOTAL POINTS							TOTAL POINTS									

SPECIAL APTITUDES OR INTERESTS

SCHOOL OR VOCATION ENTERED

RECORD

PERSONAL QUALITIES						
Use Ratings 1-6 (1-High)	7	8	9	10	11	12
APPLICATION						
INITIATIVE						
DEPENDABILITY						
COOPERATION						
PERSONALITY						

CLINIC RECORD
DATE OF REFERRAL

PHOTOGRAPH

EXTRA-CURRICULAR RECORD

GRADE	ACTIVITY	HONORS OR OFFICES

COMMENTS

SUBJ. AVERAGE GRADES 10-12	NO. BOYS	NO. GIRLS	RANK IN CLASS

NAME

PHONE NO.

BELMONT SCHOOL DEPARTMENT-JUNIOR HIGH SCHOOL
SCHOLASTIC RECORD

NAME

HOME ROOM YEAR

SUBJECT	TEA	1	2	3	4	5	REMARKS	LOCAL %	STD %		TEST
ABSENT											
TARDY											
DISMISSED											
ENGLISH											
SPELLING											
SCIENCE											
MATH.											
SOC. ST.											
MUSIC											
ART											
PRAC. ARTS											
INTELLIGENCE											

HOME ROOM YEAR

SUBJECT	TEA	1	2	3	4	5	REMARKS	LOCAL %	STD %		TEST
ABSENT											
TARDY											
DISMISSED											
ENGLISH											
SPELLING											
SCIENCE											
MATH.											
SOC. ST.											
MUSIC											
ART											
PRAC. ARTS											
INTELLIGENCE											

HOME ROOM YEAR

SUBJECT	TEA	1	2	3	4	5	REMARKS	LOCAL %	STD %		TEST
ABSENT											
TARDY											
DISMISSED											
ENGLISH											
INTELLIGENCE											

HOME ROOM YEAR

SUBJECT	TEA	1	2	3	4	5	REMARKS	LOCAL %	STD %		TEST
ABSENT											
TARDY											
DISMISSED											
ENGLISH											
INTELLIGENCE											

EXTRA CURRICULAR ACTIVITIES

1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

PHOTO

ENTERED FROM DATE DATE OF BIRTH PLACE OF BIRTH

PARENT OR GUARDIAN HOME ADDRESS

BUSINESS ADDRESS PHONE NO.

DISCHARGED REASON RE-ENTERED DIPLOMA

NAME PHONE NO.

BELMONT SCHOOL DEPARTMENT - SENIOR HIGH SCHOOL

NAME

HOME ROOM		YEAR													HOME ROOM		YEAR												
SUBJECT	TEA	1	2	3	AV.	4	5	6	AV.	CR	LOCAL %	STD %		TEST	SUBJECT	TEA	1	2	3	AV.	4	5	6	AV.	CR	LOCAL %	STD %		TEST
ENGLISH															ENGLISH														
ABSENT															ABSENT														
TARDY															TARDY														
DISMISSED															DISMISSED														
INTELLIGENCE															INTELLIGENCE														

HOME ROOM		YEAR													HOME ROOM		YEAR												
SUBJECT	TEA	1	2	3	AV.	4	5	6	AV.	CR	LOCAL %	STD %		TEST	SUBJECT	TEA	1	2	3	AV.	4	5	6	AV.	CR	LOCAL %	STD %		TEST
ENGLISH															ENGLISH														
ABSENT															ABSENT														
TARDY															TARDY														
DISMISSED															DISMISSED														
INTELLIGENCE															INTELLIGENCE														

EXTRA CURRICULAR ACTIVITIES

PHOTO

ENTERED FROM DATE DATE OF BIRTH PLACE OF BIRTH

PARENT OR GUARDIAN OCCUPATION

HOME ADDRESS PHONE NO.

BUSINESS ADDRESS PHONE NO.

DISCHARGED REASON RE-ENTERED DIPLOMA

LOCKER NO. COMB. COLLEGE ENTERED EMPLOYMENT

NAME PHONE NO.

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