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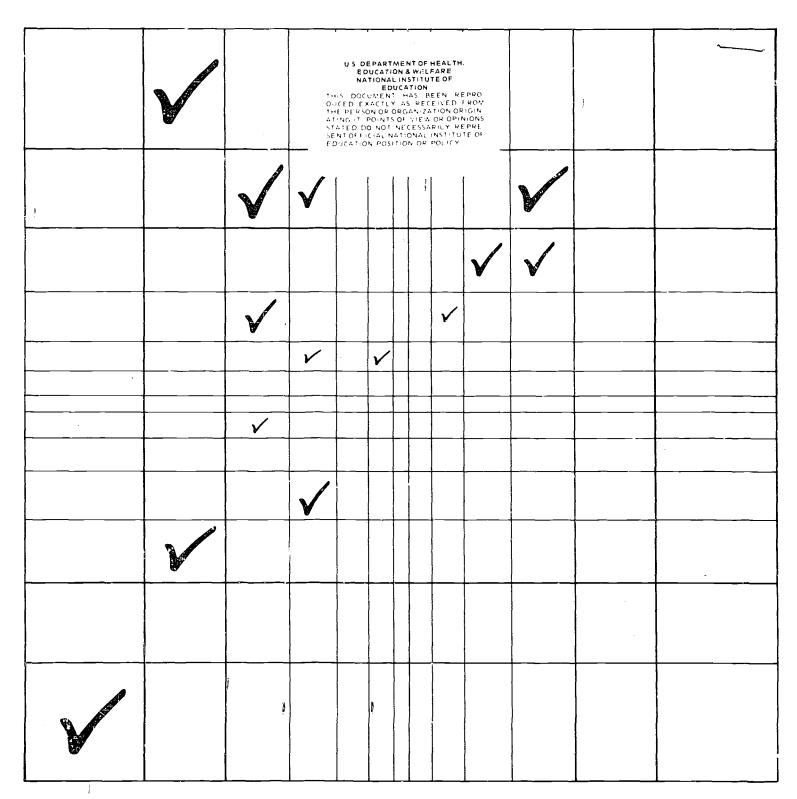   Schools; Literature Reviews; *Nongraded System; *Open
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ABSTRACT
                Throughout the course of its development, and
particularly since 1972, the credit system has been a source of
controversy and concern for Ontario educators. This interest has
prompted the preparation of a bibliography on various aspects of the
debate. The first part of this listing represents a selection of
material on those Canadian provinces that have been involved for some
time or that are about to become involved in various aspects of the
credit system. The next section includes materials that trace briefly
the development of the credit system in Ontario, particularly in
terms of its implementation in the initial six schools and presents
selections that discuss the many issues aired in the controversy. The
final group of citations present a variety of approaches to some of
the questions and criticisms most frequently voiced in the literature
covered in the previous section. The literature search emphasizes
Canadian material from 1967 to early 1974. American material from
1970 to the present has also been searched and, whenever appropriate,
has been included in the last section. The citations are listed in
each section under the headings: books, research reports, theses,
pamphlets, journal articles, and videotapes. Those items available
from the ERIC Document Reproduction Service are so indicated.
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THE
CREDIT SYSTEM

An Informal Publication of
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Current Bibliography No. 6

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THE CREDIT SYSTEM

AN ANNOTATED BIBLIOGRAPHY

Compiled by

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TORONTO, ONTARIO
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CONTENTS

INTRODUCTION

The credit system in Ontario began in 1967 when William Davis, then Minister of Education, allowed six schools to deviate from the Department's* official guidelines for program development and diploma requirements. The period from 1968 to 1971 saw these schools changing and developing various aspects of the system while other schools began to adopt it in varying degrees. In September, 1972, implementation became compulsory.

Throughout the course of its development and particularly since 1972, the credit system has been a source of controversy and concern for Ontario educators. This interest has prompted the Library of The Ontario Institute for Studies in Education to prepare a bibliography on various aspects of the debate.

Ontario's preoccupation with the credit system made it seem appropriate to examine to what degree other provinces were involved with this system. As the limited amount of literature available was often very uncommitted in this area, the references listed in Section I represent a very cautious selection of material on those provinces which have been involved for some time or are about to become involved in various aspects of the credit system.

Section II of the bibliography briefly traces the development of the credit system in Ontario, particularly in terms of its implementation in the initial six schools and presents a selection of the many issues aired in the controversy.

Section III attempts to introduce a variety of approaches to some of the questions and criticisms most frequently voiced in the previous section. It is hoped that this may assist the user by indicating various directions for further, in-depth investigation. For example, the sub-section "The Student and the System" might lead to an investigation of independent study programs. In "Guidance and Counselling" a significant amount of literature exists on the changing role of the counsellor, as well as on the use of computers in various aspects of this field. In the literature on the reorganization of school administration, there is a vast amount of material on the changing roles of the principal, vice-principal, teacher and student, particularly in the decision-making process. Finally, interest in scheduling might lead to an investigation of the semester system.

The literature search emphasizes Canadian material from 1967 to the current date, early 1974. American material from 1970 to the present was also searched and when appropriate included in Section III.

*The Ontario Department of Education became the Ontario Ministry of Education in 1972.

ACKNOWLEDGEMENTS

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INCLUDED IN THE BIBLIOGRAPHY

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I. CREDIT SYSTEM IN CANADA

1   Pallesen, L.C. "The Option Jungle." Education Canada, IX (December, 1973),
     12-15.

     The trend to subject promotion in Canada has resulted in a confusing array
     of options offered without adequate description to guide student selection.
     This "option jungle" encourages students to equate enjoyment with relevancy
     and discourages persistence in activities not totally satisfying. Does
     this force attitudes and behavior that ill prepare them for adult
     responsibilities?

A. Western Provinces

2   Alberta. Department of Education. Guidelines Pertaining to the Operation
     of Alberta Junior and Senior High Schools. Edmonton, Alta.: Alberta
     Department of Education, [1973]. (Cover title: Junior-Senior High School
     Handbook 1973-74).

     Describes in detail the organization of school programs and various
     diploma requirements. Includes sections on student guidance in course
     selection, guidelines for the small high school implementing a program,
     and a listing of all possible senior high school courses.

3   McLeod, D.M. "Division Four Policy Components and Assets." School Trustee,
     XXII (April, 1970), 10-13.

     McLeod outlines the new features of the Division IV program (Grades 10, 11
     and 12) implemented in Saskatchewan in September, 1970. While maintaining
     a core of compulsory subjects, the revision is moving towards a credit
     system designed to eliminate the barriers existing between students in
     the academic and vocational programs.

4   Manitoba. Core Committee on the Reorganization of the Secondary School.
     The Secondary School: Report. Winnipeg, Man.: Manitoba Department of
     Education, 1973.

     Proposals for reorganization include the following recommendations:
     courses previously arranged by program should be reclassified into six
     divisions (communication, social sciences, applied arts and sciences,
     the arts, mathematics and pure sciences); all courses should be offered
     at different levels and "phases" and available to all students regardless
     of post-secondary intentions; introduction of the credit system to
     facilitate individual timetables; graduation requirements to include
     credits from each division plus two credits in Canadian studies.

Recommendations to facilitate implementation treat issues such as
continuous progress via "levels," "phases," and articulation between
levels of education; provincial and local school responsibilities for
curriculum development; counselling and education of administrators and
teachers for new roles and responsibilities.

5   Regan, Ross H. "The Next Changes for B.C. Schools." B.C. Teacher, LI
     (March, 1972), 214-17, 235.

     Provides the background leading to the changes in the instructional
     program introduced in the senior secondary grades (Grades 11 and 12) of
     British Columbia in September, 1972. Graduation requirements and course
     selection are detailed. Problems of assessing students in terms of
     requirements for post-secondary education emphasize the necessity for
     greater articulation between all levels of education.

B.   Eastern Provinces

6   McCracken, Melinda. "Subject Promotion in Action." Monday Morning, I
     (March, 1967), 19-21.

     A description of the characteristics and an assessment of the pros and
     cons of subject promotion as introduced into the secondary schools under
     the Protestant School Boards of Greater Montreal in the early 1960s.

7   New Brunswick. Department of Education. The Organization of Instruction
     for New Brunswick Public Schools and Other Related Information.
     Fredericton, N.B.: New Brunswick Department of Education, 1968.
     (Supplement, January, 1970, appended).

     The reorganization of instruction in New Brunswick public schools began
     in 1968. Revision in the high schools began with Year 10, 1968, followed
     by Year 11, 1969 and Year 12, 1970. Presents the philosophical basis
     and specific guidelines for the reorganization of all levels of
     instruction. The senior high program is to strive towards subject
     promotion and individual timetabling. Specific programs within each of
     the three general program categories are detailed along with a list of
     compulsory and elective courses for each. Details of facility
     requirements for new and old buildings and staff requirements to
     successfully implement the revisions are included.

8   New Brunswick. Department of Education. The Organization of Instruction for
     New Brunswick Schools. Senior High School Programmes. Fredericton, N.B.:
     New Brunswick Department of Education, 1972.

     Up-dates the details of reorganization within the senior high program,
     initially outlined in the general organization manual (1968 and 1970)
     cited above.

9   "Subject Promotion." Newsletter (Newfoundland), XIX (January, 1968), [6-8].

     An excerpt from Royal Commission on Education and Youth, Report, v. II
     (1968) reviews the province's experiences in subject promotion since
     1965/66. Very few students took advantage of it the first year. While
     the numbers increased slightly in 1966, by 1968 it still had not taken
     hold. Compares various factors among the different degrees of subject
     promotion emerging at this time in Grades 9 and 10 and suggests methods
     of change.

10   "Subject Promotion Grades X & XI." Newsletter (Newfoundland), XIX (March,
     1968), [7-8].

     Continues the assessment and use of subject promotion by comparing
     various factors emerging in Grade 10 and 11 student programs.

II. CREDIT SYSTEM IN ONTARIO

A. The Early Years

11   Clarke, Melvin E. "A Nongraded High School Gets Underway." School Progress,
      XXXVII (June, 1968), 50-51, 69.

      The principal of Oakville-Trafalgar High School in Oakville, one of the
      six schools initially experimenting with the credit system, briefly
      describes the system's implementation after its first year of operation.
      He points to the absolute necessity of the computer to keep up with
      the increased record keeping and reporting, the increase in counselling
      needs, and the necessity of altering teacher education to prepare staff
      for a new role and teaching milieu.

12   Enns, J.G. "Moving Toward an Ungraded Secondary School." Ontario
      Educational Research Council. The Non-Graded School - Continuous Progress;
      Proceedings of the Fourth Workshop in Classroom Research. Toronto, Ont.:
      1967.

      Ottawa's Fisher Park High School is another of the six schools involved
      in the early years of the credit system. The principal describes the
      introduction of subject promotion and individual timetables during the
      first two years of the experiment, indicating their advantages and
      disadvantages, problems encountered, and attempts at solutions.

13   "Fisher Park High School, Ottawa." Case Studies in Continuous Progress.
      Compiled by the Ontario Teachers' Federation, Continuous Progress Committee.
      Toronto, Ont.: Ontario Teachers' Federation, 1972.

      The further development of the experiment to 1971/72 involved the
      adoption of the credit system (1968). For the first stages of the
      experiment (1965-1967) concentration was placed on administrative
      arrangements, but this has changed to a concentration on teaching students
      and teachers how to handle the program. A strong team effort among the
      professional staff is essential for success. Comments from teachers and
      students are included.

14   Gilbert, V.K. "Subject Promotion at Newtonbrook Secondary School." Ontario
      Educational Research Council. The Non-Graded School -- Continuous Progress:
      Proceedings of the Fourth Workshop in Classroom Research. Toronto, Ont.:
      1967.

      The principal of North York's Newtonbrook, also one of the six schools
      initially experimenting with the credit system, details at some length
      the development of the subject promotion scheme, adapted from the model
      used in the Lakeshore Region, Montreal. The organization and operation
      of the house system is also illustrated.

15   Kilmer, D. Glenn. "A Gradeless Composite School - Phase I." OSSTF Bulletin,
        XLVII ("May, 1968), 156-58.

        The principal of North Park Collegiate-Vocational School in Brantford
        interprets the "Gradeless School" as one with subject promotion and
        individual timetables enabling students to select options regardless of
        level or "stream." He outlines the first phase of implementing this
        concept in his school and answers anticipated questions. A guide to the
        obligatory and optional subjects for every level in each stream is included.

                              B. Policy Implementation

16   The Credit System. [Videotape]. Produced by the Ontario Educational
        Communications Authority, 1972. (Chalkdust II! - Series).

        Members of the Faculty of Education, University of Toronto and the
        Ontario Teachers' Federation discuss the credit system and answer questions
        from the studio audience.

17   Curriculum Support. The Secondary School Credit System: a Pattern for Change.
        [Videotape]. Produced by the Ontario Educational Communications
        Authority, 1972.

        "Mr. W.E.P. Fleck of the Ontario Ministry of Education and June Callwood
        discuss the credit system" and how it differs from the former type of
        secondary school organization.

18   Gilbert, V.K. Let Each Become; an Account of the Implementation of the Credit
        Diploma in the Secondary Schools of Ontario. Toronto, Ont.: University
        of Toronto, Faculty of Education, Guidance Centre, 1972.

        Traces the development of the credit system in Ontario. Included are
        separate sections on each of the six schools that embarked on the credit
        system in 1967 illustrating the problems encountered and the advantages
        received. Some of the problems included timetabling, increase in
        counselling responsibilities, extending the credit system to vocational/
        technical subjects, and loss of class cohesiveness. Points to two
        innovations showing promise of solving some of the problems - the house
        plan and modular scheduling. Discusses other ongoing changes the credit
        system has given impetus to, such as the redefinition of principal and
        teacher roles.

19   Ontario. Ministry of Education. Response to Change; the Facts and Philosophy
     of Ontario's New Credit System in Secondary Schools. An Informal Guide
     for Parents. Toronto, Ont.: Ontario Ministry of Education, 1972.
     (Also appeared as a supplement to New Dimensions, VI., October, 1972).

     An introduction to the main features of the credit system by Thomas Wells,
     Minister of Education, is followed by an explanation of the system's
     philosophy and how it functions in terms of credit choices and diploma
     requirements. A selection of possible questions is also answered.

20   Ontario. Ministry of Education. Secondary School Organization and Diploma
     Requirements. Circular H.S.1 1973/74. Toronto, Ont.: Ontario Ministry
     of Education, 1973.

     The Ministry's official guide to the implementation of the secondary
     school program within the credit system presents the philosophical and
     general organizational objectives of the system and a detailed account
     of the arrangement of courses and various diploma requirements. A list
     of available guidelines for specific courses is appended.

                        C.   Problems and Promises

21   Durksen, P.J. "H.S.1 With Regret; a Reply to the Task Force Brief on H.S.1."
     OSSTF Bulletin, LIII (October, 1973), 207-08.

     In criticizing various portions of the Ontario Teachers' Federation brief,
     the author places more responsibility for the success of H.S.1 on the
     teachers themselves, particularly their willingness to improve or
     redevelop their talents. Points in the brief covered include competition
     among departments, loss of student identity, inflexibility of the credit
     system, and the plea for greater assistance from the Ministry.

22   Gayfer, Margaret. "Why All the Ontario Fuss About the Credit System?"
     School Progress, XLII (May, 1973), 34-36.

     The Ontario Teachers' Federation brief to the Task Force on H.S.1 points
     out some legitimate concerns, but the author criticizes the fuss over
     the option/core program issue. The "free choice" expressed in H.S.1 also
     extends to the schools that may structure their program as they see fit.
     Part of the problem lies in the failure to recognize learning as a concept
     of continuing education. Bewilderment of parents and the underdeveloped
     decision-making skills in students have resulted from the parents'
     abdication of their responsibilities in the past.

23   Golden, Mark. "C-edits and the Syster." Community Schools, (September-
         October, 1973,, 4-6.

         Golden critic zes the vocational/technical schools for failing to
         implement ful,y the free choice of optio s. Maintains the credit system
         is designed only to support a change in la or demands and hence preserve
         the status quo. Budget ceilings in educat on will prevent the development
         of facilities and services necessary to ensure the system's success.

24   Gretsinger, Al. "The Community, the Counsellor and the Credit System."
         School Guidance Worker, XXVIII (November/December, 1972), 18-23.

         The Head of Guidance at Beamsville District Secondary School presents
         some pros and cons of the credit system, specifically indicating how
         it has changed the information needs of students and parents and hence
         the role of the counsellor. He emphasizes the need for counselling in
         the elementary schools to introduce students to the implications of the
         system.

25   King, Alan J.C. Innovative Secondary Schools. Toronto, Ont.: The Ontario
         Institute for Studies in Education, 1972.

         The author expands on his previous study, The School in Transition, by
         profiling four secondary schools, each with a different type of
         organization and program. The final section of the report outlines
         three main areas of change and discusses the problems ensuing from each.

26   King, Alan J.C. "Secondary Education: Common Sense Priorities." Headmaster,
         (Spring, 1972), 3-9.

         "Can we individualize our schools too much? How much responsibility
         should be given to secondary school pupils...? What is the future of
         vocational and technical education in the secondary schools...? What
         kind of teachers do you want?" King offers information on these and
         other issues based primarily on the results of his own research.

27   King, Alan J.C. and Ripton, Reginald A. The School in Transition; a Profile
         of a Secondary School Undergoing Innovation. Toronto, Ont.: The Ontario
         Institute for Studies in Education, 1970.

         The authors describe a secondary school undergoing innovation in areas
         such as the credit system, subject promotion, individual timetables, and
         student-centred discipline and a school with a traditional organization
         and program. The evaluation treats the reactions of students, teachers,
         guidance personnel, and administrators and identifies potential problems
         in adopting such innovations.

8

28   Mit~'~:, ~alcolm B. "Philosophy ~f th~ ~~c~~d~~y ~~h~~~ Curriculum in ~~t~~i~."
      Canadian Journal of History and S~~i~l Science, V (June, 19??), 1?-1?.

      Objects to the curricu!~~ ~i~i~~~ i~ H.S.I, feeiin~ the four "~~e~~"
      do no~ ref!ect any ~~sis in contemporary philosophies ~f ~~~~~tion.
      "Curriculum division should be on the ~~~~~ ~f ~~~ucture rather th~n ~~~~~~"

29   Ontario   ~ ~istry of Educati~~. ~rovincia! T~~~ ~~~~e on H~~.I. ~~p~~~ ~~ ~
      Provincial Task Force on H.S.I• ~ ~~~~~~~. ~~~~nio, Ont~~ ~~~~rio
      ~inistry o~ ~~~~~~ion, 197~.

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30   ~~~~ri~ ~~~chers' Federation. "A Brie~ ~~ ~~~ ~~~~~~~ ~~ ~~ucati~~ ~n
      Circular H.S.I." ~~~~~~~~~~. (~~ring, 1973), ~~-~~.

      This brief to the Ta~~ F~~~e ~~ H.S.I touches ~~ ~~~~~~ ~uch as "the
      lack of any defined ~ore of know!edge, ~~i!!~ ~~ ~~~itudes" for Grades ~
      and 10, interdepartmental competition which reduces interdiscip!i~ary
      cooperation, and student alienation resu!ting from the individual timeta~!~.
      It reprimands the Ministry for fai!ing to assist educators in areas ~ther
      than the credit system, particu!arly in schedu!ing, and trainina teacher~
      in small group instruction, evaluation and measurement techni~ues, ~~~
      curriculum development.

31   Ronson, John C. "Circular H.S.I 1972/73; How Rational?" Headmaster, (Fall, 197~),
      7-10. (Also appeared in Ontario Education, IV, May/June, 1972).

      Agrees with the objectives of H.S.I, but the document's va~ue ~uide!ines
      for their imp!ementation combined with the "wide choice of credits with no
      sequential subjects" arranged under loose!y defined subject areas result
      in contradictions of these objectives. Recommendations su~~est comou!sory
      subjects with a view to achieving a ba!ance between the student's short-
      range interests and long-range needs.

32   Saunders, R.E. "Positi~n Paper on H.S.I." OSSTF Bulletin, LIII (October, 197~),
      223-26.

      The credit s~stem has solved some of the problems created by the ~obarts
      Plan only ~~ ~~~duce ~reater ones of its own. The ultimate evaluation of
      H.S.I must ~~~~ on a consideration of its student-centred philosoohy and
      the subseque~~ ~urriculum implications. Does education exist to serve
      society or ~~~ ~~dividual? To act effectively as an individual within
      society, one ~~~~ be equipped with the basic arts of computation and
      communication. ~~e author·suggests which subjects are germane to this
      approach and sh~~~ ~ thus be compulsory.

33   Sayeau, P.J. "A Principal's Response to H.S.I." OSSTF Bulletin, LIII (May, 1973), 149-50.

The flexibility of the credit system is admirable but its philosophy emphasizing student choice raises a number of questions. Students tend to lack a strong central program but dabble in subjects which are frequently abandoned when difficulties arise. The philosophy also sets a minimum achievement, failing to recognize properly those who earn extra credits or credits at an advanced level.

34   Thompson, James A. "Continuous Progress." OSSTF Bulletin, LI (February, 1971), 27-30.

H.S.I recognizes variations in subject aptitude by allowing a choice of subjects at different levels of difficulty, but no flexibility is allowed in the length of time required to master a course. The author suggests ways of providing for the bright student who is ready to pass to another credit or level of difficulty before the end of the semester or school year.

35   Van Vierssen Trip, Gus. "The Advantage of Subject Promotion and Individual Timetabling." Headmaster, (Spring, 1970), 27-29.

"The advantages of subject promotion and individual timetabling are incontrovertible" and provide a frame of reference for the development of other innovations. The changes in the student's socialization patterns are supported as they encourage the learning of flexibility in relating to others. The increased workload of the teacher is acknowledged, but the nature of the added responsibilities, contacts, and challenges contribute to greater professional and personal growth.

III.   TOWARDS SOLUTIONS

A.   The Student and the System

36   D'Oyley, V.R., et al.   Comparative Study of Post-Secondary Achievements and
      Attitudes of Students from Traditional and Credit System High Schools.
      Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

      The graduates of the six schools that began experimenting with the credit
      system in 1967 are compared with graduates of more traditionally
      organized schools in areas such as vocational benefits, interpersonal
      relationships, responsibility, and independence.   Differences in
      retention rates between students of the two types of schools and "models
      for studying benefit-cost and cost-effectiveness" of the credit system
      are also examined.   This study was pursued under contract to the Ontario
      Ministry of Education.

37   Elliott, Murray and King, Alan J.C.   "Continuous Progress Education: Comment
      and Criticism."   Manitoba Journal of Education, V (June, 1970), 5-12.

      After commenting on the difficulties inherent in evaluating "continuous
      progress," the authors indicate those characteristics that typify the
      concept and on which their assessment rests.   They conclude that the
      emphasis on individual achievement contradicts what the student needs
      to prepare him for further education and the realities of society; the
      resulting individualized programs reduce the chances of effective student
      evaluation; continuous progress should not replace traditional graded
      programs but alleviate their rigidity.

38   Fleming, W.G.   The Individualized System in Ontario Secondary Schools: Results
      of OISE Research.   Toronto, Ont.: The Ontario Institute for Studies in
      Education, 1973.

      This report is intended to draw together the most important findings
      ensuing from research conducted by members of The Ontario Institute for
      Studies in Education under contract to the Ontario Ministry of Education.
      The results are related to the numerous questions on H.S.I.   The studies
      considered include those by Ryan, D'Oyley, Laxer, and Leithwood cited
      elsewhere in the bibliography.

39   Hoy, Wayne K.   "Dimensions of Student Alienation and Characteristics of Public
      High Schools."   Interchange, III (Number 4, 1972), [38]-52.

      After outlining those aspects of alienation and high school characteristics
      he proposes to investigate, Hoy hypothesizes that students in "custodial"
      schools will exhibit a greater sense of "powerlessness" and
      "normlessness," while the opposite will be true for their feeling of
      "meaninglessness."

40   Meinert, . J... "Effects of High School Size on Student Activity
        Participation." NASSP Bulletin, LIII (March, 1969), 34-46.

        The impersonal atmosphere of a large high school makes personal
        identification difficult (a claim frequently levied against the credit
        system). Such an atmosphere reduces student participation in extra-
        curricular activities, thus limiting opportunities to learn cooperation
        and leadership. Three possible remedies might be the house plan,
        greater teacher participation in extracurricular activities, and assigning
        students to organize or participate in such activities in their
        unscheduled time.

41   Lorre, Lucien. "Small Schools, Big Schools and Needs of Students." School
        Trustee, XXV (October, 1972), 23-27.

        A guidance counsellor in a comprehensive high school in Regina outlines
        the psychosocial needs of the adolescent and the relative abilities of
        the small and large school to fulfill them. In an age where the home
        is disintegrating as a strong social unit, educators cannot afford to
        ignore the influence of the teenage peer group.

42   Laxer, Gordon; Traub, Ross; and Wayne, Katherine. A Study of Student Social
        and Achievement Patterns as Related to Secondary School Organizational
        Structures. Toronto, Ont.: The Ontario Institute for Studies in Education,
        Educational Evaluation Center, 1973.

        "Is the degree of achievement dropping as students opt for courses they
        understand to be easier?" Are academic standards being modified to attract
        students io courses with reputations of difficulty or where enrollment
        is dropping? Is the individual timetable creating problems in
        identification and establishment of friendships? This study, pursued
        under contract to the Ontario Ministry of Education, treats these and
        other related questions within the concept of the degree of
        implementation of the credit system in five selected schools. A summary
        of this report appears in Orbit, IV, December, 1973.

43   Leithwood, K.A.; Clipsham, J.S.; and Davies, Cheryl. The Effects of the
        Credit System on Student Choice of Secondary School Courses Through
        Comparison With Curricula of Ten and Twenty Years Ago; a Research Report
        Prepared for the Ministry of Education, Ontario. Toronto, Ont.: The
        Ontario Institute for Studies in Education, 1973.

        Results of a "principals' questionnaire," "guidance department survey,"
        and "teacher opinion data" are used to compare the 1972/73 course
        offerings and student choices with those of 1962/63. Unfortunately, data
        for 1952/53 is limited. Findings indicate that "the match between
        course choices and students' interests and ability is as good or better
        now as it has ever been." The study concludes that the "patterns of
        courses offered...expanded but patterns of students' choices...altered
        very little."

44   McCaffery, James F. and Turner, Daniel S. "Discipline in the Innovative School."
      Clearing House, XLIV (April, 1970), 491-96.

          Students in a modular schedule program that allows for unscheduled time
          have greater temptations "to break the rules." Members of the
          administrative team at Abington High School, Pennsylvania, offer the benefit
          of their experience in problem areas such as attendance, independent study,
          and supervision of study areas. They stress the need for sufficient
          facilities and challenging programs to occupy unscheduled time.

45   Raichle, Henry F. "An Evaluation Report on the Modular Schedule of Northeast
      High School, St. Petersburg, Florida." Paper presented at the Florida
      Educational Research Association Conference, Ft. Lauderdale, Florida,
      January 29, 1972. (Available from ERIC Document Reproduction Service
      ED 062 687).   .

          Evaluation is made in terms of student use of unscheduled time over a
          period of two years. Specific factors considered include student
          achievement and attitudes and teacher attitudes towards the use of such time.

46   Smiley, Larry L. "Student Use of Unscheduled Time." NASSP Bulletin, LVII
      (January, 1973), 89-93.

          One concern behind the adoption of modular flexible scheduling is how
          effectively students use unscheduled time. Results of a study to
          investigate where and how students spend this time are summarized, and
          the conclusions advanced indicate that, generally speaking, the advantages
          outweigh the disadvantages.

47   Taylor, Peter A. and Cowley, Doris M. "Evaluating Continuous Progress Education."
      Manitoba Journal of Education, V (June, 1970), 45-49.

          Stresses the need for two types of student evaluation - evaluation against
          himself where measurement is in terms of standards expected in the course
          and evaluation in terms of the achievement of others.

48   Thomson, Scott D. "Beyond Modular Scheduling." Phi Delta Kappan, LII
      (April, 1971), 484-87.

          Independent study and unscheduled time are not synonymous with
          individualized instruction. The results of the modular scheduling approach
          to individualized instruction indicate independent study is not benefitting
          enough students. Rather the individualized design of instructional
          strategies is needed, that is, the variation of structured and non-
          structured learning according to the individual's need. Germane to this
          approach is the development of a diagnostic centre to determine the
          student's learning needs and abilities.

49   Virgin, A.E. "Excerpts From Students' Diaries Regarding an Independent Study
         Programme." The School and the Individual Student; a Book of Readings.
         Edited by A.S. Nease and V.K. Gilbert. New York, N.Y.: Simon and Schuster,
         1970.

         Comments on the use of unscheduled time in a North York independent study
         program point to student skills needing cultivation and school facilities
         and programs needing development if unscheduled time is to be used wisely.

B.   Guidance and Counselling

50   Blaker, Kenneth E.; Schmidt, Milt; and Jensen, Warren. "Counselor-Aides in
         Guidance Programs." School Counselor, XVIII (May, 1971), 382-86.

         Reports the results of a survey of California high schools and community
         colleges to determine who used counsellor-aides and how. Typical
         applications included clerical duties, maintenance of a "career...
         information library," maintaining personal contact with dropouts and
         students having difficulties in school, and involvement in the testing
         programs. Sources of applicants and qualifications required are also
         included. Few attempts had been made by those who had counsellor-aides
         to critically evaluate their use.

51   Carson, Gerald W. "Economic Survival for Counselors: Differentiated Staffing."
         Personnel and Guidance Journal, LI (January, 1973), 329-33.

         Differentiated staffing might be one way of stretching the counselling dollar
         when funds for guidance services are limited. "The author reviews some of
         the stated objections, provides some remarks in rebuttal, and gives some
         of the unstated reasons for the concept's lack of acceptance among
         practicing secondary school counselors."

52   Cook, Daryl. "The Counsellor and the Decision-Making Process." School
         Guidance Worker, XXVIII (November/December, 1972), 13-17.

         To assist students and parents bewildered by the maze of options fostered
         by the credit system, the counsellor's role must shift to one of teaching
         decision-making skills. His part in the decision-making process should be
         one of increasing his personal contacts and the provision of accurate,
         up-to-date information, rather than one of "program checker" ensuring
         students they are taking the "right" courses.

53   Dorrance, Gisela. "The Fragmented Student, or: Putting It All Together."
          OSSTF Bulletin, LII (May, 1972), 137-38.

          Expresses concern over the "piecemeal" treatment of the student in the
          credit system resulting in his loss of identity with peers. Proposes a
          system of teacher/counsellors to remedy the situation and suggests duties
          they might perform.

54   Gilbert, William M. and Ewing, Thomas N. "Programmed Versus Face-to-Face
          Counseling." Journal of Counseling Psychology, XVIII (September, 1971),
          413-21.

          In view of the increased demands on the counsellor, programmed counselling
          would be useful, but would it be as effective? This study compares the
          two techniques in terms of questions such as the importance of the
          personal relationship factor, coverage of client problems, flexibility,
          and ratings of helpfulness. Findings generally support some use of
          programmed counselling.

55   Harris, Joann. "Can Computers Counsel?" Vocational Guidance Quarterly, XVIII
          (March, 1970), 162-64.

          Follows the path of typical student queries to illustrate those
          "information-retrieval" and "information-meshing" functions a computer
          can perform efficiently. The counsellor's release from a sheer information-
          dispensing role allows him additional time to deal with problems requiring
          personal counselling.

56   Klotz, Melvin. "Faculty Advisor Approach to High School Counselling."
          ATA Magazine, Li (January-February, 1971), 14-17.

          A variety of changes necessitates a new approach to counselling. With
          increased specialization, the teacher teaches a subject rather than a
          person and is aware of the student only in terms of his abilities in his
          speciality. The "average" student gets lost as the counsellor tends to
          deal mostly with "problem" and "honour" students. The principal of
          O'Leary High School, Edmonton, discusses the advantages of a faculty
          advisor program and the general shape it might take.

57   Price, Don W. "A Computerized Educational and Vocational Counselling Program."
          Canadian Counsellor/Conseiller Canadien, V (April, 1971), 115-23.

          Demands for counselling in the sphere of personal problems is increasing.
          To provide additional time for this activity, the author proposes a
          model which uses the computer for educational counselling, interpreted as
          course selection and any necessary remedial action, and for vocational
          guidance, interpreted as selection of an occupation. Included is an
          examination of the "economics of such a program."

58   Romaniuk, E.W. and Maguire, T.O. "Computer Assisted Guidance." Canadian
        Counsellor/Conseiller Canadien, IV (June, 1970), 149-60.

        Investigates the "applicability of computers to educational planning
        interviews by developing a computerized interview" which would attempt to
        overcome drawbacks demonstrated in previous studies such as the System
        Development Corporation (SDC) project. The results of its experimental
        application in an Alberta high school suggest that the computerized
        interview is not "substantially superior" to the counsellor interview.

59   Simons, Hal and Davies, Don. "The Counsellor as Consultant in the
        Development of the Teacher-Advisor Concept in Guidance." Canadian
        Counsellor/Conseiller Canadien, VII (January, 1973), 27-39.

        A detailed examination of the teacher-advisor program at M.E. La Zerte
        Composite High School, Edmonton, designed to facilitate a "student-
        oriented" school. Enumerates the counsellor's duties, emphasizing his
        new role as "staff-developer." Extensive list of recommendations for
        program development is included.

60   Super, Donald E. "Using Computers in Guidance: an Experiment in a Secondary
        School." Canadian Counsellor/Conseiller Canadien, IV (January, 1970),
        11-21.

        Describes the Educational and Career Exploration System (ECES) and its
        experimental use in an American high school with students in Grades 9-12.
        The results, evaluated in terms of the reactions of counsellors, teachers,
        parents, and students, indicate the system is promising and show where
        further development is necessary.

C. Flexible Scheduling

61   Allen, D.J. ASCOT; a System for Construction of Timetables. Scarborough, Ont.:
        Scarborough Board of Education, 1973.

        To reduce the time and expense involved in individual timetabling, ASCOT
        was devised to facilitate a more efficient construction of the master
        schedule. This handbook details the operation of a system which will
        build a one- and two-day timetable with up to twelve periods each day and
        which will also handle double- and triple-period courses. A description
        of ASCOT examination scheduling is also included.

62   "Building Timetables With a Touch of Serendipity." School Progress, XLI
         (July, 1972), 18-19.

         Examines the operation and illustrates the advantages of Scarborough's
         ASCQT system, pioneered in five high schools in 1971/72.

63   Cavanagh, Gray. "Modular Scheduling; What It Can Do and What It Can't."
         School Progress, XL (October, 1971), 48-49, 62.

         The scheduling technique alone does not make a program successful; It is
         the use of its unique characteristics by staff and students which achieve
         this. Regardless of the scheduling technique adopted, it cannot assist
         in solving all problems. The author illustrates this by examining how
         the use of unscheduled time produced by the modular schedule made this
         type of scheduling an advantage in one school and a disadvantage in
         another. Also suggests consideration of the block time approach.

64   Gard, Robert R. "A Realistic Look at the Flexible Schedule." Clearing House,
         XLIV (March, 1970), 425-29.

         Relates problems to be faced by a large school embarking on modular
         scheduling, based on the author's experiences. Examines the problems
         in terms of accurately and efficiently relating the elements of time
         and space and providing guidance for the "human element" in the new-
         found flexibility.

65   Giles, B.J. "Two-Day Cycle." OSSTF Bulletin, LI (December, 1971), 273-74.

         The vice-principal of Midland Avenue Collegiate Institute, Scarborough,
         describes the implementation in 1970/71 of a two-day cycle schedule
         with ten periods spread over the two days. Chief advantage is the
         increase of flexibility which the five-day cycle/nine-period day and
         six-day cycle/eight-period day did not afford. Unscheduled time and the
         adjustment of teaching and learning techniques emerge as two areas of
         concern.

66   Horsak, Nestor Alexander. "Flexible Modular Scheduling Innovations: a Survey
         of Attitudes." Unpublished M.Ed. dissertation, University of Manitoba,
         1972.

         The purposes of this study are as follows: to describe modular scheduling
         innovations; to survey staff and student attitudes toward these innovations;
         to determine whether certain student behaviors were related to modular
         scheduling. Staff and students at Vincent Massey Collegiate, Manitoba, and
         Red River High School, North Dakota, reported gains in almost all areas
         of student behavior. Areas of concern include the scheduling of programs
         for small computers, the expense and difficulty in managing computer-built
         schedules, and the inadequate training of school administrators and
         teachers for the tasks required in a flexibly scheduled school.

67   MacKrell, Thaddeus E.   "Class Scheduling: Chaos and Confusion? Try the
      Bloomfield Method." Clearing House, XLVI (January, 1972), 305-06.

      Bloomfield High School, Connecticut, had experienced numerous difficulties
      resulting from their computer-produced schedules which involved an undue
      length of administrator and counsellor time to prepare and revise. An
      outline of the revised scheduling procedure is presented.

68   Parker, Jack. "A Student-Centered Scheduling Model." ____ Bulletin, LVII
      (January, 1973), 47-52.

      Most schedules plot courses first and then students and teacher .. The
      author offers guidelines for preparing a student-centred master schedule
      which considers first the personal characteristics and academic factors
      of the student and the personal needs and preferences of the teacher.
      Examines the role of the computer in the process.

69   Schuddeboom, James Frederick. "A Comparison of Academic Achievement in
      Modular and Traditional Scheduled High Schools in Province of Quebec
      High School Leaving Examinations." Unpublished M.A. dissertation, McGill
      University, 1973.

      As the first group to have passed through high school entirely on the
      modular schedule graduated in 1972, it seemed an ideal time to make the
      comparison, particularly because of the concern over the amount of "free"
      time such a schedule allowed. The hypothesis that there would be no
      significant difference in achievement regardless of sex or subject
      (English, French, Geometry and History) generally was supported. However,
      older boys made greater gains within the traditional schedule.

70   Shockloss, Daniel P. "Changing to Modular Flexible Scheduling." NASSP
      Bulletin, LVII (January, 1973), 79-88.

      Relates the experience of New Milford High School, New Jersey, in changing
      to a modular schedule. Implementation was undertaken by a number of
      planning committees whose responsibilities are outlined. Explains the
      changes in various subject areas resulting from the new schedule and devotes
      a substantial section to the discussion of "student control," particularly
      the use of unscheduled time.

71   Weiss, Ronald P. A Readiness Model to Implement Modular Scheduling, 1971-72.
      Minneapolis, Minn.: Educational Research and Development Council of the
      Twin Cities Metropolitan Area, 1972. (Available from ERIC Document
      Reproduction Service ED 062 685).

      Designed to assist staff anticipating adoption of modular scheduling, the
      model includes "nine distinct phases in the model that signify when and
      which members of the school and community should be involved in the change
      process. Within each phase are listed specific points" for facilitating
      the objectives of that particular phase. The model is based on reviews
      of the literature and tested in a number of schools that have successfully
      implemented the schedule.

                    D.   School Organization and Administration

72   Bogle, Barbara. "Units of Professional Strength." Comment on Education, I
      (Number I, 1971), 2-5.

      A proposal and rationale for school administrative reorganization in
      North York designed to release the principal from some of his
      administrative tasks to be more available for instructional leadership and
      to allow teachers more participation in decision-making. Other benefits
      might be greater staff flexibility and more equitable distribution of
      salary allotted for additional responsibility. A detailed outline of
      various proposals for specific positions and their unit value is appended.

73   Forrester, R.J. "The Unit System: an Approach to Breaking Down Student
      Alienation." Comment on Education, III (February, 1973), 10-12.

      Port Credit Secondary School is attempting to alleviate student alienation
      through "the use of an extended home-form period..., a home-form class
      based on the grouping for the first subject period," and a unit system
      where three home-form classes equal one unit. An evaluation of the first
      year of operation includes some guidelines for the novice.

74   Fraser, J.A. "Deans of Kenora; Reorganization of a Board of Education."
      Ontario Education, IV (March/April, 1972), 14-18.

      The former Director of Education for the Kenora Board traces the development
      of their reorganization. In order to begin K-13 integration within the
      guidelines of H.S.I, department heads and coordinators were eliminated and
      replaced with deans, assistant deans, a cabinet and education council,
      and the five course areas of H.S.I were extended to Grade 7. The various
      responsibilities of the new administrators are outlined in some detail.

75   · Fullan, Michael, et al.   Thornlea: a Case Study of an Innovative Secondary
        School. Toronto, Ont.: The Ontario Institute for Studies in Education, 1972.
        (Profiles in Practical Education No. 6).

        "This report of Thornlea Secondary School in Ontario, Canada, describes
        the school's goals, the administrative and social structure, and the process
        used to implement innovations." Data was gathered primarily through
        interviews with administrators, teachers, students, and parents during 1971,
        after three years of operation. Separate chapters are devoted to the
        development of goals and the administrative and social structure; specific
        innovations such as the trimester system, "home group" and "differential
        course phase" systems, and independent learning courses are also treated.
        Summary "identifies a number of factors that had promoted the school's
        innovative development."

76   Gilbert, V.K. "House Plan for Ungraded Schools." OSSTF Bulletin, L
        (February, 1970), 21-25.

        Gilbert discusses the causes that "have led to the introduction of house
        plans, how these have progressed in several schools, with attendant
        advantages and difficulties and some reasons why they have not been
        received with enthusiasm."

77   Gilbert, V.K. "Housemasters and Chairmen: a Different Division of
        Administrative Duties in a Secondary School." Comment on Education, III
        (February, 1973), 12-16.

        Rather than following the trend of administrative change towards the
        addition of vice-principals, Gilbert presents a model (and variations)
        which might better meet the needs created by the credit system. The model
        is based on three criteria: "the principal should have more autonomy in
        determining...staff allocation," department chairmen should be curriculum
        experts, and housemasters replace vice-principals. Cost comparisons and
        methods of implementation are outlined.

78   King, Alan J.C. and Warren, W.K. "House Systems: Problems and Perspectives."
        Orbit, III (December, 1972), 4-7.

        "The first students in the province to have individual timetables tended
        to respond favorably to the opportunity of meeting a wide range of other
        students, but after a time their feelings began to change." Problems
        such as student isolation, depersonalization, and apathy have arisen which
        the house system can help to alleviate. The authors compare the design
        and implementation of various systems with reference to Centre Hastings
        Secondary School, Madoc; General Panet High School, Petawawa; and Roland
        Michener Secondary School, South Porcupine.

79   Kirk, Robert N. "House Systems: Preserving Small School Virtues Within a Large
        School Framework." _Educational Review_ (Fredericton), LXXXIV (November,
        1969), 5-8.

        Arguments advanced in support of the house plan include more opportunities
        for individual attention to foster individual differences, greater
        participation in leadership and extracurricula activities and increased
        chances for effective teacher cooperation. The organization of the
        Newton High School, Massachusetts, house system and the architectural
        aspects of the Lexington, Massachusetts, plan are explained.

80   Hettler, R.A. "School Within a School." _School Progress_, XXXVII (September,
        1968), 76-77, 86-87.

        Offers a general description of the organization and operation of a
        successfully implemented house system and presents guidelines for the
        design of the ideal school to accommodate it.

81   Leggett, Stanton, et al. "The Case for a Small High School." _Nation's Schools_,
        LXXXVI (September, 1970), 45-52.

        The "Smallway" model, adaptable to house plan organization, deals with the
        suitable type of teaching personnel, program development and organization,
        including scheduling, phasing, and the use of mini-courses, and provides
        a brief look at costs and the pros and cons of the model.

82   McGeachy, Duncan Webber. "The Implementation of Subject Promotion in a New
        Brunswick High School." Unpublished M.Ed. dissertation, University of
        New Brunswick, 1971.

        The principal of St. Stephen High School reports on the implementation of
        subject promotion in his school from 1967 to 1971. Evaluation of the
        program indicates staff, students, and the community generally approved,
        though both advantages and disadvantages are outlined. Recommendations
        for further study include "minimum" and "optimum" desirable sizes for
        schools involved in subject promotion; whether subject promotion better
        prepares students for post-secondary education; whether subject promotion
        schools are more costly to finance; and the need for more specialized
        personnel.

83   Roland Michener Secondary School House System. South Porcupine, Ont.: Roland
        Michener Secondary School, 1970. (Available from ERIC Document
        Reproduction Service ED 046 131).

        A house system was established in 1969 to encourage student participation
        in school functions and to provide students with more personal advice and
        involvement in making decisions regarding their education. Indicates
        difficulties encountered and changes made. The school constitution
        detailing the duties of individuals and groups in the house system
        structure is appended.

84   Ryan, Doris W. Administration and Leadership in the Revised Secondary School:
        Report to the Ministry of Education. Toronto, Ont.: The Ontario Institute
        for Studies in Education, 1973.

        The objectives of this study include an investigation of the extent to
        which the credit system has been implemented, characteristics of the
        system that have emerged, strategies of implementation, hindering or
        facilitating factors in implementation, and development of recommendations
        for revision of H.S.1 and for further research. Fifteen secondary schools
        varying in size and date of implementation provided the basis for the
        in-depth analysis of the changing roles of administrators, teachers,
        guidance personnel, students and parents. Among the results is a
        recommendation that the Ministry not define specific compulsory courses
        but clarify the guidelines by indicating "that schools...may define a
        core of compulsory subjects for Years 1 and 2." The major implication
        is that successful implementation depends upon teacher capabilities of
        responding to the challenges of the credit system. Administrators must
        provide leadership by supporting teachers and communicating more
        effectively with parents and the general public.

85   Stewart, B.C. "A 'Seventies' Model for Secondary School Administrative
        Organization." Comment on Education, III (February, 1973), 17-19.

        A proposal for administrative reorganization to accommodate H.S.1
        innovations includes area chairmen corresponding to H.S.1 course areas,
        plus consultants whose subject expertise complements that of the chairman,
        thus ensuring the subject range in each area is adequately represented.

86   "Units of Strength - Solution to a Nightmare?" Comment on Education, I
        (Number 1, 1971), 5-6.

        Pros and cons are advanced from principal and teacher viewpoints. The
        principal of Bathurst Heights Secondary School, North York, briefly
        illustrates how this plan might materialize in his school.

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