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CUMULATIVE RECORDS FOR ELEMENTARY
AND SECONDARY SCHOOLS OF UTAH

A Thesis

Presented to

The Committee on Graduate Work
Utah State Agricultural College

In Partial Fulfillment
of the requirements for the Degree
Master of Science in the School of
Education
Department of Educational Administration

By

Eugene Laban Morrill

May 1936

This Thesis written by Eugene Laban Morrill has been approved

and accepted by:

Professor in charge of Major Subject Date _____

Dean over Major Department Date _____

Chairman, Committee on Graduate Work Date _____

JBH

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INTRODUCTION AND EXPLANATION OF THE PROBLEM

This problem is to construct a set of cumulative record cards for use in the elementary and secondary schools of Utah.

In order to realize the above purpose it will be necessary to (1) make forms for the systematic recording of data and (2) provide for standardizing methods of collecting these data.

JUSTIFICATION OF THE PROBLEM

Pressy says that "each pupil is a unique individual, different from every other pupil, presenting individual problems which must be understood if there is to be optimal development...Methods of mass education must be devised which will...give maximal opportunity for the development of desirable individuality." (33 : 297) He further says that the school should "recognize the necessity of its knowing something about each individual child in his own world...and that a majority of the most highly significant things in a child's life are 'off stage' as far as school is concerned. There must be some means whereby a school will not only know each child as a pupil, but also know

how he figures among his fellows and in his home. (33 : 296)

According to Pressy's philosophy, then, it seems that an adequate cumulative record would be an educational asset.

It seems strange that educators have lagged behind social workers, merchants, industrialists, and other professional people in adopting and utilizing systematic record systems. According to Koos the social service workers stress the importance of social case history. They have found out that promiscuously handing out doles to needy, with no accurate diagnosis of the causes of social adjustments reaps no returns in correction, whereas wise treatments, and aids given properly might remove many from charity roles. (22 : 406)

McCallister has pointed out that careful personal records are kept by members of other professions to promote efficiency and prevent errors. In the medical field complete diagnosis has taken the place of casual observation. Today the efficient physician not only considers the present status of an individual, but studies his past health record and his family health tendencies. Treatments are not prescribed upon the basis of a few facts, but upon the basis of all data carefully considered. (24 : 406)

McConn illustrates the use of medical data. Before the medical profession had thermometers and stethoscopes and blood counts and bacteriological examinations, the physician

that extends over a series of years regarding any child, so that the (cumulative) history of one or more children may be gathered...Various kinds of records are separated from each other, so that effective correlation becomes impossible. Another defect in records is in the lack of uniformity of standards as used in different cities and states. Owing to this, comparisons are impossible or can be instituted only with great difficulty." (13 : 537)

In order to determine whether these defects and this lack of standardization and uniformity are general and whether records kept were the kind needed, W. Loyd Peterson sent out questionnaires to 122 cities asking for sample forms. He received and examined 1,227 forms. In only one case was it found that two cities used the same forms. The record sets he examined differed in sizes, shapes, items, color, material of card, nomenclature, and information. This was in June, 1922. (64 ; 52)

Today it seems that adequate record cards are still not provided for in many of the schools of our country. Kitson says: "In spite of the agitation over a long period of years for the keeping of cumulative records (of the proper type) there are still many school systems that do not provide them." (58 : 285)

In this, Utah seems to be no exception. However, those records which do exist seem to be faulty according to

criteria set down by Heck, Almack, and others. (16:214-236)
(1 : 46-49) (88 : 246) This not only seems to have been
true in the past, but recent sample sets secured and
examined by the writer seem still to be inadequate when
measured by the criteria mentioned.

Note: Since this thesis was written a new record
card has been devised under the direction of the State
Department of Education. This card has eliminated some of
the defects common in other forms used in many Utah. schools.
Although this new form does not live up to all the criteria
that specialists suggest, it shows improvement.

THE WRITER'S RESEARCH METHOD

In order to construct a record that provides for the individual data needed, one of the first steps the investigator took was to find out, in a general way, what educational use could be made of pupil personnel data. The background of knowledge seemed necessary as a basis for judging the appropriateness and relative values of the various items. This information was secured by library method.

Sample record sets were then secured from The American Council on Education, Cox and Langfitt, Douglas, Koos and Kefauver, Schwakard, and other authoritative sources. Sample records were also collected from various Utah and California junior and senior high schools. These were compared and studied with reference to items, arrangement, and form.

Criteria for selecting and eliminating items and for arranging and grouping the selected items were obtained. With these purposes in mind and with these samples and criteria at hand, the writer began the process of eliminating, compiling, and rearranging that resulted in the preliminary sample set of record cards found on page 114

With this sample set built in such a way that the items, at least, conformed to theories of educators, the writer's next step was to submit the material to the

judgment of practical men in the field. It was thought that their criticisms would be an aid in further perfecting the cards.

Sample sets of these cumulative records were sent out to twenty high school principals of the state, who were to act as an expert jury. The reason for selecting principals as the jury was that if these cards were to be used, the principals would probably be the ones to adopt them; and their attitude would depend upon whether the records were practical. There should be no conflict between theory and practice.

With these sample sets were sent criticism blanks like the one on page 115 and a letter of explanation. The members of the jury were asked to check the items and arrangements they liked, explain what points they disliked, and suggest improvements that should be made.

After this study was completed and the criticisms received, the author made a more detailed study of the educational uses of each specific item included in each card. Further study was made upon the arrangement and grouping of items, upon card material, and the advantages of various sizes, upon cost of cards, cabinets, and filing space required. The card that appears on page 102 is the result of this study.

In addition to the above study, it seemed necessary to

insure the gathering of standard information which should, at the same time, meet individual needs. It seems that provisions were needed for standardizing methods of selecting, collecting, filing, and dealing with these data. Codes for facilitating speed in recording and for economical utilization of space needed to be provided. Suggested descriptions of personality traits, vocational information, family history, etc. would tend to increase the chances that pertinent facts vital to teaching, guidance, and administration would tend to replace data of little or of questionable worth.

In order to provide for these things, the writer has suggested methods of collecting the data and has worked out a set of instruction sheets. (page 83)

ORGANIZATION OF THIS THESIS

In the organization of this paper the author has treated the problems in the order in which they have been introduced above. First appears a review of the literature that deals with (a) what is wanted (b) why this material is wanted; (c) how these data could be used and (d) criteria for selecting and arranging. Second appears a description of the tentative cards and a review of the jury's reactions to them. Third is a review of the literature as to the use of the specific card items; fourth, a discussion of arrangement and grouping of items; fifth, card materials and sizes; and sixth, cost and filing space.

After this, the writer presents suggestive methods of collecting and compiling data, and then appears the direction sheet. In conclusion, two sets of final cards appear, followed by the summary statement and bibliography.

REVIEW OF LITERATURE

What is Wanted

Authors seem to be quite agreed as to what is wanted in cumulative records. Thomas H. Briggs of Columbia University enumerates the following as items records should contain: "pupil's date of birth, state of health, physical defects, intelligence quotient, ability as estimated by his several teachers, academic records, achievements as measured by standard tests, attitude toward work, special interests and talents, unusual activities, character traits, social development, home conditions, expectancy of remaining in school and ambitions." (4 : 294-300)

W. A. Cook enumerates the following items as essential: name, date of birth, date of entrance, graduation or withdrawal, health records, parents or guardian, residence, nationality, occupation, vocational plans, notes on student's moral character, attendance, attitude toward authority. He also includes honors won at school, special activities connected with school, clubs, social organizations, etc. Furthermore, he would keep on record the student's particular aptitude manifested within and out of school, and school subjects and marks. (9 : X)

Koos and others agree essentially with Briggs and

Cook as to the material that should be contained in the cumulative record. (22,10,12,)

Besides wanting certain content material, educators desire cumulative data. Kefauver says, "The measures of success through-out the elementary schools help to interpret the pupil's success in high school...Records of plans, interests, successes, and failures show the progress of the individual in planning and effecting successful judgments. The present problem or difficulty is pedigreed by his past. What he thinks now is an outgrowth of what he thought earlier, and his present thinking will provide a basis for his future plans. The modifications of his plans often have more significance than the plans he has at present." (22:431)

Data secured by one teacher may thus become available for the next. These records demand an individual cumulative recording system. These records should follow the pupil from school to school. A knowledge of the past experiences makes it possible for the teacher to control school situations in such a way that an approach to a maximum of growth on the part of the child may be attained. (22:231)

Uniformity is also desired. T. W. Johnson says, "All schools within a system should develop and use a uniform system of blanks." (20 : 250) The National Educational Research Bulletin lists one of the standards for cumulative records as uniformity. Records should "be

uniform in the districts as to items, arrangements, forms, and methods of collection and bases of calculations."(46 : 4) John C. Almack also lists uniformity and standardization as being important. "They (records) should be standard. This means that they should conform to the same specifications from year to year" (1 : 52) Mort says that uniformity and standardization is a safe guard against the collection of useless or questionable data. It promotes adequacy, accuracy, and reliability. Without uniformity and standardization, most of the values of cumulative records as an aid in research would be destroyed. (26 : 246)

Why This Material is Wanted

The above quotations and opinions show, in a general way, what is wanted, but they do not indicate why this material is wanted or why data should be cumulative.

The following quotation from Weber coincides with the thought expressed by Brooks, Cook, and the National Survey. (47 : 285) (9 : 295) "The success of the pupil personnel work and guidance depends very largely on the adequacy of the cumulative record. Since the chief function of the school is to do all these things that will lend themselves to the everlasting welfare of the individual within the school, the importance of the records should be obvious." (.68 : 309)

According to the National Survey, cumulative records containing the results of tests, personality ratings, and current reports of school progress, furnish a background of personal knowledge that is needed by the counselor as a basis for the interview. (68 : 23) Kefauver believes that in order to be an efficient adviser one must have accessible data on many aspects of the student's life. "When counseling ...or when attempting to diagnose his maladjustments, a full record of his life would aid in understanding his problem and enable the guidance worker to be of greater help to him. The influence of any one factor may be offset by the influence of some other factor or group of factors. (

"... In most situations where predictions are desired, the combination of several different measures will increase the accuracy of predictions... No single factor can describe the complex problems faced by the child in planning his future activities." (22 : 429-430) "Isolated facts", according to Moehlman, "are often unreliable, but when taken all together and seen in their mutual relationships, reliability is greatly increased." (25 : 288)

"Stranger can not well counsel stranger," says Brewer. (6 : 26) This record of items gives the teacher an intimate acquaintance with the student, and effort in this respect is necessary. During a lecture before the Utah Education

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Association Judd said, "We should spend half of our time learning the child that we may teach him the other half." "The individual must be known," says Hill. "This does not imply mere knowledge of that non-existent phantom--the 'average boy or girl' portrayed in text books; it is a demand that we be able to know the individual by a method more sure than casual observation. " (17 : 444) E. Ben Woods says, "Food for one student with equal mentality with another may be poison to the other." (41 : 88)

With the introduction and intimate acquaintance that comes through the cumulative record, many advantages have been claimed by various educators. The following summary indicates that Douglas agrees with authorities already cited. He says that cumulative records contribute by:

1. Aiding in the study of individual pupils.
 - (a) As a means to adaptations of instructional means and materials.
 - (b) In matters of moral educational and vocational guidance.
2. Discovering and remedying
 - (a) physical defects
 - (b) mental ill health
 - (c) incipient disease
3. Aiding in classification and promotion
4. Recommending graduates for college entrance, awarding rewards for scholarship
5. Providing data for research. (12 : 388)

Cox and Langfitt have listed the values of cumulative records as an aid in providing for the child as follows:

"In preventive and corrective processes the cumulative records play an important part in guidance by helping the school

personnel:

1. Better understand physical, social, and mental characteristics.
2. Better understand how a child has developed or failed to develop in reacting to school experiences over a period of years and, through that understanding, help him direct his growth.
3. More effectively to adjust school activities and school departments and school schedules to the needs, interests, and capacity of children.
4. To help pupils adjust themselves more quickly in the changes from elementary school to junior high school, from junior high to senior high and senior high to advanced educational opportunities.
5. To make possible a more intelligent choice on the part of the child through more intelligent advice on the part of the school, in the selection of vocational or advanced educational opportunities.
6. To provide a tool for use in follow up of pupil progress in advanced educational institutions or vocations. (10 : 387-388)

How Data Could be Used

With these very general uses of cumulative record material in mind, it will be easier to understand how these data could be put to specific use--how these data prove beneficial to the instructor, the administrator, the guidance director, the research worker, the placement bureau, and how they protect the child himself.

The instructor's use of records. The instructor's efficiency will be increased by his knowing the pupil better. Nearly all psychologists will likely agree that instructors should capitalize upon pupil interest in order to get best results. The teacher who knows that a student is particularly interested in aviation can motivate his work by using

this interest as a point of contact and by drawing illustrative material from this field instead of using "the botany appeal" or some other for which the student has an aversion. The tactful teacher capitalizes upon this principle, not only in his discussions but also in making individual assignments.

Another advantage comes to the instructor in knowing the range of the child's abilities. Assigning work that is too hard tends to discourage the child, while assignments that are too easy may disgust him and cause him to feel that the work is not important. If the assignments are not commensurate with the child's abilities, he often forms bad habits and sometimes becomes a problem case or a mal-adjusted child. If the teacher does not keep the child busy, the child may keep the teacher busy.

The amount of drill and review, even the methods to be used, will depend upon the child's ability. The brighter student not only reaches the threshold of learning sooner than one with less ability, but he requires less review or drill for the proper amount of over-learning.

Again teachers often wonder (and perhaps they should wonder) whether particular students are extending themselves to a point of too much physical or mental strain. Other students, on the other hand, may be suffering from negative fatigue. The cumulative record will help the teacher's

judgment in keeping requirements within the range of the child's endurance and abilities without over or under strain.

Preknowledge that comes by a study of the records enables the teacher to anticipate problem cases, and by proper hedging and care most of the teacher's troubles may be avoided. Students with defective sight and defective hearing can be seated more advantageously, and thereby their progress is facilitated. With this pre-knowledge, educational experiences can be arranged for in advance to conserve precious time.

Conduct will be better understood and disciplinary measures more wisely administered if the teacher has an intimate acquaintance with the pupil. With proper knowledge available, a little forecasting and planning may prevent many catastrophes and reduce the sorrows of disciplinary measures to a minimum. "What's food for me may kill you" applies very well in emotional and conduct matters. By knowing the child's moods, his personality and emotional traits, his attitudes, his home conditions, and how he is used to being dealt with, one is less likely to prescribe poison when food is needed. Even in cases in which the teacher is slow with prevention, he can at least be wiser in choosing his remedies.

Another advantage that accrues from records is in the matter of time saved. If this personnel information on a

tenth grade student had to be immediately procured, what a waste of time there would be in testing, filling out questionnaires, etc. Without this cumulative record system, personnel data would have to be regathered in some form every year of the child's school life. At least every new teacher the child has would either fore-go the advantages of much of this knowledge or else rediscover it for himself. Of course some information could be handed down in father-to-son Indian fashion, but many valuable individual discoveries would not be accumulated and preserved and built upon. This time saved can be utilized for instruction and planning.

The student is safe guarded by the teacher's having had experience with the cumulative record. With this experience, the teacher sees the relationship of each subject to the contribution of the other subjects. This gives the teacher a truer conception of the place of his particular subject as just one of a number of contributing factors in the child's developments. Thus he sees that his subject is not the only deserving contribution the child gets. The teacher gets a better idea of how subjects could be integrated; at least he sees that his subject is not isolated from other educational factors.

Use of record for guidance. The cumulative record will give the guidance director more criteria and finer measuring tools which will help him to make predictions and give advice.

He will be able to direct the child toward a vocation more in keeping with the child's abilities. One requisite of proper guidance is to know the intellectual requirements of various vocations and to lead the "guidee" to select a vocation congenial with his native abilities. A person who has an intelligence quotient below the requirement of the job or too much above the requirement, often meets with disappointment, dissatisfaction and failure according to Kefauver . (22 : 306) Guidance will be more effective when cumulative data are available.

Interest, work habits, and attitudes are also important items for one to consider in selecting vocations. One may have the right amount of training and an intelligence quotient commensurate with vocational requirements and still fail in the vocation. There should also be interest. The cumulative record furnishes the indicators of interest, work habits, and attitudes needed by the guidance worker.

Knowledge of physical and emotional handicaps will make possible wiser guidance. Some jobs and professions make unusual demands on various parts of the body. People with weaknesses in some particular part should not be guided toward work that strains this part. There are certain occupations that strain the eyes, others that weaken the heart or lungs. Some occupations are trying to a nervous or emotional person. Hereditary defects such as color blindness

render some people unfit for particular vocations. The cumulative record should reveal the facts, that the guidance director may take these into account.

The social factors should partly determine the type of guidance to be given. A social misfit is more or less fore-ordained to failure in many positions and professions unless these social maladjustments can be corrected. The record again comes in handy in indicating adjustments needed.

Economic status and home conditions should be taken into account by the guidance director. One may have all the requirements necessary for the making of a good physician or surgeon except that he may lack financial means for the necessary schooling, or a way of securing aid. In this case guidance would differ from that which might be given to a student whose parents could help and encourage him. In the first case the guidance might be toward some temporary or intermediate course or occupation. Although only a few things have been mentioned, these indicate that it is quite hazardous for the guidance director to disregard economic status and home conditions.

The administrator's use of records. The cumulative record is an aid to the administrator. One of the helps comes in case the school practices grouping. Mental age and intelligence quotients, teacher's estimates of intelli-

gence and industry, scores in standard achievement tests, physical development, etc. furnish the criteria and bases for homogeneous grouping.

Curricular changes are often necessary and special studies sometimes need to be provided or arranged for by administrators. These arrangements and changes should be made to suit the needs of the pupils, and the needs of the pupils can best be known by referring to the cumulative record. With personnel data at hand, building adjustment and equipment and materials can be arranged for more in accordance with needs. By knowing the needs ahead of time, the administrators will be able to select instructors prepared for specific needs instead of having someone who is not a specialist try to adapt to a given condition.

Foster states that student cumulative records help in grading or determining the efficiency of a teacher. He states that teacher efficiency is indicated by pupil attitude, absence, tardiness, failures, successes, gains, and grades. "These factors are not the only indexes one must go by in determining the teacher value, but before a final rating would be fair, one must know the students' previous school records, their home conditions, their own desires and their mental abilities." (53 :35)

The cumulative record economizes time for the

administrator and also preserves his prestige. A panoramic view of the child's school activities and standing is available. When a parent calls to discuss problems or plans relative to the child, the principal does not have to run about for data, make tests, etc. He has at his finger tips the information concerning the child and some relative to the parent as well. Because of this, the principal can make recommendations and suggestions now instead of having to arrange another appointment or perhaps blunder because of inadequate data.

Another time-saving element is realized when the administrator is asked to make reports. These can be made promptly and accurately, since available recorded facts are at hand, and facts can replace guessing.

The researcher's use of records. Records further the purposes of research. The old register books often required the recording of a single item in five or six places. Relative data were also separated, and unrelated items were often jumbled together. Now, with the new system, the information can be easily and quickly found, and not only is time saved, but accuracy and reliability so essential in research is improved.

A large number of failures in any subject immediately raises the question why? Are the failures the result of poor teaching in the junior or senior high school, or are they

due to the lack of integration? Student problems which are the result of poor home conditions are continually being faced. Earlier school problems, lack of teacher understanding of students, individual differences, and many other difficulties are now also being recognized and understood. Here, then, are the records which encourage research within the schools and within the various systems.

Having in his possession all the above material and records, the researcher will be encouraged to make special studies regarding retardation of grade, attendance and failure correlations, intelligence quotient and acquirement quotients correlations, interest and success correlations, relations of size of class to achievement, relation of various systems (platoon etc.) to achievement, integration experiments, and similar studies. Cumulative records not only promote accuracy but encourage and suggest needed research.

Use of records for safeguarding the pupil and society.

The pupil is safeguarded because of data contained in the cumulative records. Many students are so fond of a particular type of play, such as basketball or some other game, that they fail to report a slight heart ailment, hernia, or some other defect, and as a result, irreparable harm might be done by the physical director or instructor's permitting over strenuous activity. By having recorded

knowledge available concerning certain physical deformities, weaknesses, and defects, instead of holding the child to standard drills and training, the physical education director can suit the training to the child's needs. He can give the child the particular exercise that will aid in overcoming his particular weakness.

It was formerly thought that inactivity was the best treatment for strengthening a defective heart, but physicians now know that proper exercise is necessary to prevent further deterioration of the cardiac tissue. Of course care, study, and wisdom must guide the physical director in these tender and vital things, but cumulative records will point out where care and study are needed.

What has been said in the above paragraphs applies to other body weaknesses and also to mental and emotional maladjustments, as was mentioned earlier; but certain clinical information is necessary for the protection of society as well as for the protection of the child. Data relative to vaccinations and inoculations should be checked regularly, but especially when certain diseases are impending. School children are often a source of infection to society, hence the importance of this check.

Use of record in placement bureau. The employers staff needs records of individuals in its placement service. Our progressive industries of today keep personnel records

of their employees and make adjustments accordingly.

Koos and Kefauver, in speaking of the placement bureau, say, "It should have available a comprehensive and cumulative record of information about the student. Employers selecting their workers will desire much information, and the placement office staff will also require it in order to select the individual or individuals best fitted for the positions referred to them. This information is needed also in order to permit counseling of individuals who may desire to revise plans after first experiences in employment."

(22 : 493)

Criteria for Selecting and Arranging

The foregoing study should give one a basis for selecting criteria and for evaluating records on the basis of these criteria. Helpful criteria for use in making records have been prepared by several authorities. Almac gives the following standards or criteria:

1. They should be simple. This means that they should be filled in quickly, found easily and understood.
2. They should be standard. This means that they should conform to the same specifications from year to year when practicable and should be the same as those used in other schools.
3. They should, when practicable, be uniform. This applies especially to those that serve related functions.
4. They should not contain too much.
5. They should be inexpensive.
6. They should be time saving, not time consuming.

(1 : 25)

The National Educational Association Research Bulletin

lists the following criteria as essential:

1. Records should be cumulative--that is, the records should begin with the first grade and be continued through the child's school history and permanently retained, following him from school to school.
2. Uniformity in the district as to items, arrangement, forms, and methods of collection and bases of calculation.
3. Records should be durable enough that they need not be replaced during the twelve years of school life.
4. Records should be of such a character that repetition is reduced to a minimum.
5. Organization of record forms should simplify processes of recording and reporting.
6. Records should be sufficiently complete to give teachers information essential for adapting instructions for needs of pupils.
7. Records should be so filled as to be accessible to those concerned.
8. Visible equipment is desirable.
9. Elementary and high school records should be continuous? (69 : 246)

A. O. Heck lists the following criteria as essential:

1. Is the record cumulative.
2. Is the system compact.
3. Is repetition reduced to a minimum.
4. Are the forms durable.
5. Does the system eliminate fine details.
6. Is the relationship between the forms of the system such that one helps keep the other up to date.
7. Does the system make the material available to the teacher.
8. Does the system make record keeping easy.
9. Does the system guard against the loss of data.
10. Does the system make reporting more automatic.
11. Does the system make it possible to locate children easily.
12. Does the system make it possible to trace children with ease over a period of years.
13. Is the system simple.
14. Does the system provide a list of pupils who enter a given grade in a given year. (16 : X)

The American Council on Education gives the similar criteria for cumulative record cards. (16 : 10)

Summary of literature reviewed. The cumulative record card should contain material which is standard and uniform in the district. It should contain data concerning home and health, vocational plans, interests, and experiences, personal traits, scholastic record, native endowments, and achievements.

These data fill a very definite need in the fields of the instructor, advisor, administrator, researcher, and placement man. In specific instances the data may aid those concerned better to adapt the school to the pupil and the pupil to the school in matters of health, morality, vocation, and scholarship.

The criteria for devising a card which will contain servicable data must be simple, uniform, durable, complete, explicit, and inexpensive.

DESCRIPTION OF RESULTING CARDS

After learning what is wanted, in cumulative record cards, why these data are wanted--their use, etc.--and the criteria for building record cards, a tentative sample card was arranged. In this system, the folder is made of ragstock paper and not only serves the purpose of a folder, but the space is utilized for recording personnel data. One loose card nine inches by eleven and one half is enclosed to contain one type of data. It contains all grades, subjects and marks, credits and absences on one side, and all test results on intelligence, achievement, and aptitude on the other.

The folder space provides for the health and home record, the vocational data, the social adjustment and personal efficiency data, and the conference discoveries.

The following is a sample (reduced in size) of the card that was sent out to twenty principals for their suggestive criticisms and helps. With this card appears the questionnaire which was submitted to them.

REACTION OF JURY TO CARD

From the twenty principals contacted, seventeen replies were received. The returns furnish an argument for the need of a better understanding of what records should contain, their use, and how they are to be handled. The following quotations indicate how various principals differ in their opinions. In discussing these criticisms, the writer refers to the critics as Principal A, Principal B, Principal C, etc. Comments relative to the Home and Health History record were as follows:

Principal A: "This is plain and easily understood. Our present one is too detailed as to diseases of childhood, at what time etc. "

Principal B: "Weight, eyes, ears, nose and throat should be mentioned, or the examining physician may overlook one or more of these important items." It seems as though the latter principal has the idea that the cumulative record is to re-place the doctor's report. He fails to see that it is merely a summary of his and other reports that will have guidance value.

Principal C says, "This record is too complicated and detailed."

Principal D says, "An examination of this card convinces me that you have a comprehensive and adequate

system."

In speaking of the record in general, Principal E says, "The general criticism I have of the card, as designed by you, is its complexity and the fact that so much is included."

Principal F has this to say: "We need a record like this. We cannot estimate one trait from the measurement of another, nor can we take a series of measurements in a child's career and use it unmodified as a basis for predictions of his status at a remote date. The study of each individual must be genetic. We must begin to measure him from time to time, keeping full and complete records of everything that we find out about him. With this cumulative record at hand, it should be possible to make tentative short voyage predictions which will be of great value and which will increase in accuracy and usefulness as the data are accumulated. You are on the right track."

Another example of heterogeneity of views relative to the handling of records is shown in the following two returns: Principal G says that all the information here is needed, but he wonders if it could all be placed upon one page, so photostatic pictures could be taken to make recopying unnecessary as the child goes from school to school.

Principal H. says, "I assume that the cumulative card is to follow the student as he goes from grade to grade,

building to building, and from grade school to junior high school and high school."

Principal G. evidently had the idea that at the end of the elementary school and at the end of the junior high school, new copies had to be made and the old cards left to collect and fill space while Principal H's idea seemed to coincide with the idea expressed in the National Educational Association Bulletin (69 : 246)

Nearly every item, nearly every card, and nearly every arrangement was criticised by someone; but nearly every item, every card, and nearly every arrangement was praised by some. Some of the suggestions reinforce the importance of what has already been done. As to the form, for instance, some of the critics pointed out that with the large folder, supplementary records and temporary material could be handily harbored within the folder until they were needed. If the folder were smaller, such things as the profile page of achievement tests could not be fitted within, and separate space and labeling would thus be necessary. Facts for the cumulative record could be accumulated there until an opportunity comes for making the necessary summaries and recordings on the personnel card.

The outcome shows the general need of cumulative record study and a need for uniformity and standardization relative to records and their uses. It also shows

the importance of definiteness and clearness of explanations. The writer has tried to profit by these findings in preparing the divisions of this thesis concerned with methods of collecting data, and instruction sheets, and final record cards.

The final card resulting from criticisms and personal studies may be found on page 102

DISCUSSION AND JUSTIFICATION OF CARD

Home and Health History Card Items

On this card we find the following items: (1) parents or guardian, (2) health of parents, (3) religion, (4) date of death, (5) parent's birth place, (6) nationality, (7) occupation of parents (8) addresses and telephone, (9) language spoken in home, (10) domestic break or separation date, (11) data relative to other children in family, (12) economic status of family (13) attitude of parents toward school, (14) types of control over child, and (15) relation between pupil and parents. The following items pertain to the child directly: (16) general health, (17) physical development, (18) defects and treatment, (19) prolonged absence (cause of), duration, and time, (20) vaccination or inoculation, tests made, and the results.

Items 1, 5, and 8 are important in identifying the child and in helping the investigator to make contacts. Items 1, 4, 5, and 10 are further important in affording some indication of whether the pupil has normal parental companionships and assistance in making the many adjustments, especially during adolescence . The difficulties of adjustment are sometimes accentuated by conflicts between the child and his foster parents. This makes the problem of youth even more perplexing. (22 : 241) Item 2, parent's

health, also gives some indications of environment. This health knowledge may give a sympathetic attitude that results in friendly wholesome understandings between pupil and teacher and parent and teacher.

Item 3, religion, may account for either noble or narrow attitudes, and a knowledge of parental beliefs gives one a better opportunity to select appeals and interests that can be capitalized upon in teaching and guidance.

Certain positions are open only to people belonging to a specific church. This fact necessitates the use of space for recording religion.

The value of knowing item 9, the language spoken in the home, item 6, nationality, is that these indicate the extent of opportunity the pupil has for adapting to American customs. These things also explain students' difficulties in mastering English, especially in the lower grades.

(22 : 43) Nationality also has a general effect upon scholarship and length of stay in school. Koos found that the Canadians (other than the French Canadians) remained to finish high school. The Portuguese ranked lowest, with .05 per cent. (23 : 136) Another reason why nationality is important is that in vocations certain discriminations are made against certain ethnic groups. These people should be made aware of this fact, so that they can change their plans to make the best adjustments.

Item 7, the occupations of parents, are important because they are indicative of the occupational background of the student, which, according to Miss Parrin, has a strong influence upon the child's future selection of an occupation. She investigated 1550 pairs of fathers and sons in the English Directory of National Biography, and an equal number in Who's Who. She found that whether she took the near present or a long period of the past, the environmental influences that induced men to follow the father's occupation remained fairly constant. The coefficient of contingency between the occupation of father and occupation of son in the Directory of National Biography was $+.76$, and in Who's Who, $+.75$. She says, "Therefore we may say that in the choice of a profession, inherited taste counts for two thirds and environment counts for about one third. (30 : 316)

E. B. Woods states that "Ability receives its reward only when it is presented with the opportunity of a fairly favorable environment, its peculiar indispensable sort of environment. Naval commanders are not likely to be developed in the Trasvall, nor literary men and artists in the soft coal fields of western Pennsylvania. For ten men who succeed as inventors, investigators, or diplomats, there may be and probably are in some communities, fifty more who would succeed better under the same circumstances." (80:358)

The vocational guidance director should not assume that because of this existing tendency, the child should always follow his parents occupation, but he should recognize the influence of the social environment, upon the student.

Occupational information is further valuable because it indicates, to a certain degree, the student's social advantages, economic status, and cultural background. The employment of the mother outside of home might reveal the fact that parental supervision would not be normal. Knowledge of these things would affect the guidance and treatment the student would receive in school as to subjects, clubs, amusements, and activities.

Counts claims that the occupational group from which the individual comes is indicative of his probabilities of continuing through school. He studied the parents of the school children from four cities relative to their occupations. He determined the number of children in high school from each occupational group of every thousand males over forty-five years of age engaged in that occupation. The numbers varied greatly among the occupational groups, sixty for professional service, three hundred forty-one for trades, and two hundred and forty-five for commercial service. In contrast, there were seventeen for common labor, fifty for personal service, one hundred forty-five for building trades, and one hundred fifty-seven for transportation service.

In regard to items 11, other children in the family, it is important to know the number of children, since the younger children often have educational opportunities that are not open to the older. It is important also to know whether the older children are working, or whether they are dependent upon the parent, since this will affect the opportunity of the child in question. This will be especially true if the older dependents are married.

Knowledge of item 12, economic status of families, whether well to do, comfortable, poor, on relief, or destitute, will aid the advisor in guidance. As was indicated under the consideration of occupations, economic status is correlated to some extent with general intelligence, interests, experience, and is indicative of general background, and of probable opportunities of the child for schooling.

Item 13, attitudes of parents towards school and plans of parents for students, is an important thing to be known. Whether the parent sees no purpose in school, is indifferent, resents interference, has grievances towards school, is appreciative, or is cooperative is knowledge that may determine the difference between right and wrong procedure in dealing with parents and children. Required treatment of a child whose parents are appreciative and cooperative is far different from treatment of the child whose parents see no purpose or are indifferent. In the

first instance, the child can expect financial backing and encouragement needed for his plans, while in the latter case, other arrangements for his schooling may need to be made. The child's attitudes and efforts will have to be modified.

The plans of parents should be considered if the program of guidance in the school is to get maximum results. Guidance offered by the school should supplement and not replace the guidance by parents. Parents are more vitally concerned than any one else.

Kefauver says, "Acquaintance with the plans of parents helps to define the influences that affect the thinking of the student; also it helps define the problems of changing the plans of students if these should not be in harmony with their capacities and interests." (22 : 249)

Parents are sometimes in error in their plans. In this case the program of guidance should reach the parents and, through the gathered facts, lead them to recognize the error. Kefauver says, "The school can at least interpret to the parents the factors that should be considered in formulating an educational and vocational program. It can point out the conflicts between the parents' plans for the student and success and interests manifested to date by him in and out of school. It can help the parent comprehend changing conditions in occupations. By these means the cooperation of the parents will often displace the antagonism arising

when judgments of counselors conflict with preferences of parents." (22 : 249)

Knowledge of item 14, types of control over the child, and item 15, relationships between parent and child, is beneficial in helping those concerned to understand his reactions. Knowing whether the parent uses corporal punishment, restraint, deprivation; whether he scolds, bribes, or uses some other type of control is valuable information to the advisor. This knowledge gives cues as to the appropriate treatments to use in gaining desired responses.

Knowing whether the relations between pupil and parent are mutually agreeable, mutually antagonistic, whether the parent dominates the child, or whether the child is out of parental control also aids the advisor in understanding the child and in dealing with parents and children. With all this information concerning home surroundings and home influences, the advisor should be able to make wiser decisions relative to the child's needs; and he should be more tactful in his approaches to parents and students.

In the physical and health divisions of the Social and Health History Card, space has been provided (items 16-20) for general health, physical development, defects, family illness, and vaccinations. Teachers and directors should know the conditions relative to these items in order that requirements may be in proper keeping with the child's

physical condition. Special individual helps and attentions are sometimes needed to help the student adjust when he has been absent because of defects. Students with eye and ear defects need to be placed in positions more favorable to the learning process.

According to a study reported in The School Review for June, 1922, physical defects were a frequent cause of student failure. (73 : 43) Mac Fail's study of 324 failing students in Michigan schools substantiates the above conclusion. (27 : 78) Many of these failures, the writer believes, could have been prevented by a little care and some cooperative adjustments on the part of teachers.

Administrators need student health knowledge as an aid where homogeneous grouping is practiced. Without this knowledge, a student may be placed with a group where competition is so keen as to endanger his health.

The record enables those in charge, to keep up the child's immunity, to disease and to protect society by determining the proper time for vaccination. Reports and recommendations to parents can also be more wisely made if there is a reminder of the child's physical needs on record.

Summary. The items pertaining to home conditions contain knowledge that may be very valuable in guidance and instruction. These data will indicate whether a child has normal parental companionship and assistance and will

indicate what conflicts interfere with proper adjustment.

A study of the items under this heading will give a better understanding of the child's attitudes, interests, and experiences. This study should help one estimate the educational opportunities a child may have in the future and the adversities he is having to face at the present time. It should indicate the parental backing, encouragement, and support the child may expect.

By knowing the parents' plans and attitudes, the director can supplement parent guidance and thus avoid many conflicts damaging to student progress. The advisor who helps parents comprehend changing conditions, requirements, possibilities, and needs can often replace antagonism with cooperation.

A knowledge of the child's health condition and development may serve as a protection to the child's physical status and educational well being. A child can be guided toward a vocation compatible to his health.

Vocational Card

Information on the vocational card is classified under the following items: (1) preparing for what school? (2) preparing for what vocation? (3) special interests and talents, (4) Outside employment experience, (5) school activities.

Why should those responsible for guidance and instruction be concerned with a mere child's decision relative to school and vocation? In regard to this question, Koos says that the shifts or modifications which a child makes in his plans may often have more significance than the plan which he had in mind at the time of the conference. "Such records of plans, interests, success, and failures show the progress of the individual in planning and in effecting successful adjustments." (22 : 431) The record gives an idea of how long he has held his plan and whether his shifts in occupational planning are higher or lower levels. This item is further important in that it stimulates students to plan and consider their choices, and it gives those responsible for guidance a longer time and opportunity to correct unsuitable ambitions.

The process of correcting these unsuitable ambitions must begin early if any change is to be effective. In an investigation made by Van Denburg at New York City, it was found that 53 per cent of the students felt that high school

was not essential to the realization of their plans. This study showed that 48 per cent of these same students expressed themselves as having no intention of finishing school. Of this group, 88 per cent had left school at the end of the second year, while of those who expected to remain in school, only 43 per cent dropped. Regarding this, Van Denburg concludes that "the boy who expects to complete the course has four times as long a high school career as the boy who does not expect to finish, and the girl who expects to finish has about five times as long a stay as the girl who does not intend to graduate." (40 : 109) While this tendency might vary from place to place and time to time, still the factors concerned will probably continue to operate. An attempt should be made to correct the conditions that cause the student to consider it necessary for him to leave school, and, if after due discussion and deliberation, the student still plans not to complete high school, he should be led to consider and select courses most appropriate for him during his limited stay.

Much of what has been said concerning students intending to finish high school also would apply to those planning to attend a higher institution. Since less than one third of those entering high school ever enroll in a higher institution, and since the value of subject requirements for college entrance is often doubtful when compared with

other subjects, the intentions of students should be known early, so that wise adjustments can be made. Besides inducing students to change subjects it may be necessary to inflate the ambitions of some and deflate ambitions of others.

Koos says, "The recording of educational plans of students stimulates them to do some serious thinking about their future program of work. It makes possible relating the detail decisions and choices made from time to time to long time plans. It also encourages a scrutiny and revision of the plans in terms of the capacities and interests of students." (22 : 201)

Closely related to educational plans is item 2, vocational plans, since vocational plans usually predetermine educational plans. Hall studied the cases of 231 students who planned to leave high school early. He found that only 7 per cent of those students were planning on a vocation that required more school and "that more than 80 per cent... had occupational ambitions that were not incompatible with their school plans." (57 : 15)

Even if the compatibility between school and vocation were 100 per cent perfect, knowledge of the vocational choices would still be important in guidance. There would still be a need of checking to see whether the pupil's choice is commensurate with his abilities and whether the schooling he does get is the type that best equips him for

that choice. There would also be a need for knowing his choice in order that he might be advised to elect a vocation not already overcrowded.

Like educational plans, the vocational decisions should be made early. Crathorne's comparison of vocational choices made by 2,069 students at the time of entrance to high school and entrance to college indicate that the high school period sees many students make or readjust vocational plans. In this study it was found that 33 per cent had made vocational plans while in high school. Only 5.7 per cent changed their minds during this period. Upon entering high school, 57 per cent had already made vocational decisions. This brought the percentage up to 84 per cent with plans by the time they were ready to enter college.

Early decisions seemed to be important, as nearly two thirds of those who lacked definite plans as they entered college were also without choices when they entered high school. Of those who had made choices before entering high school, 37.9 per cent still had the identical vocational choices in college, 40 per cent had shifted to different vocational plans, 12.1 per cent had made slight changes, and only 10 per cent had become undecided during high school. (11 : 274)

Item 3, knowing the interests of a student, aids the instructor in motivating his work. Other uses have been

reported by various investigators. Thorndike contends that this knowledge of interests has guidance value, since interests act as indicators of capacity. He states that "A person's relative interests are an extraordinarily accurate symptom of his relative capacities." (40 : 394)

This contention quite agrees with Power's investigation. He found that college preparatory subjects draw students with highest mental test ratings. Students of mathematics and Latin ranked high in intelligence test ratings, whereas domestic and commercial students ranked near the bottom. More than three fourths of the students in the first two subjects were from the top fourth of intelligence tests scores, while over half of those in the applied subjects came from the lowest fourth in intelligence. (65 : 452-455)

Thorndike has also investigated the permanence of interest in school subjects. Concerning this, he concludes that "A person's interests in the late elementary school period resemble, in their order and relative strength, constitution of interest which he will have eight years later to the extent of six-tenths of perfect resemblance. (40 : 391) It would seem from a study made by Adams that permanence of interest would depend much upon whether the student has been properly guided. In his study he found that the strongest reason given for student's interests in studies was the value of the subject in life. (44 : 425)

Koos summarizes the value of knowing the interests of students for guidances purposes as "(1) Lack of interests may explain the failure of students to apply themselves adequately to do work on a level commensurate with their capacities. (2) Extreme dislike of the work of the course may lead to emotional disturbances that are extremely undesirable. (3) The interests of students in subjects may be some what suggestive of the interest they would have in advanced studies in the same fields. (4) These interests may also be suggestive of interests in the vocations with which the subjects are closely related. Such relationships with vocations should be cautiously considered, and further exploratory contacts should be provided as a check on the suggestion furnished by the subject interests." (22 : 241)

In speaking of the importance of adjusting to interests as well as to ability, Scott says that "the experienced employment manager is beginning to recognize that as a man's interests are, so largely, is he, and that interests are a factor which we must consider to the best of our limited ability if we are to create effective worker-in his work units in our industrial and commercial organizations." The results of maladjustment between worker and his work are obvious. "The work will be done indifferently. Output and quality will be low. There will be inefficiency due, not to inability, but to inertia... Such maladjustment will bear its fruits in dissatisfaction as well as in inefficiency" (37 : 33)

Knowledge of item 4, the student's employment experience, gives a background of information that is needed for both instruction and guidance. It offers a point of contact and suggests means of motivation. Employment also gives exploratory or tryout experiences that often disclose special interests and abilities or special dislikes that are important finds in guidance. This vocational experience often contributes educational training that is of enough value that school courses duplicating this information should be avoided in favor of other courses that contribute toward the student's major goal.

In cases where this vocational experience is in keeping with the student's abilities, interests, and opportunities, he should not be directed away from this vocation, but his guidance should be such as to supplement his training, to give him the optimum of development. The advisor who knows a student's vocational experiences may be able to help his charge secure employment. This aid may be an important means of helping a needy student to continue in school.

Much of what has been said about the value of knowing the occupational experience might also apply to item 5, knowledge of extra-curricular activity. This knowledge aids one to understand and appreciate the pupil's viewpoint, and it also gives an insight into the pupil's training and experience.

Kitson says that many of these activities have exploratory value, since they provide contacts significant for gaining an understanding and appreciation of certain occupations. They also are valuable in exploring interests, in working with people and in trying out capacities for social leadership. (58 : 357-61) Kefauver says that "students who are able to rally the support of large numbers of students and to manifest effective leadership in student activities have evidence of the possession of types of abilities peculiarly important to certain lines of work." (22 : 273)

Besides furnishing acquaintance with the student, knowledge of extra-curricular activities gives cues for further guidance in this respect. Counts obtained judgments of the relative values of training in regular courses and in extra-curricular activities from successful men in various vocations. All school administrators contacted, 85 per cent of business men, 75 per cent of the members of a labor organization, 18 per cent of ministers, 64 per cent of the members of a service club agreed that as much development comes from extra-curricular activities as from work in the classroom. (22 : 275)

Swanson's study indicates that the values received from this extra-curricular activity are not purchased at the expense of reduced scholarship when excess indulgence in

such activities is not the practice. In his study of the high schools of Kansas City, he found that extra-curricular activities did not reduce scholarship except in cases where students belonged to four organizations, held at least one important office, and were in athletics. (76 : 613-626)

Recorded knowledge relative to student's extra-curricular activities gives advisors an indication of whether guidance should be for more or less activity. It also indicates kinds of activities needed.

Summary. Since a student's interests and plans are about the most dynamic driving forces he has, guidance and instruction should make use of these forces. The items on the vocational card provide a background of information relative to interests, abilities, experiences, and plans essential to guidance and instructions. This knowledge furnishes cues for motivation and helps prevent the dulling of interest which often results in failure and emotional disturbances. It also aids one to understand and appreciate pupils' viewpoints. With this information, the counselor would be able to give more adequate advise relative to the kind of activity and schooling the child needs.

Personal Traits and Personal Efficiency

The items on this card are as follows: (1) attitude toward self, (2) social attitude and social intelligence, (3) work habits, (4) breadth of interests, (5) leadership and initiative, (6) dependability, (7) cooperation, and (8) personal appearance and appeal.

Under item 1, attitude toward self, record is made as to whether the party in question is reserved, seclusive, emotionally unstable, moody, submissive, or too self-assertive, is phlegmatic, self-controlled, or stable.

Under item 2, social attitude and social intelligence, record is made as to whether the person is effective in group work--whether he takes social responsibility, whether a non conformer or a conformer.

Under item 3, work habits, will be recorded the answer to the questions: Are ordinary incentives sufficient to arouse the individual to proper activity? Is he independent and self-reliant? Is he conscientious, eager for additional work? Is he the reverse of these?

Under item 4, breadth of interest, will be answered the following questions: Does he like fine arts, scientific or mechanical things? Is he interested in bookish or academic work, or does he enjoy physical and manual work?

Under item 5, leadership and initiative, will be recorded whether or not the child is sought by others, avoided

by others. Has he originality, and does he go ahead without having to be told and directed?

Under item 6, dependability and loyalty, will be recorded the data that answers the following questions: Does he see the job through, or is he a "quitter" when things are hard? Does he keep his promises, and is he prompt? Does he stand behind authority, or is he a "back biting" fault finder? If he finds fault, does he go to the one in authority?

Item 7, cooperation, tells how the child fits in with others. Can he work with others effectively when he is not the one in charge? Can he "give and take" when necessary without causing friction? Is he willing to sacrifice personal interests for the good of the whole group?

Under item 8, personal appearance and appeal, will be recorded the answers to the following questions: Is this individual neat in his habits? Are his physical features and expressions pleasing or so decidedly displeasing as to detract from his effectiveness in certain occupations?

Since a modification of any one of the above traits of character modifies the usefulness of an individual for certain occupations, and since most of these eight items are modifiable, it is important to work against defects and cultivate and stimulate desirable tendencies. The earlier the training needs are discovered and conscious effort is

exerted toward desired ends, the better are the chances of correction. The younger student is more susceptible to modification and the early discovery of his defects allows the advisor more time for correction. (42 : 298) Records of the eight items enumerated show whether the methods used to develop these traits are effective or whether a change is needed.

In cases of students who are unable to respond or who do not respond to training, there would still be need for knowing their limitations in order that they might be guided into vocations in which a particular defect of character or personality will not stand in the way of success.

A person whose attitude toward self is such that he is reserved, timid, and submissive might become a fair mechanic or book keeper, whereas he would fail as a salesman. Other things being equal, a person whose social attitude and social intelligence cause him to be a non-conformer or to shirk social responsibilities might be an effective draftsman, whereas he would utterly fail as a statesman. While proper work habits are an asset to any vocation, people who are quite independent and self-reliant might be competent foremen, whereas an unaggressive workman might be fairly successful under supervision. One whose interests are narrowed to physical and mechanical work might become a splendid mechanic, engineer or inventor, but he would fail

as a college president because he lacks the necessary breadth of interest. More leadership and initiative is required for a successful high-school principal than is required for an accountant. A high degree of dependability and loyalty is needed in all vocations, but a higher degree is needed in some than in others. In this respect, we would be more concerned about a man holding public office than we would about an artist. Cooperation is of greater necessity for statesman than it is for a dentist. We are more concerned about personal appearance in the case of a teacher than we are in the case of a plumber.

Summary: Knowledge of personality traits, attitudes, and habits should be known in order that appropriate corrective and preventive treatment can be applied. Efforts spent in removing defects are more fruitful if begun early, and more time is afforded for transitions if records are kept. If personality traits are known, the student can either be modified to meet the requirements of the vocation for which he is preparing or else he can be directed to the kind of vocation best suited to his nature.

Conference Card

The items on the conference card are rather indefinite. Important attitudes, remarks, comments, and decisions not provided for on other cards are recorded here. The results of a private conference are recorded, unless extremely personal matters are uncovered. In this case, the card should list the date of the conferences and the official source of the information.

As the conference card data are necessarily indefinite, one finds it difficult to discuss the uses of any particular item. In order to meet this situation the writer has selected examples from various authors and finally has introduced several hypothetical cases. It may be that the student is doing too much outside work. Knowledge of the home duties and activities of the child is important in that it helps explain student attitudes, successes, and failures.

Whipple's study of three hundred and twenty-four student failures indicates that eighty-nine failed because of insufficient sleep. (27 : 481) According to Koos, "Flagging interest and absence of physical vigor may now and then be explained by too little sleep and long hours of exhausting labor outside of school. Knowledge of these responsibilities is often not uncovered unless they have been systematically recorded. Adjusting the student's program in school or informing parents of the effect of the excessive

load will often transform a failing and unhappy student into one contented with a program of successful activity."

(22 : 248)

Sometimes more work would be advantageous to the child. It may provide responsibility that is valuable, or it may furnish a break in routine that would have wholesome results. It may often take the child away from harmful influences and injurious activities.

Knowledge of associates, whether pool hall gang, older students, younger students, relations with opposite sex, etc. gives cues that guidance directors need. Stewart and Strang say that a record of the child's out of school activities are valuable in the following ways: It gives insight into "ways in which the school may supplement inadequacies in the out of school environment," It suggests "information, attitudes, and habits which the school should stress in particular local situations." It furnishes "A concrete basis for the guidance of individual pupils." It provides "more adequate standards for the daily distribution of time than are at present available." (75 : 31-45)

One hypothetical case which suggests the use of a conference card is that of the student who is failing to function in John Jones' class because he believes that John Jones was unfair in some personal dealings he had with the family, and the student carries a feeling of resentment

against this instructor. Some adjustment will need to be made to get the pupil to function properly again, and the child's remarks serve as material for the administrator or teacher to begin work on.

Another case reveals a student who feels discouraged about school and about life in general. This is an important find, and proper diagnosis and treatment might save such a pupil from disastrous results. By proper encouragement and hedging the advisor may succeed in transforming this despondent pessimist into a happy and successful student.

Scholarship Card

The administration of schools requires a record of the work accomplished by students. This record is sometimes used purely for administrative and instructional purposes, but according to Koos it may also be effectively used for guidance purposes. (22 : 256 & 277)

Despite the inadequacies of marks and the impressive evidences discrediting teachers marks, the above writers believes that they still represent one of the most important bases for predicting future achievement. Elementary school grades indicate high school success, high school marks indicate college success, and college and high school marks are valuable in predicting occupational success. (22 : 264)

In his study, Ross found a correlation of + .60 between an average of all marks received in the elementary

school and marks made in the freshmen high school year.

(59 : 15-22) Kelley found a correlation of + .789 between a composite of all elementary marks with the average marks received in the first year at high school. (88 : 116) Miles obtained a correlation of + .71 between the composite of all marks received during elementary years and a composite of all the high school grades. (61 : 435) Symonds has reviewed the studies of 19 research workers in the field of grade correlation. His review and resulting composite study indicated a correlation of + .40 between high school and college grades. The distributions of coefficients ranged between + .15 and + .74, with a median of + .50 and a mean of + .46. Odell concludes from his study "that in the case of almost every freshmen subject, the correlation between courses of the same type with some one high school subject or group of subjects is higher than with the high school average..." (63 : 32).

Dexter, Foster, and Gambrill made studies of relationships between high school and college success and vocational success. Dexter studied the graduates of twenty-two colleges with reference to their success in life. He accepted mention in Who's Who as evidence of vocational success and membership in Phi Beta Kappa as indicative of college success. In percentage, there was over two and one half times as many Phi Beta Kappa members in Who's Who

as there were among other graduates. In considering the vocational success of a class, he found that the first tenth of the class had 5.4 per cent in Who's Who, the second tenth 2.9 per cent, and the last half only 1.9 per cent. (49 : 429-35) Foster made a similar study, but instead of accepting Who's Who measure, he had a jury of four men decide success. The men who were successful, according to his jury, had received about three and one half times as many of the higher marks as had a random group. (14 : 200-232) Where income was accepted as the measure of success, Gambrill found variations from a negative correlation of .26 to a positive correlation of .62. The negative was in medicine and the highest positive was in business. Law and teaching were next highest, and engineering was next to the lowest. Seven showed positive correlations and two showed negative. (85 : 34)

In a similar study by Gifford concerning 3,806 men employed by the American Telegraph and Telephone Company, indications are that the longer the period of employment the more potent are the effects of high scholarship on income. After thirty years the median salary of the first tenth in scholarship was 155 per cent, in contrast with 100 per cent for the entire group. The rating for the lowest third in scholarship was 79 per cent. Of the highest tenth in scholarship, 17 per cent were among the highest tenth in

salary. Of the lowest third in scholarship, only 4.5 per cent are among the highest tenth in salary. (54 : 671)

Bennett studied the success of 232 boys who went out from the secondary schools of Rochester, New York. His conclusion was that "the pupils who were poor students in school have been more or less failures in industry in every case studied." (48 : 387)

Besides aiding the advisor to predict success in general, the records of subjects and grades will help him to guide the pupil into suitable vocations. Scholarship information will also have guidance value in showing how well balanced the student's background is. It will indicate where that background is weak and where strong and show what additional training is necessary to prepare the child properly for his life work.

Besides containing space for the listing of subjects and the recording of marks, the scholarship card provides for the recording of attendance. It would be very inaccurate to predict the future of a student on the basis of grades made if he were in attendance only 50 per cent of the time and we failed to take into account these absences. Absences and attendance records reveal much about the foundation a student has in any subject; hence they are indicative of educational needs. High absentee records may be symptomatic of maladjustments and may point out the need for a study of

causes in order that corrections may take place. Proctor studied the cases of two groups of children with equal intelligence quotients in regard to their out-and-in records and their failure records. A summary of his findings recorded in percentages is as follows:

	Out at Work	Out by transfer	Failed 1 Sub.	Failed 2
Group one	4.5	9.1	18.2	0.0
Group two	12.1	13.1	30.8	10.3

There were nearly three times as many out at work from group two as from group one and more than twice as many subject failures. In this case group one was receiving guidance while group two was not. (66 : 251) Obviously, then, the attendance record not only shows the need of guidance, but it also indicates the effectiveness of guidance already given.

Summary. The record of a student's scholarship is one of the most important of criteria for predicting future success, not only in school but in the occupations. The records of subjects and grades also aid the advisor to point out suitable vocations, since they indicate particular lines of study which may lead to success. Furthermore, these records show where the student is lacking in background and where he is strong; and from this the additional training necessary can be determined.

The attendance record is valuable in that, to an extent, it is a measure of scholarship. It also gives evidence of student adjustment and often suggests needed guidance.

Test and Measurement Card

The items recorded on this card consist of the following: (1) scholastic aptitude rating, (2) general intelligence, (3) special aptitude, (4) vocational interest, (5) achievement rating, and (6) personality, character, and social adjustment ratings.

Item 1, scholastic aptitude, means the teacher's judgment of the child's ability to do academic work. Since the teacher's judgment often does not coincide with the intelligence score, some are inclined to discredit the use of this record. However, there is abundant evidence indicating that this distrust should not be too great. When used with other tests and personal data, according to Symonds, it adds reliability to predictions. (36 : 403) Thus it becomes a very valuable tool for guidance.

A student with a good scholastic aptitude rating will be regarded as having a reasonable high intelligence quotient or else of being industrious and interested. A student ranking low in aptitude rating may be suspected of being dull or indolent or disinterested or unchallenged or bashful and timid.

If the scholastic aptitude rating is inconsistent with the intelligence quotient, the need for a search for the cause is evident. The child's behavior that resulted in the inconsistency should be studied and corrective treatment

and guidance applied.

In this card provision is made for the teacher's signature opposite the mark judgment. The requirement of a signature with a judgment tends to cause that judgment to be more critical, since responsibility is attached to a definite individual. Another advantage comes in follow-up work or case study. The individual can be contacted, and further personal information may be obtained.

Item 2, intelligence tests, reveal little concerning a student's special interests, industry, work habits, attitudes, and character and personality traits. Still, when used along with an understanding of these things, the results of these tests become tremendously important. This knowledge enables instructors better to suit the material to the child's powers of comprehension. In speaking of the use of intelligence tests for the education and training of students low in the scales of mentality, Pintner says, "They have enabled us to group children of like mentality together. They allow us to forecast the type of training that is likely to be of advantage to a child according to his intelligence level; and they prevent us from hoping for too much improvement in individuals of limited intelligence." (31: 193)

Unpleasant situations and pressure upon those who are too low in mentality to meet scholastic requirements have

been cited by many educators as important causes of much delinquency among such students. (22 : 283-94) Indications are that failure on the part of educators to adapt training to the needs of superior mentalities creates maladjustments that are conducive to delinquency among this group also.

(22 : 294-300) (31 : 209)

Knowledge of intelligence aids one to decide promotions and demotions in border line cases. According to Pintner, "Children may often be stimulated by promotion or acceleration, even though their school work is none too good, if they possess the requisite amount of intelligence. We have noted again and again the reports of bright children not working up to capacity and the reaction that often occurs when they are confronted with tasks that challenge their ability." (31 : 259)

Proctor claims that the general intelligence test is a valuable help in giving educational and vocational advise, since it improves ones ability to predict success. The results of his survey are expressed as follows: The typical first year high school pupil has a mentality of 105. Three or four years later, at graduation time, the average graduate has an intelligence quotient of 110. Between this time and college entrance, another elimination takes place, so that the median intelligence quotient for students entering college is 115. This means that the average student

would be eliminated before becoming a college senior. (29 : 9)

In a related investigation, Proctor studied the distribution of 955 high school students according to their group intelligence quotients and success in high school work. Those with a high intelligence quotient showed the highest percentage graduating from high school, and those with a low intelligence quotient showed the lowest percentage graduating. In fact of those whose intelligence quotients ranged between 80 and 89, only 5 per cent graduated; while of those below this score, none graduated. (29 : 33)

Symonds concludes from his review of the published data relative to intelligence tests that "school success may be predicted... to a degree represented by a coefficient correlation of $+ .48$ ". (36 : 407) Mrs. Flemming of the Horace Mann School for girls obtained a coefficient of $+ .60$ for the junior high, and $+ .63$ for senior high students. (32 : 289) Woods and Jordan agree also that intelligence test results are useful in predicting school success. (41 : 68) (21 : 372)

Fryer's study points out another use for intelligence quotient knowledge. He says, "With the exception of the decrease at the upper intelligence levels, higher intellectual ability appears to be correlated with correct vocational choices... The lower an individual is in degree of mentality, the greater he is likely to be in error in vocational

interests." (53 : 229) Those low in intelligence quotient and those extremely high will need more assistance in making proper adjustments than those ranging from 110 to 125.

Intelligence quotient knowledge needs to be known in order that ability can be matched with vocational requirement. Burt remarks that the person who "attempts a job too high in the scale, will find it too exacting, and leave either voluntary or involuntary. If, on the other hand, he starts with one that is low in the scale, he will not find it sufficiently interesting because it does not afford an adequate outlet for his intellectual ability, and he will leave it for something higher. The result is that he ultimately lands at about the maximum level at which he can do effective work." (7 : 265)

Intelligence quotient knowledge is important to those who rate schools, measure the efficiency of teachers, and judge methods. It would be quite inaccurate to compare teachers or methods or schools in cases which present a wide variation in pupil intelligence quotient even though opportunities were otherwise fairly uniform. Pitner says, "We know that the quality of the pupil material must be taken into account in measuring the efficiency of a school or teacher or the value of a teaching method." (31 : 260)

Because of the many important uses of intelligence quotient tests Pitner predicts that "they will become an

integral part of every school system and that they will be considered as essential for the health, happiness, and advancement of every child, just as a good school system now considers as necessary, physical examinations, adequate physical exercise, suitable buildings and equipment, adequately trained teachers, and the like." (31 : 258)

Besides merely providing for data needed in figuring and recording the intelligence test score, this card provides space for the name of the test. The reason for this is that different tests vary some in their equivalents. A score of 75 in one test may be equivalent to 80 in another. (21 : 363) An understanding of this possibility is necessary to one who would make predictions, especially in borderline cases.

Item 3, special aptitudes, provides knowledge similar in use to that mentioned under general intelligence tests. However, these tests are necessary as an added and special device to detect and predict with greater accuracy special fields in which one may achieve. Koos points out that individually, we are more capable in some forms of activity than in others. Some people unable to compete in mathematics excel in art. Others with little aptitude in art excel in mathematics. (22 : 311) Some people who rank near the median in the general intelligence tests rank high in the Stenquist Mechanical Aptitude Tests. The Stenquist Assembly

Tests have a reliability of approximately $\pm .70$, and they have a correlation of about $\pm .80$ when compared with teacher's marks in mechanical subjects, while the correlation with general intelligence tests is only about $\pm .20$ to $\pm .30$. (22 : 311) Other tests have been worked out for measuring aptitude for the study of foreign languages, mathematics, science, music, art, and commercial subjects. Correlation studies show that these tests are highly reliable in predicting success; however, failure seems to be predictable with greater accuracy than success. (32 : 99)

Item 4, vocational interest test, are important aids in analyzing pupil interests. It is contended by many investigators that as supplementary to exploratory courses, certain interest tests could be advantageously used to help students find and more critically analyze their interests. Frayer states that "Interests, which may be defined as the feeling of an individual toward certain occupational endeavors, can not be expressed toward anything so general as a type of work." Test blanks have been prepared by Minor, Moore, Ream, Freyd, Cowdery, Strong, Garrettsore, Symonds, and others in an attempt to obtain more accurate indications of interests by comparing reactions to certain aspects of vocational activity in a large variety of situations. These blanks seem valuable in stimulating students to analyze their thinking concerning occupations,

and in making possible the checking of inconsistencies between the work contrasts and the occupational choice.

(22 : 344) (

Item 5 standard achievement tests, have their limitations and disadvantages as well as advantages. Their disadvantages, as well as their advantages should be understood in order that the tests may be properly used and interpreted. One disadvantage lies in the fact that the test sometimes fails to coincide with the content of the course. This, together with the fact that teachers are sometimes rated on the basis of the outcomes, has caused many teachers to shape the course in terms of the test. Content material should not be introduced merely to coincide with the test when there is other material better adapted to the capacities, interests and needs of the student. This objection can be partly overcome by choosing tests that are closely in harmony with the course and by using student achievement as only one of several factors in rating teachers.

Another mis-application comes in dealing with norms. The norms are often accepted as goals and standards. If either an individual or a class were below or above the median in intelligence quotient, the achievement norm would not be a proper goal. Even though the class were normal in ability, it would not be enough to expect it to reach the norm. (22 : 371-73)

The advantages of standardized over teacher constructed tests are as follows:

- (1) The items are likely to be better stated.
- (2) Broader samplings are usually made.
- (3) Statements are so devised to measure more desired outcomes.
- (4) Norms are established to aid in interpretation and comparison. (22 : 371)

Because of these advantages, when the test results are used as they are intended to be, and in combination with other things, they become an important instrument for diagnostic purposes and predictions. These test results indirectly reveal intelligence, application, foundation etc. Koos summarizes the uses of knowing student's achievements as follows: "Accurate information concerning achievements of students is critically important in an understanding of learning problems, in indicating proper emphasis in teaching, in showing the extent students are working up to capacity, and in suggesting probable levels of achievement in the future." (22 : 374)

Besides providing for the name of the test, space on the card is allotted for the educational age and the percentile score. The educational age is valuable in that it shows the position of the child with reference to the standard of all schools. The percentile score shows the position of the student in reference to the particular class of which he is a member.

Item 6, personality, character and social adjustment measurements should be made and used with extreme caution . Some have maintained that predictions upon the basis of these tests are so questionable that their use is inadvisable.

Symonds, however, defends their use in the following words: "Tests of knowledge and opinion precipitate as a superior measure of character... We must remember that character is only an average, and the one thing that perhaps helps most to determine the average level and conduct and also the integration of character, is one's verbal organization. ... The person who knows what is best and right to do, tends, on the whole, to be the one who does the best thing and the right thing. He who does not know what is best to do is impelled more by force of circumstances, the mores, and by habits. To know that a man scored high on a moral knowledge test usually tells much concerning his character and conduct." (38 : 566)

The function of character and adjustment tests lies in their ability to uncover indications of maladjustments. Several tests are now available that seem to be successful in discovering, at the beginning of the year, students who would later be recognized as problems by the teacher. Symonds claims that his adjustment questionnaire is effective in locating the seclusive introverted individual who feels unsuccessful and unappreciated, while his Guess Who identi-

fication sheet shows maladjusted students who are boisterous, attention-getting, extroverted individuals. (38 : 367)

Hartshone and May have presented the following words of caution regarding the value and uses of character test scores: "Whether fortunately or otherwise, it is not possible at present for records of character to be openly used without the introduction of attitudes of blame and praise--in other words, without gossip. Whether any set of records which it is now practicable to obtain would constitute a fair and accurate measure of character, we are not yet sufficiently in control of social opinions and attitudes to run the risk of exposing a child to the glare of scorn or applause which would be directed upon him if his character record should be generally known. Any character testing that is done, therefore, should offer the child the protection of anonymity... Only thus can he be assured of his right to a moral education which is devoid of smugness toward the 'good' child and bitterness toward the 'bad', under the influence of which he would almost inevitably turn into either a prig or a delinquent--or both. Records, therefore, should be kept strictly secret, to be used for experimental and other scientific purposes only." (18 : 369-370)

In this division of the card, space is allotted for conclusions justified by test scores, for recommendations,

and for notations as for the recording of results of what has already been done. Space for data and signature is also provided. Merely finding that a person has some ailment without applying some remedy or cure is obviously of no avail. Providing for the record of treatment tends to encourage the process of treatment.

Requiring a signature and date tends to fix responsibility definitely upon some one, and knowing this causes that "someone" to be just a little more accurate. It also gives opportunity for the successive users of the card to check on the student and his past advisors.

Summary. Scholastic aptitude ratings have high reliability as criteria for predicting student success. Reliability is increased, however, when used with other data. When used with other personnel data, aptitude ratings give evidence as to whether the student is working up to his physical and mental capacity. If not, they will indicate that diagnostic and remedial measures will need to be taken to bring about more consistency.

Values of intelligence tests may be summarized as follows:

1. Proper use of the knowledge revealed by intelligence tests increases the results of training in the cases of superior and inferior mentalities.
2. The tests aid in determining promotions and demotions or in preventing needs of demotions.
3. They help in giving educational and vocational advise.

4. They help in rating schools and teachers.
5. They aid employers in selecting and classifying employees.

Special aptitude test knowledge has similar uses. These tests, however, act as a device with which to detect and predict with greater accuracy special talents in which one may achieve. They seem to be a better device for predicting failure than for predicting success.

Vocational interest tests are valuable in stimulating a student to analyze his thinking concerning occupations. The tests supplement the results of exploratory courses and other evidences of interests and capacities of students.

Achievement tests are also valuable instruments for diagnostic purposes and predictions. Accurate information concerning achievement of students is important in an understanding of learning problems, in indicating proper emphasis in teaching, in showing the extent to which students are working up to capacity, and in suggesting probable levels of achievement in the future.

Personality, character, and social adjustment measurements are perhaps not so highly perfected as the above mentioned tests, and should be used with caution and with the protection of anonymity for the child. These test values lie in their ability to uncover indications of maladjustments.

ARRANGEMENT OF CARD ITEMS.

Any arrangement or system of grouping items in such a way that those most usually used together will be found together saves time and adds to the utility of the card. If the student's elementary, junior high, and high school grades are recorded in different places on the card, a comparison not only takes more time, but important relationships may be overlooked, since the arrangement is not such that these relationships are clearly brought out. When the cumulative records of all subject grades are on one side of the card, graphic pictures of progress in each particular subject indicate certain abilities or certain handicaps that should be taken into account in teaching, in administration, and in guidance.

In most instances in which grade and other achievement studies are made, native ability relationships are also considered. For this reason it may be good economy to have all standard tests, achievement tests, and subject grades arranged together. For these reasons, the enclosed card is so arranged that on one side is the cumulative record of all school subjects and grades from beginning to end; and on the opposite side of the same card are listed the results of all intelligence tests--general and special aptitude--and all other standard tests such as achievement, personality and

character, and adjustment and interest tests.

In order that any item may be readily found, each card has a general heading, and each division has a specific heading. For example, the card containing all school subjects and grades is labeled Scholastic Record Card. On the opposite side of this card, the specific heading reads Test and Measurement Card. This sub-heading aids one to find an item immediately.

The remainder of the data are arranged according to this same plan. The personnel data are grouped from the standpoint of use under four headings, so that related knowledge can be found promptly. The four other card headings are as follows: (1) Home and Health History, (2) Vocational (3) Personal Traits and Personal Efficiency, and (4) Conference. Each of these is highly suggestive of the data that would be found under each heading. With this arrangement it is not only easy to find information, but it is equally easy to find the proper place to record new data.

MATERIAL, SIZE, AND CUT OF CARD

Since this record is to follow the child from grade to grade and school to school, it must be durable enough to allow such use. It must be made of stock sufficiently sturdy to stand up under at least twelve years handling. It is for this reason that rag stock paper is used.

The size of cards may vary. It seems impossible to please everyone, as there are advantages and disadvantages in nearly every size. The small four by six cards have the advantage of requiring little space. Another advantage comes in the fact that several people can work at the same time without tying up the cards. With the long folded type, one person must use the whole set. This excludes the possibility of more than one using a given student's record at one time.

There are several inherent disadvantages in the small cards. Their use would necessitate cramping in order to get some of the related data all on one card. Increasing the number of the cards makes it easier to misplace or lose some. In addition, it is somewhat difficult to place the several cards in a visible type filing cabinet.

The long sheet folder type has advantages in filing. It fits the visible filing case nicely and takes little space. There isn't the chance of material becoming misplaced

or lost, since there is only one page of material to be filed. If photostatic pictures were wanted, fewer exposures would be required.

Some of the disadvantages of this folder type of cards are as follows: More folding and unfolding is required, and this tends to wear the cards out at the folds. Cramping of the material makes the data hard to see, find, and record. A folder may be used by only one person at a time.

The large nine by eleven and one half loose-leaf packet type in which the cards are separate and printed on only one side, has its advantages. The six cards are large enough so that cramping is unnecessary. Each card is labeled with a large heading, so that material is easy to find. Several people can work at one time on one set of records, since each card is separate. Chemical methods of taking transcripts can be used, as the cards are printed on only one side.

Some of the disadvantages are that they require more space for filing. Since the six cards are printed upon only one side, there is double the number of cards to file and handle and more chance for cards to become misplaced or lost. If duplicate records were wanted, instead of one photostatic picture or one chemical transcript being necessary, six pictures or six transcripts would be necessary to make the record complete.

The card adopted by the American Council on Education is nine by eleven and one half inches, and consists of a folder with a single card that fits inside. The back and front of the folder are utilized as part of the record card also.

One of the disadvantages of this arrangement is that large cabinets are required for filing. The large size card also precludes the use of the visible filing system. The large size might be somewhat awkward in comparison with smaller sizes. If photostatic pictures were desired, four separate exposures would be necessary to get a complete record. Transcription by chemical methods would be unsatisfactory, since cards are printed on both sides.

Of course these objections relative to making duplicates is not important, as the plan is for the cumulative records to follow the child from grade to grade and from school to school until he reaches the college level. Colleges sometimes desire a digest record taken from the child's past school record, but seldom do they have space or use for the whole duplicate. They usually send a blank form to be filled in.

The size and arrangement suggested by the American Council on Education is not without its advantages. With this size cramping is unnecessary. Space is also conserved by utilizing the folder cover for recording data, and the

chances of losing cards are reduced. Another advantage of the larger folder size is that supplementary records and temporary material can be handily filed within the folder until needed. If the folder were smaller, such things as the profile page of an achievement test or an intelligence test could not be fitted within, and separate space would be necessary. As it is, temporary data and facts for the record can be accumulated here until the opportunity comes for making the necessary summaries and recordings on the personnel cards.

In the cards prepared by the writer an attempt has been made to preserve these advantages and add others. The idea of making general and specific headings and of grouping these to facilitate filing or finding information, has been utilized. This, it seems, adds a needed improvement to the American Council's card. Another improvement rises out of the unequal folding of the card. The card is folded and cut to allow for a projection upon which the student's name may be written. When a number of cards are to be filed together, these projections may be arranged in a staircase order, so that several names beginning with the same letter will be visible at any time. Each elevated name is protected by a transparent celluloid clip.

CARD COSTS AND SPACE REQUIREMENTS

Cost of Printed Cards

Price bids from various supply companies range between forty and fifty-one dollars per thousand for the large nine by eleven and one-half inch cards complete. The cost per thousand of the small five by eight inch folder cards (page 103) is fifteen to nineteen dollars. The prices given here apply to durable rag-stock paper.

Filing Cabinet Costs and Space

There are many different qualities of metal and book filing cabinets, and prices vary accordingly. Single deck types of metal cabinets suited for filing the large cards vertically can be bought for eight to fifteen dollars. These cabinets are fourteen and three-quarters inches wide, twenty-eight inches deep, and about fourteen inches high. Such cabinets will handle four hundred to six hundred cards. The more expensive types will hold about six hundred cards, and the cheaper types about four hundred. The difference in capacity is due to the fact that the better cabinet is so braced and tracked that the shelf can be run out farther. This is an advantage in that the cards in the far end of the file can be removed and replaced with greater ease. These cabinets come in two, three, and four deck heights. The four deck desk type cabinet for filing the large cards

can be purchased at prices varying from \$35.75 to \$51.50. These cabinets are fourteen and three quarters inches high.

A metal case in which one could file vertically one thousand of the five by eight inch cards would cost six to eight dollars. The dimensions of this filing case are nine and three-eighths inches wide, six and eleven-sixteenths inches high, and sixteen and five eighths inches deep. This same type of case in double deck type would cost eight to ten dollars.

Most of the smaller cards are filed in visible filing cases. Many metal cabinets suited for visible filing are on the market. There is also available a variety of visible type filing books. One cabinet case for cards of the size referred to is about ten and one-half inches wide, ten inches high, and twenty-three inches deep. It holds about five hundred cards. This cabinet costs from thirty-five to fifty dollars, depending upon the quality. A similar double deck case of the same width and depth but sixteen and seven-eighths inches high holds one thousand cards and varies in cost from seventy-five to eighty-eight dollars.

For small schools a book type container, "The Insite Card Book," is available. This book is about nine inches wide, two inches thick and eleven inches long. This size holds fifty cards visibly filed and costs from five to six dollars. This same type in the sixteen inch length

holds eighty-six cards and costs about one dollar more.
The twenty-inch length in the same kind of book has a
capacity of one hundred and thirty-two cards. It may be
purchased for eight or nine dollars.

PART TWO

METHODS OF COLLECTING AND COMPILING DATA

Several available methods of collecting data have been discussed by Rugg, Symonds, and others. One common method of securing information is through the use of the questionnaire. Rugg has classified questionnaires into three groups: those asking for facts which the reporter has observed; those asking for facts to be found in records; and those asking for reactions of individual, such as beliefs, preferences, likes and dislikes, wishes, judgments, and choices. (38 : 123) Questionnaires of the first two types are used to obtain facts, and the answers are to be taken at their face value. In questionnaires of the third type the purpose is not so much to obtain facts as to study individuals.

Two examples of questionnaire blanks designed to elicit facts follow: The first is a suggestive blank for collecting suitable data relative to the child and family for the Home and Health History Card.

Home and Health Information From Parents

Child's Name		Immunized	Vaccinated	Prolonged	Date of
Health Rating	Defects	or tested	For	Sickness Cause	and Duration

Name of	Health Rating	Religion	Birthplace	Nationality	Occupation
Father					
Mother					
Step Parent					
Guardian					

If parent is deceased, give date _____ If separated, give date _____

Language spoken at home _____ Address _____ Telephone _____

Children in family Older At work Married

In school _____.

Some of these data could be obtained from the school census cards, and some could be collected from the student himself, but the census card lacks some of the information called for in the Home and Health History card. The student's information is also usually inadequate to enable him to answer some of the questions.

Because of the incompleteness of either of these sources, one could save time by having the parent fill out a questionnaire as the child enters school. From the first year on the data could be filled in from information received from other school records and by consultation.

The following is a questionnaire of the check type in which the answer is indicated by checking the alternative selected. This questionnaire is suggestive of a possible means of collecting the remaining information needed in the Home and Health History card.

This information regarding Economic status of Family, Attitude of Parents toward School, Types of Control over Child, and Relationship between Pupil and Parent could probably best be obtained by the visiting teacher or the case worker. In schools too small to have these helps the advisor could gain the information if he is at all resourceful and tactful. A consultation with the parent might reveal some of these things, or an inquiry made by some responsible person might yield the necessary information.

Home Information Blank

Student _____ Parent or Guardian _____ Date _____

Place a check mark opposite the lettered description under each item that best describes this parent.

I. Economic status of family

- | | |
|--|-----|
| (a) Lives in luxury | () |
| (b) Needs are satisfied | () |
| (c) Poor but supplied with necessities | () |
| (d) Poor but not dependent | () |
| (e) Receiving aid | () |
| (f) Destitute | () |
| (g) _____ | () |

II. Attitude toward school

- | | |
|-----------------------------------|-----|
| (a) Sees no use of school | () |
| (b) Neutral toward school | () |
| (c) Resents loss of child's labor | () |
| (d) Trouble maker | () |
| (e) Appreciative | () |
| (f) Gives moral support | () |
| (g) _____ | () |

III. Types of control over child

- | | |
|-----------------------------|-----|
| (a) Physical punishment | () |
| (b) Reward and denial | () |
| (c) Pride appeal | () |
| (d) Nags, scolds, threatens | () |
| (e) Hires | () |
| (f) _____ | () |

IV. Relationship between pupil and parents

- | | |
|--------------------------------|-----|
| (a) Partnership or comradeship | () |
| (b) No mutual understanding | () |
| (c) Antagonistic | () |
| (d) Parent domination | () |
| (e) Child domination | () |
| (f) _____ | () |

Collector's Signature _____ Position _____

Symonds also discusses the use of rating scales or a means of collecting data. He states that rating scales are very important as a means of securing personnel information. (38 : 55-65) Two important rating methods are the selective rating and the graphic. An example of a selective rating blank appears on the following page.

A blank for Data on Personal Traits and Personal Efficiency.

Please check items which best describe the child.

- I. Attitude Toward Self.
- | | |
|--------------------------|-----------------------------|
| A-1. Very self-assertive | B-1. Introverted |
| 2. Self-assertive | 2. Balanced |
| 3. Balanced | 3. Extroverted |
| 4. Submissive | C-1. Emotionally expressive |
| 5. Very submissive | 2. Moody |
| | 3. Emotionally balanced |
| | 4. Emotionally apathetic |
- II-Social Attitude and Social Intelligence
- | | |
|-------------------------------------|---|
| 1. Socially a progressive supporter | 3. Socially inactive |
| 2. Wavering in support | 4. Socially non-conformer |
| | 5. An agitator |
| III-Work Habits | 4. Requires special incentive and prodding. |
| 1. An aimless trifle | 5. Regular but "easy going" |
| 2. Satisfied just to "get by" | 6. Does more than required |
| 3. Irregularly ambitious | 7. Sets up new tasks. |
- IV-Breadth of Interest
- | | |
|------------------------------------|--|
| 1. Bookish and academic work | 4. Chief interest in literature, poetry, music and arts. |
| 2. Hand work and physical activity | 5. Balanced interest in all |
| 3. Science and mechanical | |
- V-Leadership and Initiative
- | | |
|--|--|
| A-1. Marked ability in leadership | B-1. Sees needs and acts on own accord |
| 2. Sometimes leads in important things | 2. Acts when needs are pointed out by others |
| 3. Sometimes leads in minor things | 3. Acts when told and shown how. |
| 4. Seldom if ever leads | |
- VI-Dependability and Loyalty
- | | |
|--------------------------------------|---------------------------------|
| 1. Sees job through without question | B-1. Word as good as his bond |
| 2. Does job unless difficult | 2. Generally keeps his promises |
| 3. Very uncertain | 3. Uncertain |
| | 4. Undependable. |
- VII-Personal Appearance and Appeal
- | | |
|-------------------------|--------------------------|
| A.1. Sought by others | B-1. Appearance pleasing |
| 2. Well liked by others | 2. Appearance neutral |
| 3. Liked by others | 3. Appearance detracts |
| 4. Tolerated by others | C-1. Tidy |
| 5. Avoided by others | 2. Average |
| | 3. Untidy. |

As mentioned, this blank is offered as a suggestive one for gathering information relative to a student's personal traits. It would be very difficult to make the information on this card entirely objective and definite. Because of this and because of its great importance, those responsible for this information should exercise special care.

During the first three years of the child's life he usually has one teacher most of the time. For this reason this teacher should be better qualified, perhaps, than any one else to observe the child's personality traits. Because of the intimate contact, the teacher is the logical one to record these data during the first few years. Probably not until the end of the sixth grade should any one else participate in rating the child on these points.

From this time on the child's activities are more diversified, and he is supervised and observed by more teachers. For this reason one teacher's judgment would not be so good, since his observations are less centralized. For this reason the personnel data would probably tend to be more accurate if three people who are acquainted with the child give separate ratings and an average were made from all three. The home room teacher and two other teachers might make these ratings.

According to the plan of the card, this composite

would be recorded during the eighth grade period, again at the tenth grade period, and then during the twelfth grade year. The home room teacher could make the composite from the three reports mentioned.

An example of a graphic rating scale follows:

Scholastic Aptitude Estimate

Student Name	Grade	Date	Home Room Advisor
--------------	-------	------	-------------------

The following () mark on the line represents my best judgment as to the ability of this student to do academic work:

A _____ B _____ C _____ D _____ E _____

Teacher's signature	Position
---------------------	----------

Scholastic aptitude is one of the divisions of the Test and Measurements Card. The scholastic aptitude mark represents the teachers estimate of the child's ability to do academic work. Up to grade six one teacher's estimate is perhaps all that is required, for during these early grades, the child is in contact with one teacher more than with any other. At the beginning of the seventh grade, however, and from here on an independent estimate should be obtained from three teachers most likely to know his abilities. The average of these three estimates should be considered his scholastic aptitude standing, and should be recorded by the home room teacher on the scholastic aptitude record space as A, B, C, D, or E.

In schools where the platoon system is in vogue earlier than the seventh grade, the practice of having more than one teacher estimate should be introduced earlier.

The teacher who is estimating the aptitude should not be the one to make the entry upon the record card because the other marks often influence her mark. Separate slips should be provided.

The other data that this card provides for is to be obtained from standardized tests and merely requires the recording of the results according to the plans of the tests.

As the vocational card deals with the child's activities, awards, vocational experiences, vocational plans, and educational interests, probably the best and most accurate way of securing the information would be through interviews and conversations. This same method would, perhaps, also be the most appropriate for collecting data for the Conference card.

DIRECTIONS FOR USING CUMULATIVE RECORD

Home and Health History

The purpose of this card is to give those concerned with the instruction and guidance of the child an understanding of the child's family and health background in order that they may realize to what extent these factors affect the child's behavior at school and his chances for further success. With this information, those directing the educational activities should be able to use this background of information in helping the child modify his activities and plans in a wiser way.

1.Health--This description should be merely average, below average, or above average.

2.Religion--The designation should be Meth. or L.D.S. or Cath. etc. In some school systems it is considered inadvisable to make a record of religion. Where this is the case, no such entry should be made.

3.Nationality--Here should be given such explanatory information as American-Negro, French-Canadian, Colored-Portuguese. These double descriptions give more desired information than merely Portuguese, or Canadian. Of course Swedish, French, Armenian, or Japanese, would need no further definition.

4.Occupation--Record mother's occupation only if she

is employed other than as house-wife.

5. Under Address and Telephones, if the family moves so often as to fill the spaces provided, the entry on the last space should always be filled in with a pencil.

6. In the line provided for recording language spoken in home and date of parent separations, if no separation has taken place, and no foreign language is spoken, merely leave the spaces blank.

7. Under the column, other children in the family, it is important to get their names when possible. Otherwise, merely list Brother or Sister. By recording these items through out the year, one may develop an interest and friendship in the student and family that may be very wholesome in its results. On matters of this kind, however, care should be exercised not to defeat the purpose of the card by arousing resentment by direct questioning in class.

8. Under the column older or younger merely put "O" or "Y" for which ever the case may be. Under the column in school, at work, and married put Yes or No.

9. Economic Status of Family. Under the heading, the appropriate one of the following should be used as descriptive: Lives in luxury, Needs are satisfied, Poor but supplied with necessities, Very poor, Receiving aid, Destitute.

10. In the column, Attitude toward school, should be recorded one of the following phrases: Sees no use of school,

Neutral towards school, Resents loss of child labor,
 Trouble maker, Appreciative, or Gives moral support.

11. In reference to Types of Control over Child, the description might be physical punishment, reward and denial, Pride appeal, nags, scolds, threatens, coaxes, hires.

12. One of the following terms might describe the Relationship between pupil and parent: Comradeship or partnership, No mutual understanding, Antagonistic, Parent domination, Child domination.

13. Note that ratings on the child's General health and Physical development are teachers' judgments; therefore the descriptions should merely be Above average, Average, Below average, and Over developed, Average developed, and Under developed. All designations should be abbreviated, so that there will be room on the side for the teacher's signature.

14. The Defect designation will include only those defects that are serious enough to affect the child's school progress. This information can be collected from the medical office.

15. Vaccinations, Immunization and Tests -- Under this heading should be listed the disease concerned. By tests reference is to tests given to detect such things as tuberculosis or diphtheria. The dates should be recorded. Under "results" record should be made as to whether the

vaccination "took" or whether the test showed syphilis, tuberculosis, etc.

Vocational Card

1.Preparing for what school?--As a student's educational plans begin to develop, brief notations should be made of his choice of curriculum.

2.Preparing for what vocation?--Plans for selection of a vocation should be entered as developed.

Questions 1 and 2 are not for the purpose of forcing the child to make one decision. They are rather to stimulate a beginning in thinking that will have a desirable effect upon his work. If the seventh grade student is able to limit himself to three or perhaps four choices at this time, that is all that can be expected. As he gains vocational knowledge, he will narrow his decisions. These early choices should be entered in order that the narrowing process and the direction of changes can be studied, since these changes have guidance values.

3.Special interest should include interests and hobbies that have vocational significance. These may be either school subjects or others of less apparent use.

4.Outside employment experience--Brief notations should be made of any vocational occupation in which a student has engaged during the year. When possible indicate extent, success, and remuneration received.

5. School Activities, Offices, Honors, etc. + In addition to noting participation in such activities as dramatics and athletics, one should record vacation time activities such as scouting, club, etc.

Personal Traits and Efficiency Card

1. Attitude Toward Self. Under this heading one should indicate whether the pupil is extremely assertive, assertive, balanced, submissive or extremely submissive. The student should also be recorded as an introvert, an extrovert, emotionally apathetic, or emotionally expressive.

2. Social attitude and Social Intelligence. Here should be indicated whether the child is socially a progressive supporter, wavering, socially inactive, a non-conformer, or an agitator.

3. Work Habits--Under this heading would be indicated whether the pupil is an aimless trifler, whether he is satisfied just to "get by," whether he is regularly ambitious, whether he requires special incentives and prodding, whether he is a regular plodder, or whether he does more than required and sets up new tasks.

4. Breadth of Interest. Here one should list the trend of interest. This may be in academic, physical, or hand work, in science or mechanics, in literature or music; or the student may be well balanced in all fields.

5. Leadership and initiative. Indicate here whether

the person in question shows marked ability in leadership, whether he sometimes leads in important things, whether he sometimes leads in minor things, or whether he never leads. Does he see needs and act upon own accord, act when needs are pointed out to him, or act only when told and shown how?

6. Dependability and Loyalty. In this space should appear such statements as one of the following: Sees job through without question, sees job through unless difficult, Very uncertain. A supplementary description such as one of the following might aid: Word as good as bond, generally keeps promise. Uncertain. Independable.

7. Personal Appearance and Appeal. Three factors seem to affect the student's position here. For this reason description should include one phrase from (a) sought by others, well liked by others, liked by others, tolerated by others, or avoided by others; (b) appearance pleasant, appearance neutral, or appearance detracts; (c) tidy, average, untidy.

Conference Card

On this card should be recorded important attitudes, remarks, and decisions. Any conference that makes a contribution to a solution or partial solution of any problem should be recorded. If the conference brings to light extremely personal matters, such information should not be recorded. In this case one might make such comment as

follows: "Conference Jan. 13, 1936. Please consult me if interested, John Doe." Significant information or comments for which there is no provision elsewhere would be recorded here. The reasons for the transfer of a student from one class, teacher, or school to another may be placed here if they are important.

Scholastic Record Card

The information for this card can be obtained at the end of the year from the other school records. When courses are completed at the end of the semester, the grades should be recorded at this time.

1. At the top of the page and in the place designated for sex are recorded the letters "M" and "F",--"M" standing for male and "F" for female. All that is necessary here is to encircle the correct letter.

2. In the place for Color or race designation are black, white, yellow, etc.

3. Below the subjects listed are spaces for recording the grades by merely placing check mark opposite the A, B, C, D, or E. In cases where the school does not use the A, B, C, D marking system, schools should indicate the scholarship percentile ranking instead. (Some colleges prefer this method to the letter grading system.) In cases of this kind the "A" could be replaced with 80-99; "B" with 60-70; "C" with 40-59; "D" with 20-39; and "E" with a grade below 20.

What about 70-79

4. If the schools are sectioned homogeneously, the teacher should indicate the section to which the student belongs. This may be done by placing the number 1, 2, or 3 in the space below the subject and opposite the mark selected. The number "1" should represent the high section.

In the space provided for noting credit, should be recorded whole, half, or quarter credits.

Tests and Measurements Card. The space for this card is reserved for standardized tests. The headings are so arranged that details of explanation are unnecessary. Under personality, character, social measurements, vocational interest tests, space is allotted for follow up work and results.

SUMMARY STATEMENT

1. With the results of this study as a basis, one might state that the keeping of cumulative records would meet the approval of educational authorities.

2. The keeping of cumulative personnel data has not yet been universally adopted in the schools.

3. Where cumulative record sets are in use, there is frequently a lack of needed standardization and uniformity.

4. Many of the record sets in use are inadequate to meet the general needs for guidance, instruction, and administration.

5. Contacts made with various Utah school administrators reveal a marked disagreement concerning all phases of cumulative records.

6. The sample forms of records used in Utah reflect the need for a more unified understanding of record purposes and the need for an adequate cumulative record card.

7. After considering the uses of items, their arrangement and the criteria for building cards, the author submits the following cumulative record card as the result of his studies and as the conclusion of this paper.

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HOME AND HEALTH HISTORY CARD

Name	Health	Religion	Date Deceased	Birth Place	Nationality	Occupation	Address
Father							
Mother							
Step-parent							
Guardian							
Language spoken at home (if not English)							
If parents are separated(give date)							
Other Children Older or In At	Younger School WorkMarried	in family Younger School WorkMarried					
Economic Status of family	'Attitude toward school'	Type's of control over child	Relationship between pupil & parent				
1	1	1	1				
4	4	4	4				
8	8	8	8				
10	10	10	10				
12	12	12	12				
General Health: Rate as average, above' average, below average.							
1	4	7	10				
2	5	8	11				
3	6	9	12				
Physical Development: Rate as Immature, Over mature, Normal.							
1	6	9	11				
3	7	10	12				
Defects (medical rept.) Treatment Date Defects (med. report) Treatment Dat							
Vaccination, Inoculations&TestsResults Date	Vaccination, Inoculation & TestsResults Dat						
Prolonged Absence Reason	Duration Date	Prolonged Absence Reason Duration Date					

VOCATIONAL CARD

School preparing for?		
Vocat. preparing for?		
Special interests and talents.		
Outside employment Exp.		
Be specific-include vocations, jobs, duration etc.		
School activities, offices, honors held, clubs, choruses, drama, committees, etc.		
School preparing for?		
Vocat. preparing for?		
Special interests and talents.		
Outside employment Exp.		
Be specific-include vocations, jobs, duration etc.		
School activities, offices, honors held, clubs, choruses, drama, committees, etc.		

PERSONAL TRAITS AND PERSONAL EFFICIENCY CARD

Attitude Toward Self	Social Attitude & Social Intelligence	Work Habits.	Breadth of Int.
1			
3			
6			
8			
10			
12			
Leadership & Initiative	Dependability-Loyalty	Cooperation	Appearance&Appeal
1			
3			
6			
8			
10			
12			

CONFERENCE CARD

Name

SCHOLASTIC RECORD CARD

Birth

F M

Sex

Color or race

Last
School
& Year

First

Middle

Date

Place

ELEMENTARY SCHOOL

Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						

Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						

Attendance Graph

School &
Year

Subjects

Subjects	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						
Arith.						
Compo.						
Reading						
Spelling						
Drawing						
Music						
Nature						
Geog.						

Credit

Credit	5	15	25	50
Arith.				
Compo.				
Reading				
Spelling				
Drawing				
Music				
Nature				
Geog.				
Arith.				
Compo.				
Reading				
Spelling				
Drawing				
Music				
Nature				
Geog.				
Arith.				
Compo.				
Reading				
Spelling				
Drawing				
Music				
Nature				
Geog.				

Attendance Graph

TESTS AND MEASUREMENTS CARD

Scholastic Aptitude. Teacher's judgment of child's ability to do academic work. A, B, C, D, E.

Grade	Rate	Date	Rater	Grade	Rate	Date	Rater	Grade	Rate	Date	Rater
2nd				7th				10th			
4th				8th				11th			
6th				9th				12th			

General Intelligence Tests

Special Aptitude & Vocational Int. Test

Date	Test Name	Score	C.A.	M.A.	I.Q.	Test Name	Score	Indications	What was done	Date

Achievement Tests

Date	Test Name	Score	E.A.	Date	Test Name	Score	E.A.	Date	Test Name	Score	E.A.

Personality, Character and Social Adjustments Tests

Date	Test Name	Score	Conclusions	Recommendations

What is done concerning recommendations?	Results	Signature	Date

School days

Name _____

[illegible]

(Code: Ex-Excellent, G-Good; F-Fair; P-Poor)

6

12

HOME AND HEALTH HISTORY																							
Guardians Name		Birth Place		Nationality		Occupation		Address				Tele.											
Address-----		Tele-----		Address----		Tele-----																	
No.of older children----		No.younger----		Date----		No----		Date----		No----		Date----		No----									
Rate Pupil(a)In general health,and (b)In physical development in the following grades:																							
1		3		6		8		10		12		Grades 1		3		6		8		10		12	

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APPENDIX

	UTILITY	ACCURACY	CONCISENESS	SIMPLICITY
Cards				
Scholarship Card				
A-Elementary School				
B-Jr. and High "				
Recommendations, Explanations and Comments				
Tests and Measurements Card				
A-Scholastic Aptitude				
B-Intelligence Tests				
C-Achievement Tests				
D-Personality and Soc. Meas.				
Recommendation, Explanations and Comments				
Social and Health History Card				
Recommendations, Explanations and Comments				
Vocational Card				
Recommendations, Explanations and Comments				
Personal Traits & Pers. Effic. Card				
Recommendations, Explanations and Comments				
Conference Card				
Recommendations, Explanations and Comments				