

AN ELEMENTARY SCHOOL GUIDANCE FOLDER  
BASED UPON OPINIONS OF SELECTED OREGON TEACHERS

by

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CHAPTER I

INTRODUCTION

To understand the place of cumulative records in a guidance program, it is first necessary to comprehend what is meant by the term guidance, as applied to the school child. Traxler states, "Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order". (14, p.3) Edna Baxter phrased the meaning of guidance more simply and appealingly when she wrote that guidance is intended to "help the child to help himself". (1, p.202)

In any well organized guidance program, there are five basic services that should be included: (1) a service involving the collecting and recording of personal data about each pupil on some permanent cumulative record form or forms, (2) a service dealing with the dissemination of information, (3) a counseling service, (4) a placement service, and (5) a follow-up service. The key to the effectiveness of this chain of services depends to a large extent upon the efficient functioning of the first service.

For, as Erickson and Smith state, "The guidance program is based upon the assumption that adequate data about pupils is available to administrators, teachers, and counselors". (3, p.74)

It is important, therefore, that schools should first concentrate their efforts on the development of an adequate and comprehensive cumulative record system. One cannot hope to help the child help himself without first knowing something about the child. Kavin makes a statement to this effect, namely, "Cumulative records furnish the basis for adjustment at the elementary level as well as for guiding the pupil in his later school career". (15, p.16) In a similar vein, Traxler asserts that, "A comprehensive and detailed system of cumulative personnel records is indispensable for the proper functioning of the modern school". (14, p.203)

Because cumulative records are of such vital importance, it is necessary that considerable thought be given to the construction of the record forms themselves so that they will have definite utility for the teachers, counselors, and administrators. However, doubt has often arisen as to whether many of the cumulative record systems in use today are truly functionally constructed. For example, Erickson and Smith contend that, "Few, if any, cumulative-record forms provide ample space for recording adequate data about pupils if these data are to be employed

in assisting boys and girls to obtain the maximum value from their educational experiences". (3, p.74)

Similar doubt has arisen in the writer's own mind as well as some additional questions such as: Is the information in the record folders meaningful to the teacher? Do the teachers find the information helpful? Are there any special items of information that the teachers consider to be of the most value? Which items are of the least value? What information needs to be added? As a consequence of the stimulating nature of these questions, this study was conducted in hopes that some answers might be obtained. Further encouragement was provided by a statement found in the Encyclopedia of Educational Research, under the heading of needed research, to the following effect: "Which items, now included in the elements of a recording and reporting system, are essential in terms of actual use?" (9, p.927)

### Purpose of Study

The primary purpose, therefore, of this study was to obtain, through a personal interview situation, the frank opinions of elementary school teachers with regard to the cumulative record system used in their respective schools in an attempt to discover, if possible, whether or not the cumulative records were actually serving their purpose and if the teachers considered them to be of any value. More



specifically, an effort was made to learn if, when, and why the teachers used the record folders and to learn which items found in the record folders the teachers considered to be of the most value and of the least value, and what information, if any, the teachers would like to see added to the record folders. Any criticisms or suggestions that the teachers had to offer concerning either their own record folders or of cumulative records in general were welcomed.

To complement the information obtained from the teachers, a group of selected elementary school principals was interviewed so as to procure data regarding cumulative records from the administrative point of view. However, the interviews conducted with the principals were definitely of secondary importance as compared with the main purpose involving the teacher interviews.

### Statement of Problem

In anticipation that the results of this study would serve some useful end, a basic problem was developed which consisted of the construction of a cumulative record folder which might better meet the needs of elementary teachers in Oregon. The record folder would, of course, be designed in light of the results obtained from the study.

### Location of Study

The geographical location of the study was limited to the nine major Willamette Valley counties in the State of Oregon, namely, Benton, Clackamas, Lane, Linn, Marion, Multnomah, Polk, Washington, and Yamhill counties. Within these nine counties, sixty elementary schools were visited. These schools represented forty-five different school districts, five from each county, with the districts further broken down to include eighteen first-class districts, fifteen second-class districts, and twelve third-class districts. Thirty communities were also represented with populations ranging from under 200 to slightly over 40,000.

### Source of Data

A total of one hundred eighty elementary school teachers were interviewed, with twenty teachers representing each county. The teachers were from seven schools in each of the following counties: Benton, Clackamas, Lane, Linn, Marion, and Yamhill. In Multnomah, Polk, and Washington counties, the teachers were from only six schools in each of the counties. Of the one hundred eighty teachers, one hundred fifteen represented first-class districts, forty-five were from second-class districts, and twenty represented third-class districts. Of this last

twenty, five teachers were from one-room schools, five from two-room, five from three-room, and five from four-room schools. The total of one hundred eighty teachers represented schools varying in size from third-class district one-room schools to a first-class district school employing over forty teachers.

A total of thirty principals were interviewed also. They were from three schools in each of the following counties: Benton, Lane, Linn, Marion, Polk, and Washington. In the three remaining counties, namely, Clackamas, Multnomah, and Yamhill, the principals represented four schools from each. Twenty of the principals were from first-class districts, and ten were from second-class districts. It should be noted that no principals or teachers were seen within School District No. 1, Portland, Oregon, because of extenuating circumstances and because School District No. 1 constitutes an unique situation within the Oregon Public schools. A table of the schools, districts, communities, and counties visited, as well as the number of teachers and principals interviewed in each, is contained in Appendix C.

No attempt was made to select in advance the exact teachers to be interviewed in any one school. The primary basis for the selection of any one teacher for an interview was the time element and the availability of the teacher for such an interview. An endeavor, however, was made to

distribute the interviews among teachers representing the various grade levels from one through eight. As a result, no interviews were held with more than two teachers from the same grade level in any one school. The final tally indicated that a very satisfactory distribution was achieved. There was also no attempt made to select the teachers on a basis of experience or sex. Beginning teachers as well as ones with many years of experience were interviewed. With respect to sex distribution, one hundred fifty-three of the teachers interviewed were women and twenty-seven were men, or eighty-five per cent women and fifteen per cent men. The sex distribution obtained was the result of chance, but it was in keeping with the percentages on a nation-wide basis. The principals of the schools were discouraged as much as possible from making the selection of the exact teachers to be interviewed for fear that they would select only those teachers who would give "acceptable" answers. A table of the teachers interviewed with regard to grade levels taught and sex appears in Appendix D.

The principals were also selected primarily on the basis of availability for interviewing. However, an endeavor was made to select principals from schools of varying size in both first and second-class districts. As previously mentioned, twenty principals were from first-class districts and ten were from second-class districts.

The principals represented schools that varied in size from one small school employing only six teachers to a large school employing over forty teachers. No attempt was made to select the principals on a basis of sex or experience. Of the principals interviewed, twenty were men and ten were women, or a ratio of two to one.

The interviews that were conducted with the teachers varied in length from a minimum of fifteen minutes in rare cases to a maximum of forty-five minutes, with the average length being approximately twenty-five minutes. The interviews with the principals averaged about fifteen minutes.

During the conduct of this study, a practice was made of consulting the county school superintendent of each of the nine counties in order to obtain a clearance with respect to the interviews. A similar clearance was procured from all city superintendents when there was one, as well as from the principal or principal's office of each school visited. The complete study involved some 2,025 miles of travel.

### Limitations of Study

The limitations of the study can be found mostly in the interview situation itself. The samplings were adequate, in the writer's judgment, with the realization that the study was limited to only one region in Oregon. It was necessary to restrict the study to one region

because of time and distance limitations. However, it was felt that the selected samplings of teachers, principals, schools, districts, and communities within this region were sufficiently representative with the possible exception of the principals.

With respect to the interviews, some limitations can be found. For example, it was not feasible to make interview appointments in advance because of time limitations. Consequently, this prevented the teachers from doing any advanced preparation. However, the writer is inclined to think that these spontaneous interviews had definite advantages in that possibly the teachers gave answers that were more in keeping with their true thoughts, or at least more so than those they might have given if they had had time to prepare for the interview. Often it was found, for example, that the teachers had been working on their cumulative records immediately prior to the interview, and as a result, the interviews usually contained a great deal of frankness. However, there would no doubt have been some value in talking with the teachers after they had had time to think over the problems of cumulative records.

The biggest weakness to the interview situation, in the writer's estimation, is the suggestiveness that may creep into the questions as they are spoken. This is especially true when clarification is needed and the latter was indeed often necessary in this study. Despite the fact

that one may be extremely careful of his phrasing, certain inflections may enter in from time to time that may influence the answers given. The interviewer has to be extremely careful that his questions and statements do not tend to be leading ones. In this study, this particular danger was always present whenever examples had to be given after the statement of a specific question. To alleviate this danger as much as possible, an attempt was always made to get the maximum response first, before any examples were cited. This limitation is inevitable, but it applies also to written questionnaires when examples are given. It is worthy of note that personal interviews offer one very important advantage over written questionnaires in that the interviewer always has the opportunity to clarify any question about which the interviewee is in doubt. Thus, ambiguity can be made a negligible factor which is unfortunately not the case with many written questionnaires.

The problem of time available for interviewing constituted another limitation, that is, in some cases the interviews were hurried for one reason or another which consequently made the results less valid. However, this type of situation was unavoidable in most cases, and could probably only be corrected if the study were carried out over a long period, so that appointments for interviews could be made ahead of time.

### Definitions of Terms

For purposes of this study it is necessary to clarify one or two terms. First of all, the term cumulative record will be defined for the sake of convenience in an all inclusive sense; that is, the term will refer to "all records that make provision for the accumulation of significant and comprehensive information about an individual pupil over a period of years". (14, p.215) The following definition can also be used: "The cumulative record is defined as a record of information concerned with the appraisal of the individual pupil -- usually kept on a card, sheet, folder, cards in an envelope, or some combination of such -- kept in one place". (15, p.10) In the Encyclopedia of Educational Research can be found this definition, "A cumulative record is an individual student record maintained over a period of years and composed of successive additions made at more or less frequent intervals". (9, p.1299) The term cumulative record as used in this study will be synonymous with such formal names as personal inventory, individual inventory, personal data record, and so forth.

Because cumulative records are constructed in such a variety of manners, it was necessary for the sake of clarity to choose an expression which would serve as a comprehensive designation for all cumulative records



regardless of construction. Therefore, the term cumulative record folder was selected to be used in conducting the study proper.

## CHAPTER II

## DEVELOPMENT OF CUMULATIVE RECORDS

Prior to the twentieth century, little if anything was done in the way of keeping pupil personnel records in the schools of America with the exception of the various school registers which were kept in many schools. These school registers owed their existence primarily to the efforts of Horace Mann in the second quarter of the nineteenth century. In September, 1910, the city of Boston, Massachusetts, adopted a system of individual pupil records that was devised by Charles M. Lamprey as early as 1908 for his training school in Boston. This system included an "Attendance and Scholarship Record", an "Admission, Discharge, and Promotion Card", and a "Principal's Office Record Card". (5, pp.204-205)

Lamprey was a member of a committee on school records which was appointed by the National Education Association in 1912. (5, p.205) This committee recommended that Lamprey's pupil's cumulative record be adopted by other communities throughout the United States. The committee further suggested that the cumulative records should only contain a minimum amount of information and detailed items such as might be used for case studies should not be included.

For many years following the appearance of the 1912

committee's report, various publishing companies printed cumulative record forms which were patterned after the recommendations of the committee. However, by the late 1920's many county and city school districts began to print their own forms. (9, p.933)

In 1927 the National Education Association again appointed a committee to study school records and reports. (10) In its report, the committee advocated the keeping of a greater amount of pupil data than did the previous committee. It also recommended the use of a cumulative record form which was decidedly larger than the four by six inch form suggested by the 1912 committee. Since this time the folder type of record has been gaining in approval. Folder type cumulative records are of two main types, that is, a folder with the items that are to be recorded printed directly on it or a plain manila folder on which the pupil's name is printed and in which are filed the various printed pupil personnel records usually of letter paper size. Of course, there may be folder types of varying degrees between these two basic types. Traxler (14, p.212) states that the use of a cumulative record card in conjunction with a record folder apparently constitutes the most ideal arrangement if a sufficient school staff is available for the maintenance of such a system.

The cumulative record as we know it today owes much of its development to the work done by the Committee on

Personnel Methods of the American Council on Education in 1928. (14, p.216) In making its report, the committee recommended that the record folder should contain such data as facts on home conditions, pupil health information, attendance and scholarship material, test scores, and results of interest and personality inventories. The work of this committee, particularly that of two of its members, Professor E. L. Clark of Northwestern University and Professor B. D. Wood of Columbia University, resulted in the construction of the original American Council cumulative record folder. The American Council eventually published four separate cumulative record forms which included a card for elementary schools, a card that might be used in either secondary or elementary schools, a folder for secondary schools, and a folder for college use. The influence of these forms on other organizations and school systems was considerable and some half a million copies of the forms were printed and distributed.

A committee, under the chairmanship of Dr. Eugene R. Smith, was appointed in 1940 by the American Council on Education (13) for the primary purpose of making revisions in their existing record forms. In preparing the revised forms, the committee retained the chronological organization by years of the previous forms as well as some of the same information sections. However, the new forms did incorporate certain important changes. For example, there

was more emphasis placed upon description of behavior and evaluation of the personal qualities of the pupils and less emphasis put upon items concerned with subjects, marks, and credits. The new forms also contained increased space for the synthesis and interpretation of data. The committee prepared revisions of cumulative record folders for the primary grades, the intermediate grades, four through six, for the junior and senior high schools, and also for the colleges.

During the 1930's and 1940's such individuals as David Segel, Ruth Strang, A. E. Traxler, W. C. Allen, Eugene R. Smith, as well as many others, contributed heavily to the development of better pupil personnel records. They promoted better ways and means of recording pupil data so that this information would be more accessible and more easily interpreted by the teachers, counselors, and administrators.

The research data on cumulative records compiled over the past three decades has resulted in the formulation of many lists of general basic characteristics of an effective cumulative record system. One such list which is reasonably representative with the additional qualifications of brevity and simplicity is as follows: (2, pp.42-43)

A good cumulative record system:

1. Reflects the objectives of the educational program.
2. Shows trends in the child's development.
3. Contains information meaningful to teachers in understandable form.
4. Furnishes data for all children, not for problem cases only.
5. Consists of items significant in the all-round development of the pupil.
6. Presents information from year to year in a consistent and comparable form.
7. Involves a simple standardized method of recording.
8. Is readily filed and used.
9. Lends itself to easy and accurate reproduction for teachers' use and for other schools.

With regard to the specific items which should be included in a pupil's cumulative record there are still considerable differences of opinion. Various studies have been made dealing with this problem. In 1924, A. O. Heck (6) made a study of pupil personnel items. He evaluated the items on the basis of four criteria. The first criterion was the number of times various items were found on the pupil cumulative record forms of one hundred thirty-one school systems dispersed throughout the United States. The second criterion was the number of times that each item was necessary for making out the annual pupil reports required by the different states. The third involved the number of times that each item was required in the solution of various pupil's educational problems, and the last criterion dealt with the number of times that each item was utilized by the principals and teachers in carrying out their duties. With respect to this fourth criterion, the

principals and teachers were asked to name those items used on their existing record forms which seemed to be of no value and to name the items which were not included on their forms but for which they had found need.

The United States Office of Education has also made several studies. One study was made in the late 1930's under the supervision of David Segel. (12) It involved the cumulative record forms used in one hundred seventy-seven school systems. The items that were found to be in use on the various record forms were classified into seventeen categories and tabulated so as to indicate the number of times that each particular item appeared on the assorted forms. The items which occurred most frequently were those relating to attendance, scholarship (school grades), school progress, health, home conditions and family background, social and character ratings, results of intelligence tests, and school entrance and withdrawal.

Another study, directed by Leonard and Tucker of the United States Office of Education, was made in 1941. (8) This study, however, was confined to secondary schools only, with the further limitation that only those secondary schools employing counselors would be included.

More recently a Nation-wide survey was conducted by the United States Office of Education (15) for the purpose of determining the kinds of cumulative record systems then in use in this country as well as the types of items found

on the various cumulative records themselves. Inquiries were sent to the school systems of all United States cities with a population of 2,500 or over and also to all county superintendents of schools. Results were obtained from 544 counties and 1,230 cities which reported on a total of 2,515 cumulative record systems. The discrepancy in totals can be accounted for by the fact that some school systems had a different form for both the elementary schools and the secondary schools.

With due consideration to the tabulated results of this survey and with particular reference to the frequency of occurrence of various items in the cumulative record forms studied, the National Committee on Cumulative Records, in its 1944 report, developed a recommended list of items which should at least be considered for incorporation by school systems who might be constructing new cumulative record forms. However, the committee also pointed out that it was not recommending that all the items on its list be used by all school systems as the cumulative record is something that must be tailored to fit the needs and objectives of each individual school system. The list of items recommended by this committee, as arranged by broad categories, is as follows: (15, pp.8-9)



Personal

Name	Sex
Date of birth	Color or race
Evidence of birth	Residence of pupil
Place of birth	and/or parents

Home and Community

Names of parents or guardians	With whom does pupil live
Occupation of parents or guardians	Birthplace of parents
Are parents alive or deceased	Language spoken in home
Ratings of home environment and/or economic status	Marital status
	Number of siblings, older and younger

Scholarship

School marks by years and subject	Rank in graduating class (with number in class)
Special reports on failures	Record of reading

Test Scores and Ratings

General intelligence test scores  
Achievement test scores  
Other test scores  
Personality ratings

School Attendance

Days present or absent each year  
Record of schools attended, with dates

Health

The following types of items are desirable if a school has a health program in which physicians and nurses are a part:

- Complete health record, to be filled in by physician or nurse
- Record of physical disabilities
- Vaccination record
- Disease census

If a physician or nurse is not available for examining school children a rating of the health

of pupils may be made by the teachers, the type of rating depending upon the extent of the education of teachers in health matters.

### Anecdotal Records

If an anecdotal records system is to be used, a special form should be developed. Anecdotal reports may be kept easily if filed in a folding type of cumulative record or where records are kept in envelopes.

### Miscellaneous

Employment record during school years  
 Vocational plans  
 Counselor's notes  
 Extracurricular activities  
 Follow-up record after leaving school  
 (employment and further education)  
 Space for notations by teachers and others

In addition to the items that should be considered for inclusion in a cumulative record system there are certain basic principles that should be followed in the development of all pupil personnel records. Such a list of principles has been compiled by Traxler and is as follows:

(14, pp.203-209)

1. A comprehensive and detailed system of cumulative personnel records is indispensable for the proper functioning of the modern school. (Hahn and MacLean would amend this principle with the statement, "within the limitations of time and staff".) (4, p.94)
2. The most important purpose of personnel records is to improve the instruction and guidance of each individual pupil.
3. Records are needed that will be continuous over the whole school history from the kindergarten to the junior college, and that will follow the child from school to school. (Hahn and MacLean would add, "upper division and graduate collegiate institutions and adult counseling".)

(4, p.94)

4. The personnel records for all pupils should be readily accessible to the entire faculty of the school. (Hahn and MacLean would revise this principle to include "a statement of caution against including information which can damage counselees at a later date.") (4, p.94)
5. The records system should be simple enough and well enough organized so that the essential facts about any given pupil will be brought together on one central record card or set of cards in such a way that they may be grasped through a few moments of study by busy teachers and counselors who are not highly trained in interpreting records.
6. An attempt should be made to keep the records high in reliability and comparability by basing them as far as possible on objective data.
7. The records should be uniform in type throughout all the schools of the local system.  
(Hahn and MacLean would add, "or all the departments and colleges of a university".)  
(4, p.94)
8. The records system should provide for a minimum of repetition of items.
9. The building of a personnel records system for a given school does not begin with a consideration of the records themselves; it begins with a study of the nature and purposes of the school and of the pupil.
10. If a school adopts one comprehensive cumulative form as its basic personnel record, it should not only plan this form with meticulous attention to detail, but it should also carefully plan the forms which are to be used in collecting data which will contribute to the main record.
11. A detailed manual of directions should accompany the personnel records for the guidance of persons filling out or using the forms.
12. There is a natural and logical relationship between the information on reports made to the parents and the information recorded for purposes of permanent record; this relationship should be taken into account in planning both types of forms.
13. A system of personnel records must not be static; it must be revised frequently as a school's theory of education changes.

14. It is imperative that a system of personnel records be associated with a program of teacher education in the use of these records.

To the above principles as advocated by Traxler, Hahn and MacLean would add five additional ones. These are as follows: (4, pp.94-98)

1. Records should demand a minimum of clerical time.
2. Records should be tailored to the program and institution in which they are to be used. (Implied in Traxler's ninth principle)
3. Records should contain only those items used frequently enough to justify their inclusion.
4. Summarizing forms should be supplemented by other records valuable to counselors.
5. Personnel records in schools and college should be built and maintained within reasonable limits by students.

In the State of Oregon there has also been a growth and development of pupil personnel records over the past two or three decades. At the present time, a great variety of cumulative record cards or folders are in use throughout the state. The State Department of Education has developed two distinct cumulative record forms; one an Oregon Elementary Cumulative Record Card (Appendix I) and the other an Oregon Elementary Pupil Cumulative Record, a folder type (Appendix H). The former is available free of charge to any school district within the state desiring to use it. The latter form is also available but for a nominal charge of one cent for each folder. However, many first-class districts have exercised their prerogative and

developed their own cumulative record forms in lieu of the state forms. Some samples of the record forms used by various first-class districts appear in Appendices E, F, G, J, K, and L.

The original forms of both the present day Oregon Elementary Cumulative Record Card and the Oregon Elementary Pupil Cumulative Record were developed in 1934 as an outgrowth of the Sixth Annual Conference of Oregon County School Superintendents. Both of the forms have been subjected to periodic revisions, the latest of which was in April, 1944. In all cases both forms were revised concurrently. The 1944 revisions were submitted for consideration to the 1944 Conference of Oregon County School Superintendents held in June of that year.

In the 1934 report of the Committee on Elementary Pupil Cumulative Record Card (11, p.9) the following recommendations were made:

1. That the grading system and accompanying percentages shown on the pupil record card be adopted in each county as uniform.
2. That the elementary pupil cumulative record card be sent on into high school, or, in case of a transfer, to the elementary school which the child attends.
3. That teachers be required to have a convenient file for these record cards accessible to the county school superintendent.
4. That this, or a similar card, be used at least in the sixth, seventh, and eighth grades.
5. That the card be printed on a heavy stock paper and supplied by the State Department of Education.

6. That the county school superintendents urge on the teachers the value of the cumulative record card and require its use from year to year.
7. That, where old record cards are in use, they be continued through the eighth grade and the new cards be started in the incoming sixth grade or lower.

Since the issuance of this report, if not before, the State Department of Education has strongly recommended that all schools in Oregon keep a cumulative record folder for each of their pupils, either their own form or one or both of the state forms. A similar recommendation was made in the recently published Holy report to the same effect, namely, that "A cumulative record folder be kept for each student in a central location where it is easily accessible to the teachers". (7, p.299)

## CHAPTER III

## THE STUDY

The study consisted of one hundred eighty personal interviews conducted with selected elementary school teachers and thirty personal interviews with selected elementary school principals, all located in the Willamette Valley in Oregon. In the interview, unless otherwise noted, each teacher was asked eighteen questions and each principal was asked nine, the questions in each list being different.<sup>1</sup> (Appendices A and B)

The questions on both of these lists were composed with the aid of various source materials written on the subject of cumulative records as well as from the writer's own knowledge. In addition, however, it should be noted that both of the original lists were submitted for

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<sup>1</sup>Certain questions were revised during the course of the study and three questions were added. The questions which were revised or added, as well as the time that the revisions and the additions were made, are as follows:

In the list of questions asked of the teachers,

1. Questions 6 and 7 were revised after the first 14 teachers had been interviewed.
2. Question 12 was revised after the first 22 teachers had been interviewed.
3. Questions 9 and 15 were added after the first 22 teachers had been interviewed.
4. Question 17 was added after the first 42 teachers had been interviewed.

In the list of questions asked of the principals,

1. Question 5 was added after the first 5 principals had been interviewed.

evaluation to a graduate seminar in Guidance Problems, of which the writer was a member, conducted in the School of Education at Oregon State College during the winter term of 1951. The seminar class made various criticisms and suggestions for improvement of the two original lists, and these were taken into consideration in making the final revisions and in making any additions. Favorable comment was received from the seminar class with respect to the comprehensiveness and adequacy of the two lists of questions.

#### Questions Directed to the Teacher

In compiling the data obtained from the teacher interviews, the writer included only those additional comments which were given by two or more teachers, with the exception of questions one and sixteen. In writing the comments, an endeavor was made, wherever possible, to retain, more or less, the original phrasing used by the teachers. It should be noted also that the writer has made no special attempt, in the summary paragraphs following each question, to commend or condemn the teachers on the basis of their answers to the questions. The results of the teacher interviews are as follows:



1. Are you in favor of having a cumulative record system for the pupils in your school?

YES - 172  
 NO - 1  
 UNDECIDED - 7

Number of  
Teachers  
Reporting

Reasons given for YES answers:

- |  |   |
|--|---|
| a. The record folders are a great aid to the teacher in learning about the pupil and his background.   | 9 |
| b. They are a great time saving device in that the teacher does not have to obtain unaided all of the information about the pupil each year. | 8 |
| c. They are of particular value to first year teachers.  | 3 |

Qualifications given with YES answers:

- |   |    |
|---|----|
| a. If the record folders were to be improved by such things as standardization, simplification, and elimination of duplication. | 15 |
| b. If they were always kept up to date.   | 11 |
| c. If they were used more frequently and more constructively by the teachers.   | 5  |

Reasons given for NO answers:

- |   |   |
|---|---|
| a. The teacher just does not have enough time to keep the record folders up to date, but even if the time were available the folders are not of much value anyway. The teacher has to do entirely too much clerical work. | 1 |
|---|---|

Reasons given for UNDECIDED answers:

- |  |   |
|--|---|
| a. The information contained in the record folders is too subjective, and the interpretation of this data varies too much from teacher to teacher. This subjectivity increases the danger of creating bias in the teachers receiving the record folders. | 3 |
| b. There is too much unnecessary material in the record folders.   | 2 |

- c. The pupils are understood well enough without the use of record folders.

2

It is apparent from the answers given to this question that the teachers are practically unanimous in approving the use of cumulative records. However, certain reservations are held by some teachers to the effect that the record folders should be standardized, simplified, and improved by the elimination of duplication, and also that they should be kept up to date more than they are.

2. Do you examine the cumulative record folder of each member of your new class as a regular part of your work at the beginning of the school year?<sup>2</sup>

YES - 119

NO - 39

Qualifications given with YES answers:

- a. But only a superficial examination is made.

9

Reasons given for NO answers:

- a. There is too much danger of acquiring a preconceived opinion about the various pupils.
- b. It is better to wait until a problem arises before consulting the record folders.
- c. There is not enough information in the record folders for them to be of any value.

12

4

2

---

<sup>2</sup>This question was not asked of the 22 first grade teachers, who have their pupils for only one year, because the first grade teacher is, in the majority of the cases, the person who originally initiates the record folder. This question, therefore, was not applicable to them.

- |   |   |
|---|---|
| d. The school register is consulted instead.                                      | 2 |
| e. The pupils are understood well enough without referring to the record folders. | 2 |

Qualifications given with NO answers:

- |  |    |
|--|----|
| a. Except in some cases such as new transfer students. | 14 |
|--|----|

A large majority of the teachers examine their pupils' record folders at the beginning of the school year, which probably indicates that the teachers find the folders to be of some value to them at that time. However, some teachers are apparently afraid that they will be unduly influenced by the information in the record folders and, therefore, hesitate to examine them any sooner than is absolutely necessary.

3. If you do examine them at the beginning of the year, approximately how much time elapses before you complete your examination of all the folders?<sup>3</sup>

- |   |    |
|---|----|
| 1. Examination completed before school commences. | 24 |
| 2. About one or two days.                         | 7  |
| 3. About one week.                                | 30 |
| 4. About two weeks.                               | 10 |
| 5. About three weeks.                             | 8  |
| 6. About four weeks.                              | 10 |
| 7. No exact time stated.                          | 30 |

---

<sup>3</sup>This question was not asked of the 39 teachers who answered NO to question two nor of the 22 first grade teachers, who have their pupils for only one year, because the first grade teacher is, in the majority of cases, the person who originally initiates the record folder. This question was, therefore, not applicable to these first grade teachers.

Eighty-nine of the one hundred nineteen teachers answering YES to question two make their examination of the record folders at least by the end of the first four weeks of school. The results tend to indicate that there is a considerable difference of opinion among these teachers as to what constitutes the "beginning of the year". The variation in time elapsing before the teachers actually examine the folders may be indicative of the relative value each teacher places upon the record folders. However, the amount of time available for early examination may be an influential factor.

4. If a serious problem involving one of your pupils arises during the year, do you always refer to the particular pupil's record folder before you plan your course of action?

YES - 105  
 NO - 66  
 NO COMMENT - 9

Reasons given for NO answers:

- |  |    |
|--|----|
| a. The pupils are understood well enough without having to consult the record folders. | 21 |
| b. There is not enough information in the record folders for them to be of any value.  | 2  |

Qualifications given with NO answers:

- |  |    |
|--|----|
| a. Not in <u>all</u> cases, but there are many instances involving problems when the record folders are consulted as soon as possible. | 43 |
| b. Except in very special cases.   | 11 |
| c. Unless the problem persists and there is a need for more information about the pupil.   | 4  |

The number of NO answers given to this question is somewhat misleading. Actually most of the teachers consult their record folders when a serious problem arises, but as some teachers point out, they do not consult them in every case. The differences of opinion with regard to this question may be the result of the many interpretations of what constitutes a "serious" problem. There are some teachers, however, who feel that they can handle these problems without the aid of record folders.

5. Do you ever find it necessary to take any of the record folders back to the teacher who had your pupils the previous year for the purpose of consultation concerning the information in the folders?<sup>4</sup>

YES - 85

NO - 62

Qualifications given with YES answers:

- |   |    |
|---|----|
| a. But only in very special cases.                | 17 |
| b. But usually only at the beginning of the year. | 2  |
| c. But only if the other teacher is willing.      | 2  |

Qualifications given with NO answers:

- |   |   |
|---|---|
| a. But conferences are held with the previous teacher on occasion <u>without</u> actually taking the record folder itself back to the previous teacher. | 9 |
| b. But conferences are held with the guidance personnel instead.  | 3 |

---

<sup>4</sup>This question was not asked of any teacher who was responsible for the original initiation of the record folders -- 33 teachers in all.

Ninety-four teachers find it necessary, at times, to consult with their pupils' previous teacher concerning the data contained in the record folders. However, only eighty-five teachers actually take the record folder itself with them.

6. Do you write and keep any anecdotal records pertaining to your pupils?<sup>5</sup>

YES - 46  
NO - 113  
NO COMMENT - 7

Qualifications given with YES answers:

a. But only in very special cases. 13

Reasons given for NO answers:

a. They would require too much time to write. 18

b. They are of value only in such few cases that it is not worth the teacher's time to write them. 4

c. The pupils are understood well enough without having to refer to anecdotal records. 3

Qualifications given with NO answers:

a. But anecdotal records would be of some value if they were written. 46

b. But I used to write them. 4

It is quite obvious that the use of anecdotal records is as yet not very prevalent. Evidently some teachers are not convinced that their value would be commensurate with the time and effort needed to write them. Many teachers

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<sup>5</sup>This question was not asked, as such, of the first 14 teachers that were interviewed.

evinced a disinclination to reconcile their actions with their thoughts as indicated by the number of teachers who answer NO to this question, but who at the same time believe anecdotal records to be of some value. The problem of finding the time needed to write them is the most influential factor as far as some teachers are concerned.

7. If anecdotal records are kept, do you think that they should be filed in the record folders as part of the material to be sent on to the next teacher?<sup>6</sup>

YES - 82  
NO - 54  
UNDECIDED - 30

Qualifications given with YES answers:

- |   |   |
|---|---|
| a. But only in special cases.   | 9 |
| b. If the pertinent material were put in summary form.                                    | 5 |
| c. If the teachers receiving the anecdotal records were trained in their use.             | 5 |
| d. But there is always the danger of creating bias in the teacher receiving such records. | 4 |
| e. If the anecdotal records were of a positive nature.                                    | 3 |
| f. If the next teacher were to request them.  | 2 |

Reasons given for NO answers:

- |  |    |
|--|----|
| a. There is too much danger of creating bias in the teacher receiving such records.  | 31 |
| b. The next teacher probably would not look at them anyway.  | 5  |
| c. Anecdotal records are of little value because the behavior of children varies to such a great extent from year to year. | 2  |

---

<sup>6</sup>This question was not asked, as such, of the first 14 teachers that were interviewed.

## Reasons given for UNDECIDED answers:

- a. There is too much danger of creating bias in the teacher receiving such records. 10
- b. There are too many teachers who have not been trained in the proper use of anecdotal records. 2
- c. I have not thought much about it before this. 2

Approximately one-half of the teachers indicate that anecdotal material should be filed in the record folders; however, a few reservations are given by some of these teachers. Of the teachers answering NO and UNDECIDED to this question, about one-half of them gave the same reason, namely, there is too much danger of creating bias in the teacher receiving the anecdotal records. This danger, however, could be minimized with properly written anecdotes.

8. Do you make an annual written summary of a general nature about each of your pupils, that is, a summary which would be put in each pupil's record folder and then sent on to the pupil's next teacher?

YES - 55  
NO - 125

## Qualifications given with YES answers:

- a. But the summary should be based primarily on the material contained in the anecdotal records. 3

## Reasons given for NO answers:

- a. A summary is put into the school register instead. 4



## Qualifications given with NO answers:

- a. Not in all cases but in special cases a summary is written. 26
- b. But summaries would be of some value if they were written. 4
- c. But summaries should be written in the primary grades. 3

The writing of annual summaries is not a widespread practice, as indicated by the answers to this question. Only a little more than a fourth of the teachers make a summary about each of their pupils. However, there are some additional teachers who make annual summaries in special cases.

9. Do you think that such a written summary is or would be a valuable asset to your record folders?<sup>7</sup>

YES - 93  
 NO - 49  
 UNDECIDED - 16

## Reasons given for YES answers:

- a. The summary is the most helpful item in the record folders. 2

## Qualifications given with YES answers:

- a. But they are only needed in special cases and a written summary about every pupil should not be required. 8
- b. If all teachers were required to write them. 4
- c. If the teacher is provided with enough time to write them. 2

## Reasons given with NO answers:

- a. There is too much danger of creating bias in the teacher receiving such summaries. 12

---

<sup>7</sup>This question was not asked of the first 22 teachers that were interviewed.

Slightly over half of the teachers evidently think that an annual written summary would be of value to them, but a few teachers specify that the summaries should not necessarily be required for each and every pupil in the school but should be written in special cases only. It is interesting to note that the number of teachers answering YES to this question exceeds only slightly the number of teachers who indicate, in question eight, that they actually do write these annual summaries, although some of the latter do not write one for every pupil. One might conclude that those teachers who think a summary is valuable are also the ones who write them. The comment, there is too much danger of creating bias in the teacher receiving such summaries, is mentioned by several teachers as their reason for not favoring written summaries.

10. Which portions of the cumulative record folder do you consider to be of the most value to you?<sup>8</sup>

1. Pupil's health record.	119
2. Standardized mental test scores.	98
3. Standardized achievement test scores, including reading.	97
4. Information on home conditions and family background.	95
5. Teachers' comments, including written social and character ratings, anecdotes, summaries, etc.	85
6. Pupil's scholarship record.	32
7. Attendance record.	20

---

<sup>8</sup>Examples were given with this question whenever the teachers hesitated unduly in answering.

8. Test profile chart <sup>9</sup> .	15
9. Case studies.	4
10. School rank.	3
11. Physical fitness record.	2

There are five major items that the teachers indicate to be of the most value to them. These items, listed in the order of frequency, are: the pupil's health record; standardized mental test scores; standardized achievement test scores, including reading; information on home conditions and family background; and teachers' comments, including written social and character ratings, anecdotes, summaries, etc.

11. Which portions of the record folder do you consider to be of the least value to you?<sup>10</sup>

1. Pupil's scholarship record.	70
2. Teachers' comments, including social and character ratings, anecdotes, summaries, etc.	48 <sup>11</sup>
3. Pupil's health record.	18
4. Pupil's test profile chart. <sup>12</sup>	15
5. Information on home conditions and family background.	13
6. Pupil's attendance record.	12
7. Standardized mental test scores.	12
8. Standardized achievement test scores, including reading	12
9. Physical fitness record.	5

---

<sup>9</sup>See Form D or E in Appendices H and I, respectively.

<sup>10</sup>Examples were given with this question whenever the teachers hesitated unduly in answering.

<sup>11</sup>Twenty-four of these teachers were referring specifically to rating scales or check lists, such as found on Forms B and D in Appendices F and H, respectively, rather than to written teacher comments.

<sup>12</sup>See Form D or E in Appendices H and I, respectively.

10.	Section on "Special Records or Information in Folder". <sup>13</sup>	3
11.	Check list of books read by the pupil. <sup>14</sup>	2
12.	Section on "Duties and Responsibilities" both in and outside of the home. <sup>15</sup>	2
13.	Photographs of the individual pupil.	2
14.	Pupil's school transfer record.	2
15.	No comment.	50 <sup>16</sup>

Reasons given for selected items:

Item No. 1

- |    |   |   |
|----|---|---|
| a. | The grading systems are not standardized. | 3 |
|----|---|---|

Item No. 2

- |    |   |   |
|----|---|---|
| a. | There is too much danger of creating bias in the teacher receiving such comments.         | 4 |
| b. | Teachers react so differently to the same pupils that these comments are of little value. | 2 |

Item No. 3

- |    |   |   |
|----|---|---|
| a. | There is not enough information on them to be of any value. Often the pupil's height and weight are the only things recorded. | 4 |
|----|---|---|

Item No. 4

- |    |  |   |
|----|--|---|
| a. | I do not know how to use it or interpret it. | 2 |
|----|--|---|

---

<sup>13</sup>See Form D in Appendix H.

<sup>14</sup>This check list was one of the items included with Form A; see Appendix E.

<sup>15</sup>See Form D in Appendix H.

<sup>16</sup>Seven of these teachers remarked that everything in the folder was important.

## Item No. 5

- a. There is too much unnecessary information which is of no value; for example, notes from parents, information about brothers and sisters, and results of parent-teacher conferences. 7
- b. The information is only of value in cases involving a maladjusted child. 2

## Item No. 7

- a. The test results are too often unreliable. 3

## Item No. 8

- a. The test results are too often unreliable. 3
- b. Not enough tests are given so that adequate comparisons can be made. 2

## Item No. 11

- a. Too often the pupils have not actually read the books. 2

Only two items are mentioned with any amount of frequency, namely, the pupil's scholarship record and teachers' comments, including social and character ratings, anecdotes, summaries, etc. However, in the case of the latter item, half of these teachers mentioning it are primarily concerned with pupil social and character ratings which are in the form of scales or check lists. These they do not like, but written teacher comments are acceptable.

12. Is there anything that you would like to see added to the cumulative record folders in your school?<sup>17</sup>  
(Nine teachers immediately remarked that they did not want anything to be added! Five teachers commented further that information should be eliminated if anything were to be done)

- |   |     |
|---|-----|
| 1. A list of the pupil's special interests, abilities, accomplishments, and experiences.  | 131 |
| 2. A written record of the purposes and results of parent-teacher conferences.  | 100 |
| 3. More records of reading achievement, either through the use of standardized reading tests or check lists of the books that the pupil has read. | 94  |
| 4. A more complete record of home conditions and family background.   | 91  |
| 5. Samples of the pupil's school work.  | 42  |
| 6. Individual photographs of the pupils taken each year or every other year. <sup>18</sup>  | 23  |
| 7. More personal comments by the teachers.  | 17  |
| 8. More case studies involving comprehensive testing and follow-up.   | 6   |
| 9. A record of the schools attended by the pupils.  | 3   |
| 10. Some definite citizenship grades with adequate definitions given for the meaning of each grade.   | 3   |
| 11. More anecdotal records.   | 2   |

---

<sup>17</sup>Each of the first six items was suggested to the teacher unless the teacher named it of her own volition. However, these items were not suggested to the first 22 teachers that were interviewed.

<sup>18</sup>Individual photographs were already being taken in 14 of the schools visited. It is interesting to note that none of the teachers (45 in all) in these 14 schools mentioned the photographs as being one of the items which they found to be of the most value.

- |     |   |   |
|-----|---|---|
| 12. | More results from individual mental tests such as the Stanford-Binet. | 2 |
| 13. | More information on the pupil's social adjustment.                    | 2 |
| 14. | A record of the pupil's school promotion or reason for retention.     | 2 |
| 15. | More annual written summaries.  | 2 |

Qualifications given with selected items:

Item No. 1

- |    |   |   |
|----|---|---|
| a. | But it is not needed for <u>all</u> students. | 2 |
|----|---|---|

Item No. 2

- |    |  |   |
|----|--|---|
| a. | But they are needed for only the most significant conferences.                             | 9 |
| b. | But there is always the danger of creating bias in the teacher receiving such information. | 3 |
| c. | But they should be written objectively.  | 2 |

Item No. 3

- |    |   |   |
|----|---|---|
| a. | If the teacher were provided with enough time to keep them. | 2 |
|----|---|---|

Item No. 6

- |    |   |   |
|----|---|---|
| a. | But they should be taken every year.                    | 2 |
| b. | But they should be taken only every two or three years. | 2 |

Item No. 7

- |    |   |   |
|----|---|---|
| a. | If the comments are of a positive nature. | 2 |
|----|---|---|

There are four major items that are favored consistently enough by the teachers to warrant consideration. These items included: a list of the pupil's special interests, abilities, accomplishments, and experiences; a written record of the purposes and results of

parent-teacher conferences; more records of reading achievement, either through the use of standardized reading tests or check lists of the books that the pupil has read; and a more complete record of the home conditions and family background of the pupil. There are, however, many teachers who indicate that they would like to have samples of the pupil's work put in the record folder, but this item is mentioned much less frequently than the other four.

13. At what times during the school year do you enter the major portion of the information in the record folders?

- |  |    |
|--|----|
| 1. At the beginning of the year.   | 0  |
| 2. At the beginning and at the middle of the year.                                   | 0  |
| 3. At the beginning and at the end of the year.                                      | 4  |
| 4. At the beginning and throughout the year as is necessary.                         | 4  |
| 5. At the middle of the year.  | 0  |
| 6. At the middle and at the end of the year.   | 2  |
| 7. At the middle and throughout the year as is necessary.                            | 1  |
| 8. At the end of the year.   | 59 |
| 9. At the end and throughout the year as is necessary.                               | 14 |
| 10. At no special time. The material is entered throughout the year as is necessary. | 96 |

The majority of the teachers indicate that they bring their record folders up to date periodically throughout the year. However, there are a large number of teachers who wait until the end of the year before spending much



time on the record folders.

14. Do you have enough time during the school day to keep your record folders up to date?

YES - 67  
NO - 106  
UNDECIDED - 7

Reasons given for YES answers:

- a. The keeping of the record folders is really not a burden. 7
- b. Clerical assistance is available. 2

Qualifications given with YES answers:

- a. Unless the record folders become more complicated, in which case there would probably be a lack of time. 4
- b. In the majority of cases. 2

Qualifications given with NO answers:

- a. But the record folders are really not much of a burden. 3

Over half of the teachers express the sentiment that there simply is not enough time available during the school day for them to keep their record folders up to date. The writer recalls that most of the teachers answering NO to this question were quite emphatic about it.

15. If at the present time there is not enough time available, would you prefer to have some released time during the school day for the purpose of working on your record folders, or would you prefer to have some clerical assistance instead, or would you want both?<sup>19</sup>

---

<sup>19</sup>This question was not asked of the first 22 teachers that were interviewed nor of the 67 teachers answering YES to question fourteen, of which 5 were in this group of 22 teachers.

- |                                |    |
|--------------------------------|----|
| 1. Released time wanted.       | 55 |
| 2. Clerical assistance wanted. | 16 |
| 3. Both the above wanted.      | 17 |
| 4. Indifferent.                | 8  |

Reasons given for desiring released time:

- a. The cumulative record folder is something that only the teacher should fill out. It is dangerous to let clerical help have access to all of the information contained in the record folder. Also it would take more time to tell a secretary how to fill them out than it would to do it yourself.

18

Qualifications given with desire for released time:

- a. But trained personnel should administer all of the standardized tests.

3

Reasons given for desiring clerical assistance:

- a. It is needed especially for the maintenance of such routine items as the pupil's health card.
- b. It is needed because the record folders are becoming more complicated.

2

2

Most of the teachers show a desire to maintain their own record folders. Some state that it is part of the teacher's job, but at the same time they wish to have some released time in which to work on their record folders. Several teachers want to have some clerical help as well, possibly to take care of the more routine items.

16. Do you have any criticisms regarding the format, construction, or scope of the record folder used in your school?<sup>20</sup>

Criticisms given by teachers using Form A<sup>21</sup>  
(10 teachers):

- |   |   |
|---|---|
| a. There is not enough space to write in comments.                                | 5 |
| b. The packet is of no value; everything should be on the folder.                 | 1 |
| c. There are too many items included in the folder.                               | 1 |
| d. There is too much repetition within the various forms contained in the folder. | 1 |

Criticisms given by teachers using Form B<sup>22</sup>  
(9 teachers):

- |  |   |
|--|---|
| a. More space is still needed to write in comments.  | 1 |
| b. There should be a section on the record form where the teacher could record the pupil's school promotion or reason for retention. | 1 |
| c. The social and character rating chart is not adequate and the wording of the chart is poor.                                       | 1 |

Criticisms given by teachers using Form C<sup>23</sup>  
(12 teachers):

- |   |   |
|---|---|
| a. There is not enough space to write in comments or to record data.  | 5 |
| b. An annual written summary should be included to supplement the information contained on the record form. | 2 |

---

<sup>20</sup>It was often difficult to get definite criticisms from the teachers on such short notice. In a large number of instances the teachers merely remarked that they had not thought much about it before. However, these very same teachers often showed a definite preference for one of the sample forms.

<sup>21</sup>See Appendix E.

<sup>22</sup>See Appendix F.

<sup>23</sup>See Appendix G.

- |    |  |   |
|----|--|---|
| c. | The school scholarship section is not adequate.  | 1 |
| d. | The teacher comment section is of doubtful value because only a minimum amount of information can be recorded. | 1 |
| e. | All comments by the teachers should be written on a separate sheet rather than on the record form itself.      | 1 |
| f. | Despite its newness, the record form still needs improvement.  | 1 |

Criticisms given by teachers using Form D<sup>24</sup>  
(34 teachers):

- |    |  |    |
|----|--|----|
| a. | There is not enough space to write in comments.  | 10 |
| b. | The pupil's test profile chart is of no value.   | 3  |
| c. | The social and character rating chart should be eliminated.  | 3  |
| d. | The social and character rating chart contains a poor selection of items.                                  | 2  |
| e. | More information on home conditions and family background is needed.                                       | 1  |
| f. | The achievement test section should be revised so that the wording is placed on the left hand side.        | 1  |
| g. | The section dealing with "Duties and Responsibilities" should be eliminated.                               | 1  |
| h. | An annual written summary should be included to supplement the information contained on the record folder. | 1  |
| i. | The whole folder is too complicated and difficult to read.   | 1  |
| j. | It does not contain enough information.  | 1  |
| k. | It contains too many items.  | 1  |
| l. | There are too many ambiguous items.  | 1  |
| m. | Only a plain manila folder should be used and all recorded information should be in the form of inserts.   | 1  |

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<sup>24</sup> See Appendix H

Criticisms given by teachers using Form E<sup>25</sup>  
(69 teachers):

- |  |    |
|--|----|
| a. There is not enough space to record the data, especially in the test sections.  | 19 |
| b. The record form is simply not adequate for use as a cumulative record. A larger and more comprehensive form is needed.  | 15 |
| c. More information on home conditions and family background is needed.  | 7  |
| d. The social and character rating section is particularly inadequate, and it needs revision.  | 6  |
| e. The pupil's test profile chart should be eliminated.  | 2  |
| f. The section for recording school grades should be replaced with a blank space in which each teacher could summarize in a brief statement the pupil's academic work. | 2  |
| g. The form contains too many items.   | 1  |

Criticisms given by teachers using Form F<sup>26</sup>  
(20 teachers):

- |  |   |
|--|---|
| a. A section for the pupil's birth date has been omitted.  | 3 |
| b. The folder should contain a section for the pupil's school grades.                            | 2 |
| c. There is not enough space to record the data.   | 2 |
| d. The folder does not contain enough information.   | 1 |
| e. The folder should contain a section devoted to the social and character ratings of the pupil. | 1 |
| f. The folder needs improvement.   | 1 |

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<sup>25</sup>See Appendix I.

<sup>26</sup>See Appendix J.

Criticisms given by teachers using Form G<sup>27</sup>  
(8 teachers):

- a. More information on home conditions and family background is needed. 1
- b. The grade median on the standardized tests should not be recorded on the form. 1

Criticisms given by teachers using Form H<sup>28</sup>  
(12 teachers):

- a. The folder does not contain enough information, especially with respect to social and character ratings and other comments about the pupils. A section should be provided for this on the folder or on a separate form. 6

There are two criticisms which stand out above all the others. These are: there is not enough space on the record form for the teacher to write in comments or to record the data; the record form does not contain enough information. Forty-two of the teachers make the former comment and forty-one make the latter. Nine of the teachers who criticize their record forms for lack of information are referring primarily to the need for more information on the home conditions and family background of the pupil. Many of the teachers using Form E are

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<sup>27</sup>See Appendix K.

<sup>28</sup>See Appendix L. It should be noted that there were 2 additional forms being used which are not shown in the appendix. The reason being that only 3 teachers were interviewed with respect to each form and, therefore, it was not believed that the results would be of much significance with such a small sampling. The comments of 6 teachers have thus been omitted.

especially critical of their record form with respect to lack of information. Twelve of the teachers are not favorably disposed toward the social and character rating charts, particularly those charts contained on Forms B, D, and E.<sup>29</sup>

17. What is your reaction with regard to the format, construction, and scope of these representative cumulative record forms?<sup>30</sup>

Form A liked the best

40

Reasons given for choice of Form A:

- |  |    |
|--|----|
| a. The packet construction of the folder is particularly good.                               | 28 |
| b. The teacher comment section is very inclusive, and it has enough space in which to write. | 13 |
| c. The whole folder seems to be very comprehensive and well organized.                       | 10 |
| d. The section on home conditions and family background is very complete.                    | 3  |

Qualifications given with choice of Form A:

- |  |   |
|--|---|
| a. But it would involve the most work to maintain, and released time would be necessary if it were to be kept up to date adequately. | 5 |
|--|---|

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<sup>29</sup>See Appendices F, H, and I, respectively.

<sup>30</sup>These sample forms included Forms A, B, C, and D. See Appendices E, F, G, and H, respectively. These forms were not shown to the first 42 teachers that were interviewed.

- |    |  |   |
|----|--|---|
| b. | But the packet construction with its separate sheets for school grades and standardized test results should be eliminated. | 4 |
| c. | But there is not enough space to write in the teacher comment section.   | 3 |
| d. | But Form D is a good form also.  | 2 |

Form B liked the best 49

Reasons given for choice of form B:

- |    |  |    |
|----|--|----|
| a. | The section for teacher comments is the outstanding thing about the record form. The teacher has enough room to write. | 24 |
| b. | The record form is simple and concise and yet contains a sufficient amount of data.                                    | 20 |
| c. | The social and character rating chart is a very good feature.  | 6  |
| d. | The card type of form is preferable to the folder type.  | 6  |

Qualifications given with choice of Form B:

- |    |   |   |
|----|---|---|
| a. | But Form A is very good also, and a combination of the two in some way would make an excellent record folder. The packet from Form A should be utilized especially. | 9 |
| b. | But the section on home conditions and family background should be arranged chronologically by years as in Form C.  | 3 |
| c. | But the scholarship section and the social and character rating chart should both be eliminated.  | 2 |
| d. | But it is not much better than our own form (Form G).   | 2 |



## Form C liked the best

26

## Reasons given for choice of Form C:

- a. The chronological arrangement of the form by years is its most outstanding feature. 19
- b. The record form is concise, well organized, and very comprehensive. 7
- c. The teacher comment section is especially well constructed. 5
- d. The section for "Disabilities" is especially good. 3

## Qualifications given with choice of Form C:

- a. But more space is needed for the recording of data, especially in the teacher comment section. 6
- b. But a combination of this form with the packet of Form A would be desirable. 5
- c. But a teacher comment section similar to that on Form B would be preferable. 2
- d. But an annual written summary sheet needs to be added to the record form. 2

## Form D liked the best

18

## Reasons given for the choice of Form D:

- a. The folder type of cumulative record which has all the information printed directly on it and which has a minimum of inserts is much more practical for quick reference. 4
- b. The record folder is compact with an adequate amount of information. 2

## Qualifications given with choice of Form D:

- a. But more space is needed for recording data and making comments. 10

- |  |   |
|--|---|
| b. But the social and character rating chart should be eliminated or at least revised.   | 7 |
| c. But Form B is good also, and a combination of the two in some way would be desirable. | 4 |
| d. But the pupil's test profile chart should be eliminated.                              | 3 |
| e. But the record folder could still be improved and simplified.                         | 2 |

The highest number of teachers show a preference for Form B; the second highest number prefer Form A; the third highest prefer Form C; and the fewest number prefer Form D. The teachers preferring Form B do so primarily because of its teacher comment section and because it is simple and concise while still containing sufficient information. The choices of Form A are based largely on its packet construction but also on its teacher comment section, and on the fact that the whole folder is comprehensive and well organized. Some teachers prefer a combination of Forms B and A with the utilization of the packet used with Form A. Form C is liked principally because of its chronological construction by years but also because it is concise, well organized, and comprehensive. A few teachers want a combination of Form C with the packet of Form A. The reasons for the choice of Form D are not conclusive. Five teachers made no choice when asked this question.

18. Do you have any further comments to make regarding cumulative records?

The comments, listed in the order of frequency, are as follows:

- |  |    |
|--|----|
| a. The cumulative records need to be simplified and better organized, with the number of items kept at a minimum.                                | 29 |
| b. There is too much duplication and repetition of items.  | 22 |
| c. Too many of the cumulative record folders are not kept up to date and, consequently, lose much of their value.                                | 20 |
| d. There should be more standardization of cumulative records.   | 12 |
| e. The teachers need more released time to keep the record folders up to date.   | 6  |
| f. Each teacher should have a file cabinet in his or her room.   | 5  |
| g. The teachers do not make enough use of the record folders.  | 4  |
| h. It is too difficult to get cumulative record folders from other schools.  | 4  |
| i. The record folders should be confidential.  | 3  |
| j. The record folder is only of value in the case of transfer students.  | 3  |
| k. Too often the standardized achievement tests that are used do not cover the same material that is being taught in the school using the tests. | 3  |
| l. Too many teachers do not understand how to interpret standardized test results.   | 3  |
| m. The pupil's health card should be combined with the cumulative record on a single form.   | 3  |

- n. None of the existing cumulative record folders seem to be adequate. 3
- o. It should be made mandatory that the record folders be sent on to the high schools. 2
- p. The record folders should always follow the child even on a nation-wide basis. 2
- q. There should be a standardized system of grading pupils on their academic achievement. 2
- r. Academic grades should not be given to the pupils in the primary grades; parent-teacher conferences should be held instead. 2
- s. There is too much subjective material in most record folders. 2
- t. Most folders need more space for writing teacher comments. 2
- u. It is unnecessary to maintain a cumulative record folder for every pupil. 2
- v. Teachers should consult with each other more often with respect to the record folders. 2
- w. Too much emphasis is placed on testing, especially verbal tests. 2
- x. Most cumulative record folders are more trouble than they are worth. 2

There are three comments which are mentioned often enough to possibly merit attention. These are: the cumulative records need to be simplified and better organized, with the number of items kept at a minimum; there is too much duplication and repetition of items; and too many of the cumulative record folders are not kept up to date and, consequently, lose much of their value. Twelve teachers also comment that there should be more standardization of

cumulative records.

### Questions Directed to the Principals

Because of the small number of principals interviewed the writer has included all the additional comments given by the principals even though made by only one principal. Whenever possible, an attempt was made to write the comments so as to retain, more or less, the original phrasing used by the principals. The results of the interviews with the principals are as follows.

1. Where are the cumulative record folders filed?<sup>31</sup>
  1. In the individual teacher's room. 47 Schools
  2. In a central file located in the office. 10 Schools
  3. In a central file located in the office, but the teachers may keep them in their rooms if they so desire. 3 Schools

It is usually recommended that the record folders be kept in the teachers' respective rooms, and a large majority of the schools visited follow this procedure. However, in ten schools the record folders are kept in a central file located in the office, but the folders are readily accessible to the teachers. It is interesting to note that of the thirty teachers who were interviewed in the above ten schools, seventeen prefer to have the record folders in

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<sup>31</sup>The answer to this question was obtained in all 60 of the schools visited regardless of whether the principal was interviewed or not.

their rooms; eleven prefer to leave them in the office; and two are undecided.

2. Do you think that your teachers have enough free time during the school day to keep their record folders up to date?

YES - 11  
NO - 13  
UNDECIDED - 6

Number of  
Principals  
Reporting

Reasons given for YES answers:

- |  |   |
|--|---|
| a. Because the school registers are compiled by the office.  | 3 |
| b. Because the teachers have one free period per week.   | 3 |
| c. Because the teachers have two free periods per week.  | 1 |
| d. Because the teachers have approximately three 40-minute free periods per week.                                      | 1 |
| e. Because the teachers have a minimum of one 30-minute free period per day.   | 1 |
| f. Because the teachers have a day set aside at the end of the year for bringing their record folders up to date.      | 1 |
| g. Because the teachers have three days set aside at the end of the year for bringing their record folders up to date. | 1 |
| h. Because most of the work involving the record folders comes at the end of the year.                                 | 1 |

Qualifications given with YES answers:

- |  |   |
|--|---|
| a. If the teachers organize their time properly. | 1 |
|--|---|

Reasons given for NO answers:

- |  |   |
|--|---|
| a. Because the teachers have no free periods which are necessary if a competent job is to be done with the record folders. | 3 |
|--|---|

## Qualifications given with NO answers:

- a. But if the teaching loads were lightened, the teachers would have enough time to keep the folders. 2
- b. But I am trying to get free periods for my teachers next year. 1
- c. But it really is not a great problem. 1
- d. However, the office does keep the school register. 1

## Qualifications given with UNDECIDED answers:

- a. But, at least, the teachers have time set aside at the beginning of the year to get their folders in order and the school registers are kept by the office. 1
- b. But, at least, every teacher has a minimum of one free period per week. 1

Thirteen of the principals indicate that the teachers do not have enough time to keep their record folders up to date. On the other hand, there are eleven principals who evidently consider that their teachers do have enough time. However, many of the teachers in the schools of these eleven principals do not share the same opinion. Of the thirty-nine teachers interviewed in these schools, eighteen indicate that they do not have enough time in contrast to the principals' assumptions that they do. There are also some slight discrepancies between the amount of free time that the principals say each teacher has and the amount that the teachers say they actually do have. However, in most cases where the principal said that free time was available it actually was. Apparently, many of the principals are of the opinion that the use of released time

during the school day is one of the answers to the problem of lack of time to keep the record folders up to date.

3. Who, if anyone, is responsible for the elimination of any irrelevant material that may accumulate in the record folders?

- |                                  |            |
|----------------------------------|------------|
| 1. Teachers                      | 10 Schools |
| 2. Principals                    | 3 Schools  |
| 3. Both teachers and principals. | 6 Schools  |
| 4. Guidance personnel.           | 1 School   |
| 5. No one.                       | 10 Schools |

Qualifications given with Item No. 1:

- |   |   |
|---|---|
| a. Or at least they are supposed to do so at the beginning of the year. | 7 |
| b. But it is optional with the teacher.                                 | 1 |

Qualifications given with Item No. 3:

- |  |   |
|--|---|
| a. But the clearing of the folder is done mostly by the teacher. | 1 |
|--|---|

Reasons given for Item No. 5:

- |   |   |
|---|---|
| a. Everything, or practically everything, is left in the record folder. | 3 |
| b. No folder is used.   | 1 |

Qualifications given with Item No. 5:

- |  |   |
|--|---|
| a. Unless the teacher wants to do it.                    | 2 |
| b. But if anyone were to do it, it would be the teacher. | 1 |
| c. But it would be nice if someone did do it.            | 1 |
| d. Unless the folders become excessively bulky.          | 1 |

In two-thirds of the thirty schools, at least someone is supposedly responsible for keeping the record folders organized and free from non-essential materials. The teachers are usually responsible for seeing that this is done but with the aid of the principals in some cases.



However, a few of the principals, apparently, do not check very thoroughly to see whether or not the teachers are keeping the record folders cleared.

4. Do you encourage your teachers to write anecdotal records pertaining to their pupils?

YES - 15  
NO - 14  
NO COMMENT - 1

Qualifications given with YES answers:

- |                                     |   |
|-------------------------------------|---|
| a. But only in special cases.       | 2 |
| b. But the teachers write very few. | 1 |

Reasons given with NO answers:

- |   |   |
|---|---|
| a. Because the teachers apparently want only objective information put in the folder.   | 1 |
| b. It is a choice that each teacher has to make, that is, whether to write them or not. | 1 |

Qualifications given with NO answers:

- |  |   |
|--|---|
| a. Except in very special cases.           | 3 |
| b. But some of the teachers do write them. | 2 |
| c. But I plan to do so in the future.      | 1 |

Only half of the principals indicate that they are encouraging the use of anecdotal records as a general practice. However, a few principals encourage the teachers to write them for special cases only.

5. Is it your policy to make an individual case study of any pupil who has an unusual problem?<sup>32</sup>

YES - 19  
NO - 6

---

<sup>32</sup>This question was not asked of the first 5 principals that were interviewed.

## Qualifications given with YES answers:

- a. But the case studies are prepared only by the special education teacher or teachers. 5
- b. But the services of personnel outside the school have to be used. 4
- c. But this is the first year that case studies have been made to a substantial degree. Unfortunately, however, the results this year have not been too good. 1
- d. But it is not necessary to make very many of them. 1
- e. But the results of the case studies are not sent on to the high school. 1

## Qualifications given with NO answers:

- a. Unless it is done by the county health office. 2
- b. But it is hoped that it will be possible to do so in the future. 1

Case studies are evidently being made in the majority of the schools visited. However, in a few schools, the services of personnel outside of the school have to be relied upon to make the case studies, whereas, in some other schools, the special education teacher or teachers make them.

6. When a pupil transfers from your school to another district, county, or state, what procedure do you follow in sending the pupil's record folder to his new school?

- 1. The record folder is kept until a request for it is received from the pupil's new school, and then it is forwarded. 23
- 2. The record folder is sent to a central file in the superintendent's office from which it is sent on to the pupil's new school. 4
- 3. The folder is sealed and sent directly with the pupil. 3

## Qualifications given with Item No. 1:

- a. But there are too many schools which do not request them. 2
- b. But in cases when the pupil's new school is definitely known, the record folder is sometimes sent directly with the pupil. 1

The answers given to this question indicate that most of the principals interviewed wait for a request from the pupil's new school before sending the record folder. Only three principals send the folder directly with the pupil without waiting for a request.

7. Is it your policy to send to the pupil's new school the complete original record folder, a transcript of the folder, or only an abstract of it?

- 1. Sends the complete original record folder. 15
- 2. Sends a transcript of original record folder. 5
- 3. Sends an abstract of the record folder. 3
- 4. Sends only parts of the original record folder. 3
- 5. Sends the complete original record folder to a central file in the superintendent's office from which whatever material is necessary is sent on to the pupil's new school. 4

## Qualifications given with Item No. 2:

- a. But on a special form. 3
- b. But the original health card is sent. 1

## Qualifications given with Item No. 3:

- a. But the original health card is sent. 1

## Qualifications given with Item No. 4:

- a. The permanent record card is retained. 2
- b. However the original health card is sent. 1

Exactly half of the principals interviewed indicate that they send the complete original folder directly to the pupil's new school. Some principals, however, send only a transcript of the record folder, usually on a special form; whereas others send either an abstract of the folder or just parts of the original folder. Some principals send the complete folder to the superintendent's office for final disposition.

8. Do you have any difficulty in obtaining the record folders of those pupils who transfer into your school?

YES - 12  
 NO - 13  
 NO COMMENT - 5

Reasons given for YES answers:

- |   |   |
|---|---|
| a. Because one of the larger first-class districts within the state will not send its record folders. | 6 |
| b. Because a considerable number of out of state schools will not send their folders.                 | 3 |
| c. Because many of the third-class districts within the state will not send them.                     | 2 |
| d. Because some schools within the state will not pay the postage required to send their folders.     | 1 |

Qualifications given with YES answers:

- |  |   |
|--|---|
| a. But out of state schools cooperate better than do the schools within the state. | 1 |
| b. But it is not an acute problem.   | 1 |

Reasons given for NO answers:

- |  |   |
|--|---|
| a. Because the schools within the state are very cooperative about sending their record folders. | 6 |
| b. Because most out of state schools are quite cooperative about sending their folders.          | 2 |

Qualifications given with NO answers:

- a. But one of the larger first-class districts within the state will not send its record folders. 4
- b. But some out of state schools will not send them. 2

Only twelve of the principals indicate that it is particularly difficult to obtain the record folders of those pupils transferring into their schools. The results of this question seem to point out that certain schools, both within and outside the state, are more cooperative about sending their record folders than are others.

9. Do you have any further comments to make regarding cumulative records?

The comments, listed in the order of frequency, are as follows:

- a. Cumulative records are of considerable value. 5
- b. The cumulative record form should be standardized within the state. 3
- c. There should be an efficient standardized procedure for the interchange of the record folders between schools within the state so that the record folder would always follow the pupil. 3
- d. The cumulative record folders are not used constructively enough by the teachers. 3
- e. The record folders should be used more by the high schools. 3
- f. The record folders are of doubtful value. 2
- g. The record folders should be kept up to date more than they are. 2

- h. Summaries of significant parent-teacher conferences should be included in the record folders. 2
- i. The teachers' subjective comments are not of much value and there is always the danger of creating bias in the teachers by the use of such comments. 2
- j. There is need for a simplified and condensed record form. 1
- k. A manual of instructions should accompany each record folder. 1
- l. It is not necessary to have cumulative record folders for every pupil; they are only needed in special problem cases. 1
- m. The state revises its record forms much too frequently. 1
- n. The record forms need to be revised frequently. 1
- o. More standardized mental tests need to be given. 1
- p. Teachers are too careless in entering material on the record folders. 1
- q. The pupil's school grades as listed in some record forms are misleading because there is no standardized system of grading. 1
- r. The teachers should memorize more material about the pupils so that they would not have to refer to the folders so much. 1
- s. All cumulative record folders should have a section devoted to standardized test results and a section indicating the schools attended by the pupil. 1
- t. The teachers should enter all the data on the cumulative record forms, including the pupil's health card. 1

- u. Certain data should occasionally be recorded in pencil so that it could be revised if necessary.

1

No comment is mentioned often enough to warrant definite conclusions. However, five principals did state that they consider cumulative record folders to be of definite value.

## CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

In view of the many and varied qualifications that were given with the answers to most of the questions asked, it is somewhat dangerous to make conclusions of an absolute and final nature. On the other hand, the writer believes that certain general conclusions can be made from the results of the study which may be of value to those individuals working in the field of guidance services, as well as to teachers and administrators who may be interested in improving the cumulative record folders in their schools. However, even these general conclusions need to be considered in light of the lists of qualifications and reasons given with the answers to the various questions.

Conclusions

The following conclusions are based upon the answers given by one hundred eighty teachers, unless otherwise noted.

1. Approximately 95% of the teachers voice approval of pupil cumulative records.
2. Approximately 75%, of a total of 158 teachers, examine the record folders of each member of their new class at the beginning of the year as an aid in enabling them to become better acquainted with their pupils.



3. Approximately 85% of the teachers use the record folders as an aid in helping them to assist their pupils in solving their problems.
4. Approximately 60%, of a total of 147 teachers, find it necessary to consult with their pupils' previous teacher concerning information in the record folders.
5. Approximately 32%, of a total of 166 teachers, write and keep anecdotal records pertaining to their pupils.
6. Approximately 45%, of a total of 166 teachers, believe that anecdotal records should be filed in the record folder as part of the material to be sent on to the pupil's next teacher.
7. Approximately 45% of the teachers write annual summaries of a general nature concerning their pupils, although not always for every pupil.
8. Approximately 59%, of a total of 158 teachers, think that an annual written summary about each pupil would be of value.
9. Approximately 40% of the teachers show concern about the harm that may result from putting subjective material into the record folders, that is, these teachers believe there is too much danger of creating bias in the minds of the teachers receiving such material, which might result in an injustice being done to the pupil.
10. There are five items of information contained in the various record folders which most of the teachers consider to be of the most value. These items, with the approximate percentages of teachers so indicating, are as follows: the pupil's health record (66%); standardized mental test scores (54%); standardized achievement test scores (54%); information on home conditions and family background (53%); and teachers' comments about the pupil, including written social and character ratings, anecdotes, summaries, and so forth (47%).
11. Approximately 39% of the teachers consider the pupil's scholarship record to be the least valuable item contained in the record folders.

12. There are four items of information which many of the teachers desire to add to the record folders used in their schools. These items, with the approximate percentages of teachers so indicating, are as follows: a list of the pupil's special interests, abilities, experiences, and accomplishments (73%); a written record of the purposes and results of parent-teacher conferences (56%); a more complete record of the pupil's reading achievement, based either upon the results of standardized reading tests or upon check lists of books the pupil has read or both (52%); and a more complete record of the home conditions and family background of the pupil (51%).
13. Approximately 60% of the teachers bring their pupils' record folders up to date periodically throughout the school year, that is, information is added to the folder from time to time as it becomes available.
14. Approximately 59% of the teachers indicate that they do not have enough time during the school day to keep the record folders up to date; approximately 57% of this group desire released time during the school day for the purpose of working on the record folders.
15. Approximately 24%, of a total of 174 teachers, criticize the record folders used in their schools for the same reasons, namely, (1) the record folders do not have enough space for the teacher to write comments and to record the data, and (2) the record folders do not contain enough information.
16. The cumulative record systems now in use in the various schools visited are in need of considerable improvement. There is much discontent expressed by the teachers concerning both cumulative records in general as well as the specific cumulative records used in their respective schools. The teachers, in general, are not well satisfied with the format, construction, and scope of the record folders which they use.

The following conclusions are based upon the answers given by thirty elementary principals in as many schools, unless otherwise noted.

1. The cumulative record folders are located in teachers' respective rooms in 83% of the 60 schools visited.
2. Approximately 35% of the principals believe that their teachers have enough time to keep their record folders up to date.
3. The cumulative record folders are cleared periodically of irrelevant material in approximately 40% of the schools.
4. Approximately 50% of the principals encourage their teachers to write and maintain anecdotal records about the pupils.
5. In approximately 75% of a total of 25 schools, at least some individual case studies are being made.
6. When a pupil transfers to a new school, 73% of the principals keep the record folder until they receive a request for it from the new school. Only 50% of the principals send the complete original record folder to the pupil's new school.
7. Forty per cent of the principals find it difficult to obtain the record folders of those pupils transferring into their schools.

### Recommendations

In compiling the following list of recommendations, the writer has taken into account many of the personal impressions received during the course of the various interviews conducted with the teachers and principals, as well as the results of the study itself. In addition, the writer considered the many miscellaneous comments, which

were often made by the various teachers and principals, even though these comments were not necessarily related to the list of questions asked of them.

It is recommended that:

1. All teachers be made cognizant, through in-service training, of the value of cumulative records as an aid in helping them to become better acquainted with their pupils, especially at the beginning of the school year, and in helping them to assist their pupils in solving their problems.
2. All teachers, especially those in any three consecutive grades, become well acquainted with each other in order that no misunderstandings or biased opinions may result from information contained in the record folders.
3. Teachers be instructed, through in-service training, in the proper methods of writing and interpreting anecdotal records and annual written summaries about the pupils. If this is done, the teachers may appreciate more fully the potential value of such material. Special emphasis should be placed upon how to write and interpret anecdotes and summaries objectively.
4. Teachers be encouraged to enter data in the record folders as soon as possible after it is acquired, for otherwise much potentially valuable information may be forgotten.
5. All teachers be allowed a minimum of two free periods a week for the purpose of working on their cumulative record folders. First grade teachers are particularly in need of more released time because they are responsible for entering much of the original information in the record folders.
6. All schools and districts make a teacher evaluation of the cumulative record forms that they now use in order that these forms may be improved so as to better meet the needs and desires of the teachers who have to use them.

7. All cumulative record folders be filed in the teachers' respective rooms and not in the office, with the further recommendation that a filing cabinet for the record folders be provided in each teacher's room.
8. The principal and teacher work cooperatively in keeping the record folders well organized and free from irrelevant material.
9. More special services be made available to the schools and districts for the purpose of making case studies of individual pupils.
10. A standardized method be established for the exchange of record folders between the various schools or districts within the state so that the pupil's cumulative folder may more easily follow him when he transfers to a new school. It should be made mandatory that all schools or districts, large or small, send the complete original record folder, or a complete transcript thereof, to the pupil's new school upon receipt of a request.
11. Increased effort be made by state officials to obtain permission from the U. S. Post Office Department to use third class mail rates for cumulative record folders when mailed from school to school.
12. The State Department of Education in Oregon re-evaluate carefully its Oregon School Register and Record Book for the purpose of determining what information is truly essential. Particular attention should be directed toward the elimination of all information in the school register which is already contained on the State cumulative record forms.
13. The State Department of Education in Oregon make a teacher evaluation of its two present cumulative record forms for the purpose of developing one comprehensive record folder which should be supplied free of charge to all schools and districts upon request. An effort should be made to get as many of the schools and districts to use the State folder as possible in order that increased standardization may be achieved.

### A Proposed Guidance Folder for Elementary Schools

As the concluding feature of this study and as the fulfillment of the basic problem, the writer developed an elementary school guidance folder, based primarily upon the opinions of one hundred eighty selected Oregon teachers. With respect to the format, construction, and scope of this guidance folder, the writer attempted, as much as possible, to take into account all of the significant suggestions and criticisms which the teachers offered concerning either their own cumulative record folders or the sample forms which were shown to them. Also, due consideration was given to those items which the teachers indicated to be of the most value to them and those of the least value, as well as to those items which they indicated would be worthwhile additions to the record folder. However, in developing some of the more detailed items in the folder, it was desirable, at times, to consider the opinions of authorities in the field of guidance services. The writer wishes, however, to emphasize again that this folder is primarily based upon the theoretical type of folder which the teachers indicated that they would like to have.

The writer's proposed guidance folder consists, first of all, of an expanding filing packet, pleated once at the sides, and large enough to accommodate easily all standard letter size material. The pupil's name is to be printed

at the top on the front face of the packet. (Based upon the results of Question 17, particularly under the section entitled, "Form A liked the best", page 50) The following minimum items should be filed in the packet:

1. The pupil's Oregon School Health Record Card, which is supplied by the state. (Based upon the results of Question 10, page 37)
2. A record of the purposes and results of significant conferences between teachers and parents. (Based upon the results of Question 12, page 41)  
A simple mimeographed form with ample space for writing is all that is needed and it can be supplied by each school or district. This form should contain at least the following minimum headings: date, name of teacher, name of parent, purpose of conference, and results of conference.
3. Any anecdotal material or annual summaries.  
Whether or not such material, especially anecdotal records, should be sent on to the next teacher is a decision to be made by each individual teacher. (Based upon results of Questions 7 and 9, pages 34 and 36, respectively)
4. A check list of the books that the pupil has read. (Based upon the results of Question 12, page 41)  
Of necessity, this check list would have to be developed by each school or district in light of

the books which are available. It is the writer's opinion that such a check list would be of little value unless an evaluation were made from time to time to determine the pupil's comprehension of the material.

5. The two permanent pupil record cards made of heavy index card material, size  $8\frac{1}{2}$ " by 11", as shown on pages 83 through 86.
6. A sheet of instructions on how to use and record the data in the two above record cards. The need for such a sheet of instructions is mentioned by Traxler, "The desirability of having a manual for the cumulative record is emphasized by all specialists in guidance". (14, p.224) A suggested form to be used with these two cards is shown on pages 80 through 82.

An explanation of the two permanent pupil record cards mentioned in item 5 above, including the reasons why they were so constructed, is as follows:

Card 1, Side A (page 83) is composed entirely of personal data on the pupil and of information about his home conditions and family background. This was done because of the need for this kind of comprehensive information as indicated by the results of Questions 10, 11, and 12, pages 37, 38, and 41, respectively. However, because the teachers were not asked about



the specific items that should be included with respect to this section, the writer based his selections upon information contained in various source materials on this particular aspect of cumulative records. The chief source consulted was the Handbook of Cumulative Records put out by the U. S. Office of Education. (15) As an aid in selecting the items to be used, the writer also examined many cumulative record forms which are in use today throughout Oregon and the rest of the United States. Access to most of the various forms in the latter category was obtained through the use of the Loan Kit No. 9 on Guidance Records which was supplied to the writer, upon request, by the U. S. Office of Education. However, additional forms were contained in Traxler's volume, Techniques of Guidance (14, pp.216-233) and in the Handbook of Cumulative Records (15, pp.90-104). Some of the forms used in Oregon are shown in Appendices E through L.

Card 1, Side B (page 84) is made up of the following items: the pupil's attendance record; a record of the schools attended by the pupil, the pupil's special interests, and experiences, abilities and accomplishments; and the results of standardized tests, including academic aptitude, reading, and achievement tests. It should be noted that the space provided for achievement tests

may also be used for the results of personality or interest tests, if necessary.

The writer included the section for the pupils' special abilities, interests, and so forth because of the results obtained from Question 12, page 41. The results of Questions 10 and 11, pages 37 and 38, respectively, formed the basis for the inclusion of the section for standardized tests. The separate section allowed for standardized reading tests was based particularly upon the results of Question 12, page 41. The writer did not base the sections containing the pupil's attendance and record of schools attended particularly upon the results of the study but upon the comments of authorities in the field. An attendance record was included because it does have importance and it takes up very little space on the card. For example, one authority states, "The main purpose of noting attendance in a personnel form is to provide a notation of long periods of absence or of frequent tardiness, since these items of information sometimes help in the interpretation of problems of pupil adjustment". (14, p.220) A record of schools attended was included primarily for the same reason.

Card 2, Sides A and B is to be used exclusively for teacher comments about the pupil. Its construction was based upon the results of Questions 9, page 36, 10, page 37,

11, page 38, and Question 17, under "Form B liked the best", page 51. The results of Questions 16 and 17, pages 46 and 50, respectively, were also considered with respect to the criticisms given by many teachers concerning the lack of space, in which to write comments, both on the record folders they were using and the sample forms that were shown to them. However, favorable comments were also taken into consideration.

The chronological arrangement of both cards by years was based both on the results of Question 17, under "Form C liked the best", page 52, and on various written source materials on the subject of cumulative records. The following comment was found in one source, "One of the most helpful contributions to record keeping that has ever been made is the principle of organization according to time sequence". (14, p.230) The writer limited the time coverage of the record cards to grade one through grade eight primarily because the majority of elementary schools in Oregon are organized on an eight-grade basis. One item, contained in the vast majority of cumulative record folders, is conspicuous by its absence, that is, a record of the pupil's school grades. The writer did not include this item because of the results obtained from Questions 10 and 11, pages 37 and 38, respectively.

The writer would like to point out that the

reproductions of the cumulative record cards were made from oversized drawings and, consequently, the spacings of the various sections are not perfectly true. If the cards were actually printed, more space to write would be available. In conclusion, the writer wishes to point out that the two permanent record cards are not considered to be perfect, and further modification and improvement would no doubt result if the cards were put into actual use.

The pages immediately following contain a manual of directions to go with the two permanent record cards and the reproductions of the cards themselves.

A SUGGESTED MANUAL OF DIRECTIONS  
TO BE USED WITH  
THE TWO PERMANENT CUMULATIVE RECORD CARDS

In using these two forms, each teacher is to record data only in the appropriate column or section which corresponds to the particular grade level taught by that teacher. Data should be recorded in pencil whenever there is reason to believe that such information will change during the course of the year. In recording data, the term "same" should be used if the information has not changed from the previous year.

Abbreviations used on the personal data and family background card and the meanings thereof:

Items 12, 16, and 20	- (M) male
Items 13, 17, and 21	- (F) female
Item 30	- - - - - Acad. Apt. Tests:
	academic aptitude tests
	CA : chronological age
	MA : mental age
	IQ : intelligence quotient
	%ile : percentile
Items 31 and 32	- - - Sc : score
	GP : grade placement
	%ile : percentile

Instructions for obtaining data:

To obtain the data to be entered under items 1 through 29 on the personal data and family background card, it is recommended that each school use an individual pupil data blank to be filled in by the pupil, when possible, or by the parents or guardians. The pupil should be made to realize that the cumulative record folder is really his folder and, therefore, he should assume some responsibility with regard to its maintenance. It is realized that much of this information may be difficult to obtain even with the use of a pupil data blank. There are, however, other sources of information which may be used, such as enrollment records, records of counseling interviews, case studies, and home visits by the teacher. Not all of the information in items 1 through 29 will necessarily be obtained in any one year, if ever, but an endeavor should be made to get as much information as possible.

Personal data and family background card.

Instructions to be followed with respect to specific items:

- |                      |   |
|----------------------|---|
| Item 1:              | In the section concerning the pupil's birth certificate, place a check mark, in pencil, by the appropriate answer.  |
| Item 2:              | Indicate whether "mother" or "stepmother" by placing an <u>X</u> in the appropriate square.   |
| Item 3:              | Indicate whether "father" or "stepfather" by placing an <u>X</u> in the appropriate square.   |
| Items 2 through 5:   | It is suggested that all information be entered in pencil in case changes are necessary.  |
| Items 8 and 9:       | Use terms "married", "separated", or "divorced".  |
| Items 11 and 13:     | Use term "homemaker" if applicable.   |
| Items 14 through 17: | Indicate highest grade completed.   |
| Items 18 through 21: | Use terms "poor" or "good". In case further explanation is necessary it should be entered in the appropriate grade level section on the teachers' comments card.  |
| Item 22:             | Use terms "lower", "middle", or "upper".  |
| Item 26:             | A special note should be made in the appropriate grade level section on the teachers' comments card of any consecutive absence of ten or more school days, with the reason for such absence. Excessive tardiness should be recorded also. |
| Item 27:             | Include name of school, town or city, and state.  |

Items 30 through 32: It is recommended that the complete test booklet be included in the record folder whenever possible. If not the booklet itself, the test score profile sheet should definitely be included.

Item 32: The results of personality and interest tests may be included in this section if necessary.

Teachers comments card: Any explanatory material with respect to items 1 through 32 may be written in the appropriate grade level section. The date when the material is entered should be included also. If space is available at the end of the year, the teacher may write a general summary about the pupil. At the end of the year, the teacher is to sign the comment section used.

Card 1, Side A



[illegible]

Card 1, Side B

		GRADE 1	19	-19	GRADE 2	19	-19	GRADE 3	19	-19	GRADE 4	19	-19	GRADE 5	19	-19	GRADE 6	19	-19	GRADE 7	19	-19	GRADE 8	19	-19					
26. DAYS ABSENT																														
27. RECORD OF SCHOOLS ATTENDED WITH DATES																														
28. SPECIAL INTERESTS AND EXPERIENCES																														
29. SPECIAL ABILITIES AND ACCOMPLISHMENTS																														
30. ACAD. APT. TESTS	NAME OF TEST	DATE GIVEN	FORM	CA	MA	IQ	%ILE	NAME OF TEST	DATE GIVEN	FORM	CA	MA	IQ	%ILE	NAME OF TEST	DATE GIVEN	FORM	CA	MA	IQ	%ILE	NAME OF TEST	DATE GIVEN	FORM	CA	MA	IQ	%ILE		
	GRADE 1							GRADE 2							GRADE 3							GRADE 4								
	GRADE 5							GRADE 6							GRADE 7							GRADE 8								
	GRADE 8							GRADE 9							GRADE 10							GRADE 11								
31. READING TESTS	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE
	GRADE 1						GRADE 2						GRADE 3						GRADE 4					GRADE 5						
	GRADE 5						GRADE 6						GRADE 7						GRADE 8					GRADE 9						
	GRADE 8						GRADE 9						GRADE 10						GRADE 11					GRADE 12						
32. ACHIEVEMENT TESTS	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE	NAME OF TEST	DATE GIVEN	FORM	SC	GP	%ILE
	GRADE 1						GRADE 2						GRADE 3						GRADE 4					GRADE 5						
	GRADE 2						GRADE 3						GRADE 4						GRADE 5					GRADE 6						
	GRADE 3						GRADE 4						GRADE 5						GRADE 6					GRADE 7						
	GRADE 4						GRADE 5						GRADE 6						GRADE 7					GRADE 8						
	GRADE 5						GRADE 6						GRADE 7						GRADE 8					GRADE 9						
	GRADE 6						GRADE 7						GRADE 8						GRADE 9					GRADE 10						
	GRADE 7						GRADE 8						GRADE 9						GRADE 10					GRADE 11						
	GRADE 8						GRADE 9						GRADE 10						GRADE 11					GRADE 12						
	GRADE 9						GRADE 10						GRADE 11						GRADE 12					GRADE 13						
	GRADE 10						GRADE 11						GRADE 12						GRADE 13					GRADE 14						
	GRADE 11						GRADE 12						GRADE 13						GRADE 14					GRADE 15						

Card 2, Side A

## TEACHERS COMMENTS

GRADE 1 19 -19

TEACHER :

GRADE 2 19 -19

TEACHER :

GRADE 3 19 -19

TEACHER :

GRADE 4 19 -19

TEACHER :

Card 2, Side B

TEACHERS COMMENTS

GRADE 5 19 -19

TEACHER :

GRADE 6 19 -19

TEACHER :

GRADE 7 19 -19

TEACHER :

GRADE 8 19 -19

TEACHER :

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## APPENDICES

## APPENDIX A

## QUESTIONS DIRECTED TO THE TEACHER

1. Are you in favor of having a cumulative record system for the pupils in your school?
2. Do you examine the cumulative record folder of each member of your new class as a regular part of your work at the beginning of the school year?
3. If you do examine them at the beginning of the year, approximately how much time elapses before you complete your examination of all the folders?
4. If a serious problem involving one of your pupils arises during the year, do you always refer to the particular pupil's record folder before you plan your course of action?
5. Do you ever find it necessary to take any of the record folders back to the teacher who had your pupils the previous year for the purpose of consultation concerning the information in the folders?
6. Do you write and keep any anecdotal records pertaining to your pupils?
7. If anecdotal records are kept, do you think that they should be filed in the record folders as part of the material to be sent on to the next teacher?
8. Do you make an annual written summary of a general nature about each of your pupils, that is, a summary which would be put in each pupil's record folder and then sent on to the pupil's next teacher?
9. Do you think that such a written summary is or would be a valuable asset to your record folders?
10. Which portions of the cumulative record folder do you consider to be of the most value to you?
11. Which portions of the record folder do you consider to be of the least value to you?
12. Is there anything that you would like to see added to the cumulative record folders in your school?

13. At what times during the school year do you enter the major portion of the information in the record folders?
14. Do you have enough time during the school day to keep your record folders up to date?
15. If at the present time there is not enough time available, would you prefer to have some released time during the school day for the purpose of working on your record folders, or would you prefer to have some clerical assistance instead, or would you want both?
16. Do you have any criticisms regarding the format, construction, or scope of the record folder used in your school?
17. What is your reaction with regard to the format, construction, and scope of these representative cumulative record forms?
18. Do you have any further comments to make regarding cumulative records?

## APPENDIX B

## QUESTIONS DIRECTED TO THE PRINCIPAL

1. Where are the cumulative record folders filed?
2. Do you think that your teachers have enough free time during the school day to keep their record folders up to date?
3. Who, if anyone, is responsible for the elimination of any irrelevant material that may accumulate in the record folders?
4. Do you encourage your teachers to write anecdotal records pertaining to their pupils?
5. Is it your policy to make an individual case study of any pupil who has an unusual problem?
6. When a pupil transfers from your school to another district, county, or state, what procedure do you follow in sending the pupil's record folder to his new school?
7. Is it your policy to send to the pupil's new school the complete original record folder, a transcript of the folder, or only an abstract of it?
8. Do you have any difficulty in obtaining the record folders of those pupils who transfer into your school?
9. Do you have any further comments to make regarding cumulative records?

# APPENDIX C

NUMBER OF TEACHERS AND PRINCIPALS INTERVIEWED WITH  
RESPECT TO COUNTY, COMMUNITY OR SCHOOL DISTRICT, CLASS OF  
DISTRICT, NUMBER OF SCHOOLS VISITED, AND TYPE OF CUMULATIVE RECORD FORM USED

County	Community or School District	Class of District	No. of Schools Visited	No. of Teachers Inter- viewed	No. of Principals Inter- viewed	Cumulative Record Form Used by Teachers	
						Form	Appendix
Benton	Corvallis	First	3	9	2	B	F
			A	4	1		
			B	3			
			C	2	1		
	Philomath	Second	1	5	1	E	I
	Monroe	Second	1	2		E	I
	Inavale	Third	1 (3 room)	3		E	I
	Independent	Third	1 (1 room)	1		E	I
Clackamas	Oregon City	First	2	6	1	F	J
			A	4	1		
			B	2			

	Milwaukie	First	2		6	1	F	J
				A	4	1		
				B	2			
	Gladstone	Second	1		3	1	F	J
	Concord	Second	1		3	1	F	J
	Barlow	Third	1		2		F	J
				(2 room)				
Lane	Eugene	First	3		12	2	C	G
				A	4	1		
				B	4	1		
				C	4			
	Springfield	First	1		3	1	E	I
	Bethel	First	1		2		E	I
	Creswell	Second	1		2		E	I
	Pine Grove	Third	1		1		E	I
				(1 room)				
Linn	Albany	First	3		10	2	A	E
				A	4	1		
				B	4	1		
				C	2			

	Lebanon	First	1	5	1	E	I
	Halsey	Second	1	2		E	I
	Harrisburg	Second	1	2		E	I
	Lake Creek	Third	1 (1 room)	1		E	I
Marion	Salem	First	3	12	2	H	L
			A	4	1		
			B	4	1		
			C	4			
	Silverton	First	1	3	1		(Not shown)
	Aumsville	Second	1	2		D	H
	Hazel Green	Third	1 (3 room)	2		D	H
	Lake Labish	Third	1 (1 room)	1		D	H
Multnomah	Gresham	First	2	8	1	E	I
			A	4	1		
			B	4			
	Russellville	First	1	4	1	E	I



	Sylvan	Second	1	4	1	E	I
	Skyline	Second	1	2	1	E	I
	Bonny Slope	Third	1 (4 room)	2		E	I
Polk	Dallas	First	2	8	1	E	I
			A B	4 4	1		
	Independence	First	1	3	1	D	H
	Falls City	Second	1	4	1	E	I
	Rickreall	Third	1 (4 room)	3		E	I
	Oak Grove	Third	1 (2 room)	2		E	I
Washington	Hillsboro	First	2	8	1	G	K
			A B	4 4	1		
	Forest Grove	First	1	4		D	H
	Tigard	Second	1	4	1	D	H

Yamhill	Tualatin	Second	1	3	1	D	H
	Hill	Third	1 (1 room)	1		D	H
	McMinnville	First	2	6	1	D	H
			A	4	1		
			B	2			
	Newberg	First	2	6	1		
			A	3	1	D	H
			B	3		(Not shown)	
	Carlton	Second	1	4	1	D	H
	Dayton	Second	1	3	1	E	I
	Chehalem Center	Third	1 (2 room)	1		D	H

Totals							
9	45	First 18	33	115	20	A	10
		Second 15	15	45	10	B	9
		Third 12				C	12
		(1 room)	5	5		D	34
		(2 room)	3	5		E	69
		(3 room)	2	5		F	20
		(4 room)	2	5		G	8
			60	180	30	H	12
						Not shown	6
							180

## APPENDIX D

NUMBER OF TEACHERS INTERVIEWED  
 ACCORDING TO SEX AND TO  
 GRADE OR GRADES TAUGHT

Grade or Grades Taught	Women	Men	Total
1	22		22
2	21		21
3	22		22
4	18		18
5	22	1	23
6	13	6	19
7	9	10	19
8	7	5	12
1 & 2	4		4
1,2,3 & 4	2		2
1 thru 8	5		5
3 & 4	2		2
3,4 & 5	1		1
4 & 5	1		1
5,6,7 & 8	2	1	3
6,7 & 8	1	1	2
7 & 8	<u>1</u>	<u>3</u>	<u>4</u>
	153	27	180
Principals	10	20	30

## APPENDIX E

The following cumulative record folder is used by the Albany public schools, Albany, Oregon. It consists of a 9" x 12" manila folder, which is printed on the two inside faces, pages 99 and 100, and of an 8½" x 11-3/4" packet which is printed on both outside faces, pages 101 and 102. All miscellaneous material is to be inserted in the packet which is in turn to be put inside the manila folder. It is designated as FORM A.

Family Name	First	Middle
-------------	-------	--------

## DATE RECORD STARTED

DATE RECORD STARTED																		
Date	Student Lives With			Relation	Local Address		Phone	Date of Birth	Month	Day	Year	Sex	Brothers		Sisters			
								Place of Birth	City			State		Name	Birth Date	Name	Birth Date	
								Church Attended	Student	Father	Mother							
								Family Physician										
								Language(s) spoken in home										
								Physical Handicaps (if any)										
	Name			Date of Birth		Place of Birth		Nationality		Year Came to Community			Occupation		Education			
Father																		
Mother																		
Guardian																		
	Father and Mother Married			Father Deceased		Mother Deceased		Parents Separated		Divorced			Step-father		Step-mother			
Date																		
	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade
Vocational Interests																		
Special Abilities																		
Accomplishments																		
Leadership																		
Points Which Need Improvement																		
School Activities Interests																		
Out of School Activities and Interests																		
Personality Changes if any and Causes																		
Part time work Reasons for and Hours																		
Pals																		
Health Problems of Student and Family																		

	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade	19	-19	Grade
Vocational Interests																		
Special Abilities																		
Accomplishments																		
Leadership																		
Points Which Need Improvement																		
School Activities Interests																		
Out of School Activities and Interests																		
Personality Changes if any and Causes																		
Part time work Reasons for and Hours																		
Fals																		
Health Problems of Student and Family																		
Amount of Education Anticipated																		

APPENDIX E

FAMILY NAME

FIRST

MIDDLE

FULL SIZE  
PHOTOGRAPHS

DATE  
TAKEN

DATE  
TAKEN

DATE  
TAKEN

[illegible]



## APPENDIX F

The following cumulative record card is used by the Corvallis public schools, Corvallis, Oregon. It is an 8½" x 11" card which is printed on both sides. It is designated as FORM B.

## APPENDIX F

### ELEMENTARY CUMULATIVE RECORD

Corvallis Public Schools

### Corvallis, Oregon

Name of Child						Date Entered	Grade
Surname		First Name		Middle Name			
Date of Birth		Place of Birth				Birth Certificate Registered	Yes No
Month		Day		Year		Town	State
Mother		Nationality		Occupation			
Father		Nationality		Occupation			
Guardian if other than parent				Occupation			
Number of older brothers		Younger brothers		Older sisters		Younger sisters	
Others in home:		Language other than English spoken in home					
Broken home: No		Yes		Date		Cause: Death	Divorce Separation

### Personality Record

+ Indicates satisfactory growth  
✓ Indicates need for improvement

AS AN INDIVIDUAL						AS A MEMBER OF A GROUP					
<b>Year</b>						<b>Year</b>					
<b>Grade</b>						<b>Grade</b>					
1. Takes pride in work						1. Works and plays with others					
2. Is accurate						2. Is willing to share					
3. Completes work						3. Is courteous					
4. Is in place and ready for work at right time						4. Claims only his share of attention					
5. Makes good use of free time						5. Has pride in class accomplishments and school activities					
6. Responds promptly and cheerfully to school regulations						6. Respects the property of others					
7. Has self-confidence											
8. Takes care of personal belongings											
9. Has self control											
10. Gives proper attention to personal appearance						Disabilities					

### Comments on Personality Traits

## APPENDIX F

[illegible]

**Scholarship Record (Spring)**

[illegible]

### Comments on Scholarship Abilities

[illegible]

## APPENDIX G

The following cumulative record card is used by the Eugene public schools, Eugene, Oregon. It is an 8-3/4" x 11" card which is printed on both sides. It is designated as FORM C.

Name	Last	First	Middle	Birthdate	Birthplace	Church	Grade Completed	B. Brothers	Birthdate	Sisters	Birthdate
1. Pupil											
2. Father											
3. Mother											
4. Guardian											
5. Sex	6. Race	7. Tracer	Date of Enrollment	School	School Last Attended	City	State				
FAMILY RECORD (TO BE ENTERED BY THE TEACHER EVERY YEAR)											
Date	K	1	2	3	4	5	6	7	8	9	
9. Family Status											
10. Father's Occupation											
11. Mother's Occupation											
12. Home Conditions											
13. Comments											
DISABILITIES											
14. Reading											
15. Speech											
16. Emotional											
17. Physical Defects											
18. Other Disabilities											
19. Help Given											
20. Present Condition											
ATTENDANCE RECORD											
21. Days Attended											
22. Days Absent											
23. Times Tardy											
24. Aspects of Attendance											
25. Teachers'											
26. Signature											
27. Date	28. Address	29. Telephone	30. Withdrawals—Transfers to	31. Date	32. Reenters—School	33. Date					
PUPIL'S CUMULATIVE RECORD OF THE EUGENE, OREGON, ELEMENTARY AND JUNIOR HIGH SCHOOLS											

APPENDIX G

34. Name				35. Birthdate				36. Verification																												
37. Ability Tests	1 Test	MA	IQ	Date	2 Test	MA	IQ	Date	3 Test	MA	IQ	Date	4 Test	MA	IQ	Date	5 Test	MA	IQ	Date	6 Test	MA	IQ	Date	7 Test	MA	IQ	Date	8 Test	MA	IQ	Date	9 Test	MA	IQ	Date
	Det.				Lang.				Lang.				T.																							
38. Educational Tests	Test	GP			Test	GP			Test	GP			Test	GP			Test	GP			Test	GP			Test	GP			Test	GP			Test	GP		
	Readiness				Readiness				Readiness				A				A				A				A				A				A			
													B				B				B				B				B				B			
													C				C				C				C				C				C			
													D				D				D				D				D				D			
39. School Progress	Reading				Reading				Reading				Reading				Reading				Mathematics				Math.				Math.				Math.			
	Numbers				Numbers				Numbers				Arithmetic				Arith.				Mathematics				Math.				Math.				Math.			
	Music				Mus.				Mus.				Mus.				Mus.				Mus.				Mus.				Mus.				Mus.			
	Art				Art				Art				Art				Art				Art				Art				Art				Art			
	Soc. Living				S. L.				S. L.				S. L.				S. L.				S. L.				S. L.				S. L.				S. L.			
	Health				H.				H.				H.				H.				H.				H.				H.				H.			
	Phys. Ed.				P. E.				P. E.				P. E.				P. E.				P. E.				P. E.				P. E.				P. E.			
												Science				Sc.				Sc.				Sc.				Sc.				Sc.				
40. Promotion Reason for Retention																																				
41. Class Behavior																																				
42. Special Abilities and Interests																																				
43. Personality Traits																																				
44. Needs Help With																																				
45. Behavior Modified By																																				
46. Referred To																																				

## APPENDIX H

The following cumulative record folder is a State form issued by the State Department of Education, Salem, Oregon. It is a  $9\frac{1}{2}$ " x  $11\text{-}\frac{3}{4}$ " manila folder which is printed on the two inside faces. It is designated as FORM D.

[illegible]

Sex	Birth Certificate Issued at:							
Place of Birth					Date of Birth			
Indicate child's position in family by circle.								
Place check above total number of children in family.								
Underline boys.		1	2	3	4	5	6	7 8
Parent or Guardian:					Occupation			
Others in the home:								
Language spoken in home:								
Broken home: Yes _____ No _____ Cause: Death _____ Divorce _____								

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

[illegible]



# Standardized Test Records

										PROFILE CHART									
										2	3	4	5	6	7	8	9	10	
Name of test																			
Form																			
Year given																			
Month given																			
Grade in school																			
Test Grade Placement																			
Paragraph Meaning																			
Word Meaning																			
Average Reading																			
Language Usage																			
Arithmetic Reasoning																			
Arithmetic Computation																			
Average Arithmetic																			
Literature																			
Social Studies I																			
Social Studies II																			
Average Social Studies																			
Science																			
Spelling																			

DUTIES AND RESPONSIBILITIES			GENERAL REMARKS	
Grade	In the Home	Outside the Home		
1				
2				
3				
4				
5				
6				
7				
8				

## APPENDIX I

The following cumulative record card is a State form issued by the State Department of Education, Salem, Oregon. It is a 5" x 8" card which is printed on both sides. It is designated as FORM E.

[illegible]

## APPENDIX I



## APPENDIX J

The following cumulative record folder is used by the Clackamas County public schools, Clackamas County, Oregon. It is a 9 $\frac{1}{4}$ " x 12" manila folder which is printed on one outside face only. It is designated as FORM F.



## APPENDIX K

The following cumulative record card is used by the Hillsboro public schools, Hillsboro, Oregon. It is an 8" x 9-3/4" card which is printed on both sides and which folds in the middle. It is designated as FORM G.

## APPENDIX K

[illegible]



## APPENDIX K

[illegible]

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[illegible]

## APPENDIX L

The following cumulative record folder is used by the Salem public schools, Salem, Oregon. It is a 9" x 12" manila folder which is printed on one outside face only. It is designated as FORM H.

LAST	FIRST	MIDDLE
ALLEN	JOHN	DAVID
BROWN	JANE	ELIZABETH
SMITH	ROBERT	WILLIAM
WILSON	MARY	ANNE
JOHNSON	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
ROBERTS	WILLIAM	EDWARD
LEE	MARY	ANNE
WALKER	JOHN	DAVID
YOUNG	JANE	ELIZABETH
SCOTT	ROBERT	WILLIAM
GREEN	MARY	ANNE
ADAMS	CHARLES	FRANK
BAKER	HELEN	MARGARET
NEAL	EDWARD	JOHN
HARRIS	SARAH	JOHN
WATSON	WILLIAM	EDWARD
SPENCER	MARY	ANNE
PERKINS	JOHN	DAVID
COOPER	JANE	ELIZABETH
STEWART	ROBERT	WILLIAM
FRANKLIN	MARY	ANNE
ROBERTS	CHARLES	FRANK
DAVIS	HELEN	MARGARET
WILLIAMS	EDWARD	JOHN
CLARK	SARAH	JOHN
RO		

Date of Birth

MONTH DAY YEAR

FORM NO. 18

Name	Address	Occupation	Race	Last Grade Completed	Marital Status	Language Spoken at Home
Father						
Mother						

With whom is child living if other than parents? \_\_\_\_\_ Why? \_\_\_\_\_ Relationship? \_\_\_\_\_

What is the number of children in the home: Boys? \_\_\_\_\_ Girls? \_\_\_\_\_ What is ordinal position of this child? \_\_\_\_\_

**What other relatives live in the home?** \_\_\_\_\_

### Schools Attended Other than Salem

[illegible]

## Attendance Record in Salem Schools

(Enter every transfer made by a child, both between rooms and between buildings)

[illegible]