

A CRITICAL STUDY OF THE INDIVIDUAL REPORTS MADE BY
KANSAS ADMINISTRATORS TO PARENTS.

A THESIS

SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

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To Dr. Edwin J. Brown, Director of the Graduate Division of the Kansas State Teachers College of Emporia, the writer wishes to make acknowledgment of her gratitude and thanks for the kindly advice and friendly criticisms received throughout the course.

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M. R. W.

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CHAPTER I.

INTRODUCTION.

The Nature of the Study.

Often the writer has heard parents, teachers and administrators who are discussing report cards say, "What do we know about our child's work after reading the report card?" "What do the items mean?" "Why not use simpler terms?" "How can report cards be made to mean something definite?" "Does a grade of 90% in Arithmetic mean that the child knows 90% of the subject matter content?"

Teachers often wonder, how it is possible to give to the parent the most complete information covering the child's progress, granting that the teachers have the information which they wish to convey.

The problems confronting the administrators are, "What type of report card should be used in this school system?" "What are the essential items of a report card?" "Of what value are the reports to parents, pupils and teachers?" "What grade of paper is the most desirable to use?" "What size of card cuts to the most economic advantage?" "Which is better to use the card or booklet form?" "Is it desirable to use a uniform card through-out the same school system?" "Should letter reports replace report cards?"

All schools use some form of report card as a means of acquainting parents of their children's scholastic progress. At present, parents share with the teachers the responsibility of creating a favorable learning situation. If desirable methods of notifying parents of their children's progress are to be maintained, the report card must take an important part in the educational plan.

Originally the report card was a "deportment" card and prior to 1889 and later, teachers kept their pupils' records in a school register based upon one recommended by Horace Mann in his tenth report given in Connecticut Common School Journal of 1846. Since that day public instruction has made rapid strides along many lines but report cards have not kept pace. A larger percent of the parents are better educated; hence they are demanding a more complete progress chart of their children's work. The parents' demands in turn, are affecting the ideas of the school authorities. Such is indicated by the following quotation dealing with the subject of reports, taken from "Creating Effective Pupil Reports", by M. N. Holland:
1

"A report card, for example, should give more information about a pupil than his mere physical presence in school, and the record he achieved in scholastic

1. M. N. Holland, "Creating Effective Pupil Reports!"
BULLETIN OF DEPARTMENT ELEMENTARY SCHOOLS PRINCIPALS.
vol. 10, pp. 363. (April, 1931.)

5

subjects. As for the teacher, the question of what she is teaching and why, must be made clear in contacts with the parents to the end that growth shall be stimulated in each child whose life she touches,"

Hence the writer has as her main objective, the critical study of the status of the individual reports made by the Kansas school administrators to parents. The purpose is, to present an analysis of the individual reports now used; to make a comparison of the findings of this study with those of similar studies; and to conclude with possible recommendations.

Previous Studies.

²
Rowna Hansen² has made a recent study on "Report Cards for Kindergarten and Elementary Grades" in the United States. The purpose of her study was to gather facts which might be of service to those constructing new report cards. The study consisted of 628 report cards in use in 515 city school systems which are representative of all population sizes through-out the United States. Some of her findings will be used later for comparative study.

³
Chapman and Ashbaugh, in 1925 made a questionnaire study of "Report Cards in American Cities". They group-

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2. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades," BULLETIN OF UNITED STATES DEPARTMENT OF THE INTERIOR. Leaflet No. 41, pp. 1-24 (released January, 1932.)
 3. H. B. Chapman, E. J. Ashbaugh, "Report Cards in American Cities", EDUCATIONAL RESEARCH BULLETIN, vol. 4, pp. 289-93. Ohio State. (October 7, 1925.)

ed their study to include (1) university training institutions, (2) county school systems, and (3) cities of more than 10,000 population. They received 452 elementary school cards from 65 training schools and 436 cities and counties. Their table will be quoted in full.

⁴
E. J. Ashbaugh made a questionnaire study, "Parents and Pupils' Report Cards," in 1929 to determine what items of administrative and supervisory nature, according to parents' opinions, should be included on report cards. He distributed the questionnaires to the members of a County council of Parent-Teachers Associations. Then the questionnaires were circulated by the members of the Council among the parents who attended regular association meetings.

⁵
Frank Hendry, published a study of "Report Cards of the Royal Oak Public Schools" in 1929. It was the result of two years of research and experimentation on the part of a committee of teachers and principals cooperating with the superintendent to study report cards for the system. The writer will refer to Mr. Hendry's study again.

⁶
Mary N. Holland published a study, "Creating Effective

-
4. E. J. Ashbaugh, "Parents and Pupils' Report Cards," EDUCATIONAL RESEARCH BULLETIN. Ohio State. vol. 8, pp.143-6. (April 3, 1929.)
 5. Frank Hendry, "Report Cards of the Royal Oak Public Schools?" ELEMENTARY SCHOOL JOURNAL, vol. 29, pp. 603-9. (April, 1929.)
 6. Mary N. Holland, "Creating Effective Pupil Reports," BULLETIN OF DEPARTMENT ELEMENTARY SCHOOL PRINCIPALS, vol. 10, pp.363-71. (April, 1931.)

Pupil Reports," dealing with the construction of report cards in Detroit Public Schools.

7

Olive G. Williams made a questionnaire study, "Pupil Report and Supervision," in 1931. She circulated an inquiry blank among parents, teachers and administrators of a New York school. The questions asked for opinions on both the administrative and supervisory phase of report cards' use and construction.

8

A. O. Heck has written a book on "Administration of Pupil Personnel," devoting a chapter on reports to parents to which the writer will again refer.

Several other papers on report cards have been written, from which the writer will take quotations.

The Scope of the Study.

The scope of this study includes 319 report cards consisting of county elementary, primary, elementary, junior and senior high school cards from 180 first, second and third class cities of Kansas.

Table I gives the school plan of organization represented by the city schools from which cards were received.

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7. Olive G. Williams, "Pupil Reports and Supervision", BULLETIN OF DEPARTMENT ELEMENTARY SCHOOL PRINCIPALS, vol. 10, pp359-62. (April, 1931.)
8. A. O. Heck, Administration of Pupil Personnel. pp. 275-97. Ginn and Company, Chicago. 1929. 463 pp.

TABLE I.
 NUMBER OF CITY SCHOOLS IN KANSAS REPRESENTED AND
 THEIR PLAN OF ORGANIZATION.

Type of City	Plan of Organization.							Total
	8-2	8-2-4	8-4	6-6	6-3-3	6-2-2-2	6-2-4	
Class								
First	0	0	0	1	9	1	0	11
Second	1	1	26	7	24	0	10	69
Third	0	0	94	1	5	0	0	100
Total								180

There are only eleven first class cities in Kansas and from this study the writer infers that the 6-3-3 plan of school organization is preferred. Considering the second and third class cities represented in this study, 120 use the 8-4 plan, 29 use the 6-3-3 plan, and 10 use the 6-2-4 plan of the 169 represented.

Table II gives the number and kinds of cards used in this study by the writer.

TABLE II.
NUMBER AND KIND OF CARDS USED IN THIS STUDY.

Kinds of Cards	Number
County Elementary	89
Primary (city)	31
Elementary (city)	78
Junior High School	38
Senior High School	83
Total	319

Read table thus: Elementary cards were received from 89 counties of Kansas. Thirty-one primary cards were received from 31 city school systems. The remainder are interpreted in the same manner.

It is known to be a fact that a large percent of the elementary schools in the third class cities use the county card the same as the rural district schools.

Method of Procedure.

This study has been made in an attempt to answer the questions asked by administrators and teachers when they are either in doubt or are considering the selection of report cards. Letters were sent to city superintendents and principals of schools in first, second and third class cities and to county superintendents asking for report cards in use to be sent to the writer. The prin-

cipal problems considered are:

1. What are the essential items to be considered or recognized by educators?
2. What are the essential items upon which information is desired by parents?
3. Is it desirable to use uniform report cards?
4. What are the advantages of letter reports?
5. What distinction in subject matter materials should be made when used on report cards designed for:
 - a. Primary School
 - b. Elementary School
 - c. Junior High School, or
 - d. Senior High School level?
6. What system of marks should be adopted?
7. What is a desirable form and size of a report card?
8. Why give report cards at all?
9. What is a desirable report card make-up?
10. Should names of subjects be printed on the card?
11. What items of attendance should be used?
12. Should curriculum objectives be listed?
13. Should reports have a place for written messages to:
 - a. Parents, and
 - b. School Authorities?
14. What signatures are necessary?
15. Should graphs be used?
16. Should standard and general ability tests scores be placed on report cards?

17. To what extent are parents interested in the individual's ranking with the group?
18. Should character and health habits be placed on the report card?
19. Should general explanations be placed on the card or on a letter accompanying it?
20. How reliable are the grades found on report cards?

Sources of Data.

The greater percent of the data summarized in the tables, was gathered for the study from the 319 report cards collected from 180 cities and 89 county seats. Other tables from the several recent studies will be compared with those of the writer's construction.

Types of Data Collected.

The following types of data was obtained from the 319 report cards received, and from other sources previously mentioned:

1. Items of information desired on reports by parents.
2. Rank and percentage frequencies of certain personal and social traits which parents suggested.
3. Opinions on both the administrative and supervisory phase of report card use and construction.
4. Frequency with which Kansas schools and other schools send out report cards to parents.

5. Subject matter listed for pupil rating according to the several educational levels.
6. Methods of distributing marks.
7. The sizes and forms of report cards used in Kansas.
8. Terms used in reporting attendance in Kansas schools.
9. Frequency and kinds of messages to parents and teachers.
10. Kind and frequency of signatures.
11. Types of school organization represented by the cards.

Definition of Terms.

Administrative items of reports are those that deal with classification, attendance, age, and other items.

Supervisory items refer to those of scholarship, conduct, character and health habits.

The term administrator is used to refer to superintendents and principals who receive their authority directly from the board of education and who are in charge of the school system.

For use here, the writer defines booklet as being a small book consisting of two or more pages.

In this study the term school authorities refers to those in charge of the school system.

Scholastic subjects consists of subject matter content such as reading, arithmetic, geography and other similar subjects.

Curriculum objectives are those aims or goals set-up by the school authorities to be obtained through progress by the pupils in the many subjects.

Percentage frequencies refers to the percent of times out of the whole that the items appear.

Presentation of Data.

The writer's plan of study has been to give a presentation of the original data collected, as classified into statistical tables. An analysis or discussion accompanies each table. Then from the study and comparisons the writer has drawn conclusions and given recommendations.

CHAPTER II.

ESSENTIAL ITEMS OF REPORT CARDS.

Items Recognized by Educators.

In considering items on report cards, we find disagreement among educators as to essentials. All agree that scholarship, conduct and attendance should be listed, but it is questionable as to what else should be included. The tendency of educators seems to be to classify the essential items of report cards as administrative and supervisory.

¹
Dr. Cooper, Federal Commissioner of Education says:

"The most desirable report card to measure the educational progress of the individual pupil should be one of utmost simplicity."

²
Miss Hansen concludes that:

"The report card should offer a practical method (1) of offering constructive and suggestive help to parents, the child, and the teacher; (2) of rating all phases of growth and development, e.g., social, physical, emotional, intellectual; (3) of administration so that too much time in marking is not expected from the teacher."

³
O. G. Williams states:

"Briefly the basic principles, underlying use and construction of report cards, may be summarized as follows: (1) the reports should be broad, flexible, human-

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1. "Uniform System of Report Cards in School Urges"; in UNITED STATES DAILY, vol. VI, no. 268, p. 2, (January 16 1932.)
 2. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades." BULLETIN OF UNITED STATES DEPARTMENT OF THE INTERIOR. Leaflet no. 41, pp. 20. (Released January, 1932.)
 3. Olive G. Williams, "Pupil Reports and Supervision." BULLETIN OF DEPARTMENT ELEMENTARY SCHOOL PRINCIPALS, vol. 10, p 358. (April, 1931.)

itarian system measuring the progress and achievement in which the development of the child's welfare is of main importance; (2) aims of education should be considered and used as a guide in making a pupil report to the parent; (3) the report should be constructed in such a way that it will develop an understanding of the whole personality of the child; (4) the report should be in terms that are understood by both the pupil and the parent; (5) the report should aid the pupil in self-understanding and should stimulate him to a steady and continuous growth utilizing his various abilities; (6) the report should describe that which it purports to describe; (7) the report should be limited to that which can be reliably described; (8) report cards should have a few administrative items but must be largely supervisory in purpose."

4

A. R. Keppel in the article "Phase of Record Keeping"

says:

"In this matter of record keeping we shall consider the following: (1) What shall we keep? (a) general information (b) attendance (c) scholarship (d) educational and mental tests (e) health habits (f) discipline (g) character habits. (2) Why shall we keep them? It is data that is useful and valuable to those who attempt to better understand the child in an effort to be of greater service. (3) How shall we keep them? In some compact form."

5

A. L. Heer in a study on "Essential Elements of Report Cards," gives the following items to be considered in report card construction:

- " 1. Grading standards, while not directly connected with the card, will secure more nearly uniform marks.
2. Report cards should be sent out at least quarterly, but in such cases parents should be notified at shorter periods if the work is unsatisfactory.

-
4. A. R. Keppel, "Phase of Record Keeping", SCHOOL AND SOCIETY, vol. 29, pp.840-2. (June 29, 1929.)
 5. A. L. Heer, "Essential Elements of Report Cards", EDUCATIONAL RESEARCH BULLETIN, vol. II, p.297. (November 14, 1923.)

3. The group system of marking not interpreted in terms of percent should, preferably for the sake of uniformity, be the letters A, B, C, D, F.

4. In my opinion there should be an odd number of groups. Five steps, four in passing and one in failure is preferred.

5. What should be marked? Certainly more than scholarship, deportment and attendance. Others to be considered are application, health, cooperation, citizenship, initiative, attentiveness, personal appearance, knowledge of subjects, contribution to class, thoroughness and responsibility."

Items Desired by Parents.

6

According to E. J. Ashbaugh in "Parents and Pupils Report Cards," parents have definitely desired items and opinions as shown by tables III and IV reproduced from the above-mentioned study. These tables may be found on pages 20 and 21.

6. E. J. Ashbaugh, "Parents and Pupils Report Cards", EDUCATIONAL RESEARCH BULLETIN. Ohio State. vol.8, p.143. (April 3, 1929.)

TABLE III.

Items Desired by Parents on Reports.

Items	Percentage
1. Number of days present	82
2. Number of days absent	91
3. Number of times tardy	89
4. Accomplishments in subjects studied	
1) By letters meaning, excellent, good, etc.	55
2) By marks in percentages, 100, 90, etc.	41
3) By satisfactory or unsatisfactory, only.	4
5. Class average as well as the report of your child for each subject studied.	70
6. The results of standard tests giving	
1) Child's score and average of his class	64
2) Child's score and average of children over the country.	27
7. Results of general ability, or psychology tests giving	
1) Child's score and average of his class	59
2) Child's score and average of country.	30
8. Teacher's judgment of personal and social qualities. (more than)	50

Read table thus: 82% of the parents wanted the number of days present recorded. 91% wanted days absent given. Remainder of table reads, likewise.

Many teachers and administrators have hesitated about sending standard test and psychology test grades home to parents by means of the report card. From the above table the writer realizes that the parents wish to have the scores placed on the cards.

The parents were asked to suggest some personal or social traits that they wished the teachers would use when judging the children. They are noted in table IV.

TABLE IV.

Rank and Percentage Frequencies of certain Personal or Social Traits Which Parents Suggest.

Personal or Social Traits	Frequency	Rank
Effort or application	78%	1.0
Deportment	75%	2.0
Respect for authority	73%	3.0
Trustworthiness	70%	4.0
Accuracy	68%	5.5
Promptness	68%	5.5
Health	65%	7.5
Self-confidence	65%	7.5
Initiative	64%	9.0
Cleanliness	61%	10.5
Interest	61%	10.5
Cooperation	59%	12.5
Politeness	59%	12.5
Neatness	55%	14.0
Industry	52%	15.0

Read table thus: 78% of the parents suggested that effort or application should rank first. 75% ranked deportment as second. 73% ranked respect for authority as third.

The tables speak well for themselves as indicators of the wishes and opinions of parents. Most parents are really desirous of pupil reports that tell something definite. Neither the school nor the parents can accomplish much in the way of educating the students unless there exists hearty cooperation. It must be realized that the school life, home life, and play life of children are so interrelated that one part depends closely upon the others.

CHAPTER III.

DESIRABILITY OF UNIFORM REPORT CARDS.

As the educational program advances through the years there are those who are desirous that report cards be made more uniform. Perhaps it isn't advisable that the very same type of card be used throughout the United States as communities are so varied. Yet it is expedient to use the same type within the levels of the same school system and probably in the state. In this way pupils will be less liable of losing their credits when transferring from one school to another. It is more convenient to have uniform items on report cards.

1

Rowna Hansen in her study, "Report Cards for Kindergarten and Elementary Grades" gives her conclusions upon uniformity of report cards in the United States.

"A certain amount of uniformity of the cards within a single school system is desirable for such administrative purposes as transfer of pupils from one school to another. It is not to be expected that there would be rigid uniformity between school systems throughout the country. The report card should reflect the best accepted teaching practise in each system. - - - - - There seems to be no uniform practice as to the number of report cards used within the elementary grades by the 515 city school systems."

After studying the 319 cards from Kansas schools the

1. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades," BULLETIN OF UNITED STATES DEPARTMENT OF THE INTERIOR. Leaflet No. 41, p.2. (Released January, 1932.)

writer would conclude that more uniformity was found among the county elementary cards and the primary cards than among the other kinds. Most of the county elementary cards were forms which had been purchased by the county superintendent from the commercial supply houses of Kansas and Nebraska.

There are certain administrative and supervisory items which are acceptable in making uniform report cards so as to lessen the problems in transferring from one school to another. Citing an administrative item of marking, have a system of marking which can be transferred on a uniform credit basis. From a supervisory viewpoint, have subjects that are acceptable. There are other supervisory items which are not uniform for every school, yet are desirable, such as the curriculum objectives. By this the writer means that every school has certain curriculum objectives but each school does not emphasize the same, due to different environmental factors.

CHAPTER IV.

REPORT CARDS VERSUS LETTER REPORTS.

Many schools use letter reports to supplement report cards but only a few use the letter form in place of cards. Letter reports take more of the teacher's time if she is able to deal justly with each pupil. In case of departmental schools where pupils have a different teacher for each subject, it would not be economically advisable. However each teacher could make her report and send it to the home room teacher who would write and sign the letters for her group.

The faculty in Heaton School, Fresno, California, wrote letters to parents instead of sending cards in 1929-30. They considered their plan quite successful after one year and continued its use further.

R. B. Abbott¹ in the study "Experiment with Reports to Parents" summarizes his points on letter reports as follows:

"Letter reports: 1) puts emphasis on growth of the whole child; 2) are better psychologically because they look to the effect of the report on the child; 3) fit each individual child; 4) mark the child in terms of his ability and what should be expected of him-----rather than entirely on the basis of comparison with the class; 5) allow definite statements of the child's difficulties, whether academic, social or physical; 6) insure closer cooperation of

1. R. B. Abbott, "Experiment with Reports to Parents", BULLETIN OF DEPARTMENT OF ELEMENTARY PRINCIPALS, vol. 10, pp.350-2. (April, 1931.)

parent and school because of more definite statement of the child's difficulties; 7) allow parents to write information to teachers by providing space and encouraging parents to make comments; 8) allow teachers space to encourage the child by commenting on achievements other than those listed on ordinary report card; 9) require that the teacher would need to know the child better in order to write such a letter; 10) make the report a teaching act rather than a clerical job."

The letter is to be written on the principal's letter-head paper. It is to include a "section on the pupil's progress in subject matter and another emphasizing character habits, personal habits and social difficulties." The letters are to be written and signed by the teacher, which are read and approved by the principal before mailing. Space should be given to encourage parents to have special conferences with teachers. Most authorities feel that reports should be sent to all pupils every eight weeks and oftener to those having difficulties.

2

According to R. B. Abbott the disadvantages of letter reports are:

"That they take a great deal of time-----possibly more than teachers can afford; may not give parents satisfaction; may not drive the child to further effort; may allow the teacher to teach without keeping records of the progress of her pupils in subject matter; may be too personal."

So the possible advantages and disadvantages of letter reports are realized. Likewise it is true that report cards have positive and negative characteristics.

Some positive characteristics of report cards or booklets are: (1) that materials can be placed in a more graphic form, (2) more economical from the standpoint of teacher's time, (3) easily understood by parents and pupils, (4) indicators of pupil achievement, (5) progress charts, and (6) indexes of health, character and social habits.

Negative points of report cards are: (1) that there is an impractical system of marks, (2) that ~~term~~ used, lack definite meanings, (3) not reliable because teachers often fail to weigh their judgments, (4) not emphasizing sufficient items of information.

After considering the characteristics of both letter reports and report cards, the writer concludes that both have sufficient good qualities to warrant thoughtful comparison before making a definite decision as to which is the better. Many of the disadvantages of report cards can be overcome so they may be more desirable than letter reports in the future.

CHAPTER V.

REPORTS DESIGNED FOR VARIOUS LEVELS.

Subject Matter Listed for Pupil Rating.

The subject matter listed is for primary and kindergarten group of cards. You will note that 31 cards had

TABLE V.

SUBJECT MATTER LISTED FOR PRIMARY-KINDERGARTEN.

Subject Matter	Frequency
Music, rhythmic activities	38
Habits, attitudes desirable for citizenship	31
Reading, phonics, word study	17
Language, literature	15
Art, handwork	14
Arithmetic or numbers	13
Writing	12
Drawing and construction	8
English	7
Spelling	6
Games and Plays	3
Geography	2
Social studies, History	2
Nature study	1
Physical Training	1
Physiology, health habits	1

Read table thus: Music and Rhythmic activities were recorded 38 times on 31 cards. All 31 cards had habits and attitudes desirable for citizenship. Reading, phonics and word study were listed 17 times. The writer found that more than one term was used interchangeably on the cards.

"habits and attitudes desirable for citizenship" named.

Perhaps some reader will remark that the previously men-

tioned topic is not a subject, yet 5 cards devote space to it and do not list other subjects. However in the later grades citizenship and similar subjects are listed. Tables V and VI are used in a comparative manner. Table V was constructed by the writer from data received.

TABLE VI.

SUBJECTS LISTED ON 20 PRIMARY CARDS AND FREQUENCY.

Subject Matter	Frequency
Reading; silent; oral; phonics; seat work; care of books	27
Language; spoken; written; composition; English; memory selections	19
Numbers; number work; arithmetic	19
Music	16
Spelling; daily lists; general use	16
Writing	14
Drawing; art; handwork; handiwork; work with materials; painting; construction	14
Physical training; physical education; physical culture; physical activities; calisthenics	6
Health habits	2
Manual arts	1
Hygiene	1
History	1
Geography	1
Social studies	1
Civics	1
Auditorium	1

Read table thus: The items under reading appeared 27 times on the 20 cards. By this, it will be noted that more than one term is used to designate reading. Similar conditions are indicated by other subjects.

1

Table VI refers to Rowna Hansen's study on "Report

1. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades", BULLETIN OF UNITED STATES DEPARTMENT OF THE INTERIOR. Leaflet No. 41, p.2 (January, 1932.)

Cards for Kindergarten and Elementary Grades" as a comparative study with the writer's table V, noting some items of similarity.

Since some cards used more than one term as indicated by a numerical count of more than 20. Table V has fewer terms for curriculum subjects than table VI.

2

Miss Hansen says:

"The program of the kindergarten has always been more closely integrated than the program in the elementary grades. More emphasis has been placed on behavior or social development and achievement in subject matter as such has not been required."

Her statements closely agree with the observation made by the writer in her study.

In making a comparative study of tables VII and VIII, some similarities will be noted. Table VII contains the tabulated data from the 167 elementary cards studied by the writer. There were 89 county elementary cards and 78 city elementary cards. Table VIII on page 31 is taken from Rowna Hansen's study of "Report Cards for Kindergarten and Elementary Grades." She studied 84 elementary cards and found a great diversity of items.

2. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades", BULLETIN OF UNITED STATES DEPARTMENT OF THE INTERIOR. Leaflet No. 41, p.2. (January, 1932.)
2a. Hansen, op. cit. p.23.

TABLE VII.

SUBJECT MATTER LISTED ON COUNTY AND GRADE ELEMENTARY CARDS.

Subject Matter	Frequency
Social Science, citizenship, civics, history	393
English, language, grammar, composition, manuscripts	175
Reading, classics, literature, rhetorical, phonics	167
Mathematics, arithmetic	161
Spelling, assigned and applied	160
Writing	159
Geography	159
Physiology, health habits	156
Music, individual instrumental and class, orchestra, glee club	151
Drawing, drawing and art, art	137
Agriculture	106
Home economics, domestic science art	25
Manual Training	21
Physical Training, athletics	18
Nature study	9
Bible study	7
Elementary or General Science	3
Dramatics	1
Bookkeeping	1
School Planning	1

Writer's table.

Read table thus: Social Science, citizenship, civics and history appeared 393 times on the 167 cards. English and the various terms used for it were recorded 175 times.

All 89 county elementary cards had both Kansas and United States History listed since they are required for the county 7th and 8th grade examinations, while the city elementary cards used the term history with a space to be named by the teacher. The writer did not find as many varying terms used for the same subject as Miss Hansen found in her survey, as shown by comparing tables VII and VIII.

TABLE VIII.

SUBJECTS LISTED ON GENERAL ELEMENTARY CARDS.

Subject Matter	Frequency
History and civics; United States history; local State history; citizenship; civics; civil government; social studies; social science; current events; United States Constitution	120
Language; English; oral English; written English; oral language; composition; form of written composition; written language; grammar; literature; rhetorical; expression; memory selections; language-writing-spelling	117
Reading; oral reading; silent reading; reading for thought; reading and literature; word study; phonics	90
Arithmetic; oral arithmetic; mental arithmetic; written arithmetic; arithmetic processes; reasoning in arithmetic; formal arithmetic; mathematics; number; algebra	85

Spelling; spelling in composition; spelling and orthography; orthography	81
Writing; handwriting; penmanship	80
Geography; physical geography	77
Drawing; art; fine and industrial art; industrial arts; handwork; picture study	75
Music; band; orchestra	72
Physiology; hygiene; science and hygiene; hygiene and health; sanitation	68
Domestic science; home economics; household arts; domestic arts; clothing; sewing; food; cooking.	37
Manual training; manual arts; industrial; industrial work; handcraft; shop	37
Physical training; physical education; physical culture; gymnasium	29
Nature study; general science; science; nature work	28
Agriculture; agriculture-nature study;-physiology	17
Health education; health habits; cleanliness	14
Morals and manners; religious instruction; citizenship or morals and manners	4
Bookkeeping	2
Activity period	1
Supervised play	1
Latin	1
Auditorium	1

Read table thus: History and civics; and other modified terms were noted 120 times on 84 cards. Language and English appeared 117 times.

TABLE IX.

SUBJECT MATTER LISTED FOR JUNIOR-SENIOR HIGH SCHOOL CARDS.

Subject Matter	Frequency
Social science; civics; constitution; economics; history; sociology; United States history Problems of American Democracy and Constitution; Contemporary world civilization; world relations; citizenship	45
Science; general science; physics; physiology; biology; botany; chemistry; nature study; hygiene	35
English; book reports; grammar; dramatics; public speaking; journalism	28
Mathematics; algebra; geometry; arithmetics; Trigonometry	27
Commerce; parliamentary law; stenography; type-writing; commercial law; commercial arithmetic; bookkeeping	24
Physical training; physical education	18
Music, instrumental, vocal, orchestra	16
Geography; physical or industrial	16
Industrial arts; manual training; mechanical drawing; shop	16
Home economics; clothing; food; sewing; domestic art; domestic science	14
Drawing; drawing and art; art	10
Penmanship; writing; business writing	9
Reading; literature	6
Latin	6
Methods	3
Psychology	3
French	3
Spanish	2
Management	1

Read table thus: Social science and modified terms were recorded 45 times on the 21 cards studied. Science and related subjects had a frequency of 35.

Apparently there has not been any previous study made of subject matter content of junior-senior high

school cards so the writer has submitted her table on the topic. Of the 121 cards studied, only 21 had subject matter listed. The variety of terms used accounts for the numbers being greater than 21. The other 100 cards had space where names of subjects were to be written.

SYSTEM OF MARKS USED BY KANSAS CARDS.

In 1921, the "Kansas Uniform Grading Plan" was drawn up by a committee consisting of W. W. McConnell, E. J. Knight and J. L. Hutchinson,⁴ indorsed by the High School Principals' and City Superintendents' Sections of the Council of Administration which was held at Topeka in January of the same year. This plan defines education; names the main objectives of education; designates the grades A, B, C, D, and F and defines them according to the qualities of scholarship, initiative, cooperation, and individual development; recommends the distribution of grades by normal curve of frequency; and presents weighted credits as follows:

"Weighted credits suggested by the committee are:

1. Grade of A for unit subject, 1.2 units
2. Grade of B for unit subject, 1.1 units
3. Grade of C for unit subject, 1.0 units
4. Grade of D for unit subject, 0.9 units
5. Grade of F for unit subject, no credit."

⁴ W. W. McConnell, E. J. Knight, and J. L. Hutchinson, "Kansas Uniform Grading Plan," BULLETIN OF KANSAS STATE TEACHERS ASSOCIATION. p.2. (January, 1921.)

In some ways the cards show that this plan has been closely adhered to; however, there are many differences. One hundred and eight-four cards used the letters A.B. C.D. and F. in translated form. While these cards used the letters recommended by the "Kansas Uniform Grading Plan", yet they did not use the same uniform method of translation in all cases. The symbols I, II, III, and IV ranked next in order, having been used by 25 cards. The letters A, B, C, D, E, and E, G, M, P, F, tied for third place as they were used by twenty-one cards each.

All the letters and symbols are translated either in percent or descriptive words, designating qualities, and in some cases both are used. Many combinations of letters are used as will be shown in the writer's table X, page 36. Of the 319 cards studied by the writer, only 17 did not state the system of marks used. Three of the total number used the term percent without letters or symbols. A small percent of the cards used either plus and minus signs, or a check mark and star to indicate group work,

TABLE X.

METHOD OF REPORTING SCHOOL MARKS TO PARENTS.

Rating Method	Number Using	Percentage
1. Percentages	3	.94
2. Letters translated		
A.B.C.D.F.	184	57.68
A.B.C.D.E.	21	6.58
A.B.C.F.	5	1.56
A.AB.B.BC.C.X.F.	3	.94
A.B.C.NP.	2	.63
A.D.E.	1	.32
E.G.F.U.P	10	3.13
E.G.M.P.F.	21	6.58
E.S.G.M.F.	1	.32
E.S.F.P.	5	1.56
S.E.G.F.P.D.Failure	3	.94
S.U. or S.U.I.	5	1.56
S.VG.G.M.F.	1	.32
D.U.I.	3	.94
3. Symbols.		
x Av. -	2	.63
or	7	2.19
I.II.III.IV.	25	7.83
4. Not stated	17	5.32
Total	319	100.00

Read table thus; Letters A.B.C.D.F. in translated form were used by 184 (57.68%) cards of the 319 studied. They were the letters recommended by the Kansas Uniform Grading Plan. The symbols I.II.III.IV. were used by 35 of the 319 cards thus ranking second in use. The next two preferred were the letters translated: A.B.C.D.E. and E.G.M.P.F. which were used by 21 cards each.

Table X gives the methods of reporting school marks to parents as indicated by Kansas report cards.

TRANSLATION OF MARKS USED BY THE CARDS.

Letters were translated as follows:

A.B.C.D.F. built on Normal Curve of Frequency: A--7%, B--24%, C--38%, D--24%, F--7%. Also they were defined as:

Grade of A; Excellent; 95 to 100; 93 to 100.

1. Scholarship--Exceeding expectations of instructor.
2. Initiative--Contributions exceeding the assignment.
3. Attitude--Positive benefit to the class.
4. Cooperation--Forwarding all group activities.
5. Individual Improvement--Actual and Noticeable.

Grade of B; Good; 85 to 95; 87 to 92.

1. Scholarship--Accurate and complete.
2. Initiative--Stimulating some desirable achievements.
3. Attitude--Proper and beneficial.
4. Cooperation--Effective in group work.
5. Individual improvement showing marks of progress.

Grade of C; Fair; 75 to 85; 80 to 86.

1. Work in general of medium quality.
2. Work quite strong in one or more items but weak in others.

Grade of D; Unsatisfactory; 60 to 75; 70 to 75; 60 to 79.

1. Scholarship--Barely meeting assignments.
2. Initiative--Uncertain, not wholly manifest.
3. Attitude--Not objectionable, usually neutral.
4. Cooperation--Not positive or very effective.
5. Individual improvement--Slight, not positive.

Grade of F; Poor or Failing work; Below 60; Below 70.

1. This is failing work which may be due to many causes.

Grade of E. and NP. are used by some instead of F; same translation.

1. One school gave 80% as failing while a small number of the cards counted 75% as failing.

A.B.C.F. -- translated.

Grade of A; 90 to 100
 " of B; 80 to 90
 " of C; 70 to 80
 " of F; Failure.

A.AB.B.BC.C.X.F. -- translated.

Grade of A; Superior work; 95 to 100.
 " of AB; Excellent; 90 to 94.
 " of B; Medium; 85 to 89.
 " of BC; Fair; 80 to 84.
 " of C; Passing; 75 to 79.
 " of X; Not passing but can be made up; 70 to 74.
 " of F; Failing work, cannot be made up; below 70.

A.D.E. -- translated.

Grade of A; Highest grade given; standard or above.
 " of D; Vanishing grade.
 " of E; Failing grade.

E.G.F.U.P. -- translated.

Grade of E; Excellent; 95 to 100.
 " of G; Good; 85 to 94.
 " of F; Fair; 75 to 84.
 " of U; Unsatisfactory; 60 to 74.
 " of P; Poor; Failing; Below 60.

E.G.M.P.F. -- translated.

Same as above except that P. is used instead of U., and F. stands as the failing grade. Also M. is used to mean fair.

E.S.G.M.F. -- translated.

Grade of E; Excellent.
 " of S; Above average.
 " of G; Average.
 " of M; Below average; merely passing.
 " of F; Failure.

E.G.F.P. -- translated.

Means: excellent, good, fair, poor or failure.

S.E.G.F.P.D.F. -- translated.

Grade of S; Superior. 96 to 100.
 " of E; Excellent. 91 to 95.
 " of G; Good. 86 to 90.
 " of F; Fair. 81 to 85.
 " of P; Passing. 75 to 80.
 " of D; Unsatisfactory.
 " of F; Below 75; failing. (Placed in red ink.)

S.VG.G.M.F. -- translated.

- Grade of S; Excellent. (Some cards used, E.)
- " of VG; Very good.
- " of G; Average.
- " of M; Merely passing.
- " of F; Failure.

S.U. or S.U.I. -- translated.

- Grade of S; Satisfactory.
- " of U; Unsatisfactory.
- " of I; Shows improvement.

D.U.I. -- translated.

- Grade of D; for children who show well developed habits.
- " of U; used to indicate habits that need developing.
- " of I; used to indicate habits that show improvement.

Symbols were translated as follows:

- Grade of +; the plus is used to indicate work which is above the standard or above the average.
- Grade of Av; work of average type.
- " of -; work below average or failing, marked by minus.
- Grade of ✓; indicates unsatisfactory habits.
- " of *; indicates habits to be improved.
- Grade of I ; Excellent; 90 to 100; 93 to 100.
- " of II ; Good; 80 to 89; 86 to 92.
- " of III; Average; 70 to 79; 78 to 85.
- " of IV ; Below average; 60 to 69; 70 to 77.
- " of V ; Poor work; 50 to 59.
- " of F ; Failing work; Below 50; 60; 70; 75; 80.

In comparing the many marks used and their translations, the writer notes the need of uniformity in the Kansas marking system. As the system stands it is extremely hard for grades to be interpreted when transferred from one school system to that of another. A careful study of the previous pages giving the interpretation of the letter F as a failing grade may mean a grade below 50, 60, 70, 75, or 80 percent. Some schools use the term F to mean fair or above average while others interpret

it as poor or failing. Consequently, the writer agrees with the authors of the "Kansas Uniform Grading Plan" that there is a need of adopting a uniform method of marking which will be helpful in the transcribing of grades. Much criticism has been accorded the public schools for their lack of uniformity in grading and marking. Teachers are often charged as given unfair grades and in showing partiality to their pupils. Such will continue until some standard, uniform method of grading is adopted.

As future indicators of the possibility of ever forming or having a definite system of grading the writer quotes the opinions of several educators. K. W. Warden⁵ in "Means by Which Teachers Marks May Be Made More Reliable" says:

"As teachers we shall never become very proficient in marking papers until we unselfishly and unprejudicially examine the available information on the subject of teacher's marks and weigh this information in the light of our own experience,"

6

C. E. Hulten in "Personal Element in Teachers Marks" says:

"When we apply scientific and objective standards to the work of pupils, we may eliminate the cause for much of the charge of unfairness and partiality. We shall be able to show the individual pupil that achievement and progress go hand in hand. And we shall

5. K. W. Warden, "Means by Which Teachers Marks May Be Made More Reliable," AMERICAN SCHOOLBOARD JOURNAL, vol. 69, p.66. (November, 1924.)

6. C. E. Hulten, "Personal Element in Teacher's Marks", JOURNAL OF EDUCATIONAL RESEARCH, vol.12, p.50. (June, 1925.)

be able to convince the public that teaching has at least reached the same plane and taken its rightful place by the side of the other professions."

7

L. R. Campbell in "So Pupils May Know" says:

"Every teacher should define and explain the marks so that pupils may know, and knowing may succeed."

8

W. N. Anderson in "Grading and Promotion of Pupils"

indicates that:

"The success of any plan or scheme will depend in a large measure on the spirit in which it is undertaken; and that the first important step on the part of the Superintendent is to see that the teachers become conscious of the existence of wide individual differences among pupils, and duly appreciative of the needs of making provisions to meet these differences."

When considering progress or grouping graphs the writer found that only 24% of the 319 cards used some form of graph. The graph was used along with the letter system of marks. However, 43.8% of the county elementary cards used progress graphs in order that the child might graph his own grades. Nevertheless, the "Kansas Uniform Grading Plan" recommended that graphs be used in all school systems of Kansas to indicate pupil achievement. Some schools feel that the progress graph or profile card has many advantages, one of which is that it portrays the pupil's achievement clearly and definitely. Other

7. L. R. Campbell, "So Pupils May Know," SCHOOL AND SOCIETY, vol.32, p.762. (December, 6, 1930.)

8. W. N. Anderson, "Grading and Promotion of Pupils", AMERICAN SCHOOLBOARD JOURNAL, vol.68, p.41. (February, 1924.)

advantages are given by R. E. Robinson, in his paper "Individual Profiles Of Percentile Ranks", which is quoted:

"The profile card (1) discloses the low or high in the pupil's academic achievement in which way it may point to those who need remedial work in certain subjects or, in the other case, more activity on a higher plane; (2) shows the pupils' general academic placement and hence points to possible retardations; (3) exhibits any consistent trends of achievement from month to month, either in a single subject or all of them."

In considering surveys on methods of reporting school marks given by others, the writer found that prior to 1928 the graph or profile card was seldom used. Since then it has been gaining recognition rapidly by school authorities and is highly recommended, today.

TABLE XI.

METHOD OF REPORTING SCHOOL MARKS TO PARENTS.

Rating Method	Percentage emphasized.			
	Elementary	Junior	Senior High	Total
Percentages	29.0	23	37	31.6
Letters translated	35.0	28	34	34.3
Letters	17.0	26	17	17.8
Groups	7.0	16	5	7.0
Symbols	8.0	7	5	6.3
Graph	0.5	0	1	0.7
No rating	3.5	0	1	2.3
Total number	452.0	70	320	842.0

Read table thus: Grading by percent was used by 29 elementary, 23 junior high and 37 senior high schools, or 31.6% of the 842 cards studied recorded grades in percent. 34.3% used letters translated.

9. R. E. Robinson, "Individual Profiles of Percentile Ranks", DEPARTMENT ELEMENTARY SCHOOL PRINCIPALS BULLETIN, vol.10, p.349. (April, 1931.)

Chapman and Ashbaugh, op. cit. p.292.

10

Table XI taken from Chapman and Ashbaugh, "Report Cards in American Cities" on method of reporting school marks to parents is presented by the writer to be used in comparison with table X.

Comparing table XI with the writer's table X on page 36 your attention is called to the difference in ranking. This table gives "letters translated" first rank and "percentage" as second. The writer's table agrees on the first rank but finds other items coming in succession, leaving "percentage" near the last. The writer noticed ten cards of the 319 that grouped the individual in the A.B.C.D. class, then he was graded as satisfactory or unsatisfactory to his class.

OTHER ITEMS IN REPORT CARD MAKE UP.

Several items not previously named are: report of attendance; forms and space for messages to parents and teachers; and frequency with which schools sends reports to parents.

Considering report of attendance given in table XII, days present, days absent, and times tardy rank the three highest which is similar to the items parents desire as previously stated in Chapter II, page 20.

TABLE XII.
REPORT OF ATTENDANCE.

Items Noted	Number Using	Percentage
Times Tardy	296	92.70
Days Absent	275	86.20
Days Present	102	31.97
Days Taught	81	25.39
Times Truant	40	12.53
Days-on-Roll	36	11.28
Days Belonging	36	11.28
Half-days Absent	30	9.40
Half-days Present	25	7.83
Days-off-Roll	14	4.38
Unexcused Absence	9	2.83
Unexcused Tardies	9	2.83
No Items	5	1.56
Excused Absence	1	.31
Percent Attendance	1	.31

Read table thus: Times tardy were on 296 (92.7%) of the 319 cards. Days absent were given on 275 of the 319 cards studied.

The forms of messages to parents and teachers consisted of those either written or printed. The 268 cards had printed messages to parents which explained the aims of the card and also invited the parents to visit the schools; 29 cards had space for written messages to be sent by the teacher; 46 did not allow space for either form of message. In regard to messages to teachers, 56 cards had printed explanations and directions from the principal and superintendent, 14 had space for written messages from parents to teachers and 249 had no space for such notations.

Signatures seemed to be common to report cards as 310 of them had space for parents signatures, 276 for the teacher's, 133 gave the principal's name and 226 carried the name of the superintendent.

Comparing the results in table XIII of the writer's study on the frequency with which schools send out reports to parents with that given in table XIV by Chapman and Ashbaugh,¹¹ it was found that monthly and six times a year stood as the two highest items in frequency.

TABLE XIII.

FREQUENCY WITH WHICH SCHOOLS SEND OUT PARENTS' REPORT CARDS.

Frequency	Number of Schools				Percentage
	Pri- mary	Ele- mentary	-Junior	-Senior	
Two Times	1	0	0	0	.32
Four "	0	0	1	1	.63
Five "	1	0	0	0	.32
Six "	26	66	36	81	65.50
Monthly	3	101	1	1	33.23
Total	31	167	38	83	100.00

Read table thus: One of the 31 primary cards was sent twice a year. 209 or 65.5% of the 319 cards were sent out every six weeks. 106 or 33.23% of the cards were sent to parents every month.

12

Table XIV is quoted from Chapman and Ashbaugh, "Report Cards in American Cities".

11. H. B. Chapman and E. J. Ashbaugh, "Report Cards in American Cities," EDUCATIONAL RESEARCH BULLETIN, vol. 4, p.289. Ohio State. (October 7, 1925.)
12. Chapman and Ashbaugh, loc. cit. p.289

TABLE XIV.

FREQUENCY WITH WHICH ELEMENTARY SCHOOLS SEND OUT PARENTS'
REPORT CARDS.

Frequency	Number	Percentage
Four Times	64	14
Five "	14	3
Six "	113	25
Monthly	234	52
Miscellaneous	27	6
Total	<u>452</u>	<u>100</u>

Read table thus: 234 or 52% of the 452 cards were sent to parents, monthly. 113 or 25% were sent out every six weeks.

If the writer would consider just elementary cards, there would be a closer comparison between her table and table XIV. When counting all levels in Kansas, the ranking becomes every six weeks, first, with 65.5%, and monthly, second, with 33.23%. While Chapman and Ashbaugh found that 52% sent reports monthly, and 25% sent them every six weeks. In regard to the frequency of sending out report cards according to a survey made by O. G. Williams, "Pupil Report and Supervision," the writer cites the following:

"Recently the writer circulated an inquiry blank among parents, teachers, and administrators of a New York City School. The questions asked for opinions

on both administrative and supervisory phase of report card use and construction. Briefly the findings are:

1. Frequency of sending out reports.
 - a. Parents and Administrators preferred every six weeks.
 - b. Teachers, once or twice a term.
 - c. Pupils, twice a term, or every six weeks."

Desirable Size and Form of Reports.

Table XV shows the number of cards of relative sizes as observed by the writer in her study, consisting of 319 report cards used for all levels. It is noticeable that the sizes vary greatly.

TABLE XV.

CARDS OF RELATIVE SIZES AND FORMS.

Number of Cards of Relative Sizes.						
Sizes	3"x5" 4 1/2"x5"	3"x6" 4 1/2"x6"	4"x6" 4 1/2"x6"	3"x7" 5 1/2"x7 1/2"	3"x8" 5 1/2"x8 1/2"	4"x9" 5 1/4"x10 1/2"
Forms						
Cards	55	39	13	14	7	2
Booklets	14	147	6	13	9	0
Total	69	186	19	27	16	2

Read table thus: 55 of the cards fell in the size grouping, 3"x 5" to 4 1/2"x 5" while 39 of the cards fell in the 3"x 6" to 4 1/2"x 6" grouping. 14 of the booklets fell in the first grouping while 147 were in the second. Of the 319 report cards studied 130 were card forms and 189 were booklets.

The study indicates that the larger number of forms used are either 3"x 5" or 4"x 6" which are the standard sizes for filing cabinets. However, after consulting several printing authorities, the writer presents the in-

formation on report card size, material and form in table XVI.

TABLE XVI.

DESIRABLE INFORMATION ON REPORT CARD STRUCTURE.

Grade of Paper and size.	Price per sheet	Number of Cards		Number of booklets (single fold)	
		cut 3"x 5"	cut 4"x 6"	cut 3"x 5"	cut 4"x 6"
Cover-20x26	.05	32	20	16	9
2 Ply Bristol	.07 $\frac{1}{2}$	39	20	16	9
22x28					
Ledger 17x22	.02	21	12	9	6

TABLE XVI.
(continued)

Grade of Paper and size.	Price per Hundred.			
	Cards 3"x 5"	Booklets 3"x 5"	Cards 4"x 6"	Booklets 4"x 6"
Cover-20x26	.16	.31	.25	.55
2 ply Bristol				
22x28	.20	.46	.37	.83
Ledger 17x22	.09	.22	.16	.33

Read table thus: Cover paper size 20"x 26" costs 5 cents a sheet and can be cut into 32 of the 3"x 5" cards or 16 single fold booklets. While it will cut only 20 of the 4"x 6" cards or 9 of the 4"x 6" single fold booklets. This does not take into account the additional cost of printing the desired items on the reports.

Since 189 cards of the 319 studied were some form of booklets, it seems that booklets are more desirable than cards. Also booklets give more space for presenting in-

formation wished by parents and pupils. Yet, cards out to a better economic advantage than booklets do as indicated in table XVI on page 48. However, the 3"x 5" booklet cuts to a better economic advantage than other sizes of cards or booklets. It, either in card or booklet form, is more convenient because it fits the standard filing cabinet and envelope. So the writer concludes that a 3"x 5" card or booklet, from an economic standpoint, better to use.

CHAPTER VI.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

----Summary----

This investigation has as its main objective, the critical study of the status of the individual reports made by Kansas public school administrators to parents. The purpose is:

1. to present an analysis of the individual reports now used;
2. to make a comparison of the findings of this study with those of like nature;
3. and to make recommendations which should aid administrative officers in their accounting and report procedure.

The greater percent of the data was taken from the 319 report cards with additional suggestions from the previous studies listed on pages 8 to 10.

The scope of this investigation includes a study of 319 report cards. These cards were received from 89 county superintendents; primary, elementary, junior and senior high schools, representing 180 of the first, second and third class cities of Kansas.

The following types of data were assembled from the

various sources:

1. Type of school organization represented by the cards.
2. Items of information desired on report cards.
3. Rank and percentage frequencies of certain personal and social traits which parents suggested.
4. Opinions from administrators, teachers, and parents on the administrative, supervisory, and teaching phases of report card use and construction.
5. The degree of uniformity of report cards.
6. Frequency with which Kansas schools in particular and other schools in general send out report cards to parents.
7. Subject matter listed for pupil rating at the several educational levels.
8. The methods of distributing marks.
9. The dimensions and forms of report cards used in Kansas schools.
10. Technical terms used in reporting attendance in Kansas.
11. Frequency of reporting and kinds of messages sent to parents and teachers.
12. Official capacity of persons signing report cards to parents.

In summarizing, there are many topics which the writer has considered.

1. Kansas possesses eleven first class cities and the writer found that 9 or 81.8% of that number have school systems organized on the 6-3-3 plan. Of the second class city schools sending report cards, 26 or 37.5% were organized on the 8-4 plan while 24 or 34.5% were using the 6-3-3 plan of organization. Ninety-four percent of the third class cities sending cards represented the 8-4 plan.
2. Educators tend to classify the essential items of report cards as administrative and supervisory. A Desirable report card is one which measures the progress and achievement of pupils in a simple form. Parents wish to receive items of attendance, accomplishments, progress and teachers' judgments of pupils' habits.
3. Better than 50% of the parents, according to a survey made, rank social traits in the following order of importance: effort, deportment, respect for authority, trustworthiness, accuracy, promptness, health, self-confidence, initiative, cleanliness, politeness, neatness and industry.
4. The administrative items are those which refer to management, filing, classification and transcript-

ing of credits. Supervisory items indicate improvement of instruction, discipline, development of cooperation, recognition of individual differences and remedial assistance.

5. More uniformity was found among the county elementary, city elementary and primary cards than in the other kinds.
6. The larger percent of report cards are sent to parents once every six weeks.
7. Subject matter listed were given in diversified terms. The primary and elementary cards had subject matter listed in some definite form while only 21 of the 121 junior and senior high school cards studied had subjects listed.
8. The methods used for distributing marks are many and varied in meaning. Translated letters are preferred by the majority of schools but varied interpretations are given.
9. Most of the report cards used have been forms bought from commercial houses. Hence they consist of varied dimensions and forms. The larger percent fall within the two standard file groupings which are 3"x 5" and 4"x 6".
10. The "times tardy", "days absent", "days present", and "days taught" rank consecutively as the four

highest technical terms used for reporting attendance. However there were many other items used.

11. Apparently letter reports are seldom used by Kansas administrators.
12. The forms of messages to parents and teachers consisted of those either written or printed. There were 268 cards of the 319 studied which had printed messages to parents explaining the aims, interpreting marks, and inviting parents to visit school. There were 29 cards which provided space for written messages to be sent by teachers to parents. In regard to messages to teachers, only 70 of the 319 cards studied gave space. These messages consisted of either printed explanations and directions from principal and superintendent or written messages from parents.
13. Superintendents, principals, and teachers carried the official capacity of persons signing the reports to parents. A few cards did not require the signatures of parents or guardians while 97% required them.

-----Conclusion-----

1. There is practically a complete lack of uniformity. in the report cards used by school officials in making reports to parents. This is evidenced by:
 - (a) Methods of distributing marks. (Table X, page 36.) Table XI,page 42.)
 - (b) Technical terms used in reporting attendance. (Table XII,page 44.)
 - (c) Items of subject matter listed. (Table V, page 27.) (Table VI, page 28.) (Table VII, page 30.)(Table VIII,page 31.) (Table IX, page 33.)
 - (d) Frequency with which Kansas schools send out reports to parents. (Table XIII, page 45.) (Table XIV,page 46.)
 - (e) Dimensions and forms of report cards used. (Table XV,page 47.)
 - (f) Frequency of reporting and types of messages sent to parents and teachers. (Page 44.)
 - (g) Official capacity of persons signing reports to parents. (Page 45.)
2. There is a need of a central clearing agency to bring some semblance of order out of the lack of

uniformity now prevailing in methods of reporting to parents. This is shown by:

- (a) The many systems of marks used. (Table X, page 36.) (Table XI, page 42.)
 - (b) The diversity of interpretations given each method. (Pages 37-39.)
 - (c) The technical terms used in reporting attendance. (Table XII, page 44.)
 - (d) Lack of similarity in the meaning of terms. (Table X, page 36.) (Table XI, page 42.)
 - (e) The numerous items of subject matter listed having similar meanings. (Table V, page 27.) (Table VII, page 30.) (Table IX, page 33.)
 - (f) The variety of dimensions and forms of report cards. (Table XV, page 47.)
 - (g) The frequency with which reports are sent to parents. Table XIII, page 45.)
3. There is a lack of definite items of subject matter. This is indicated by:
- (a) Numerous items of subject matter listed having similar meanings. (Table V, page 27.) (Table VI, page 28.) (Table VII, page 30.) (Table VIII, page 31.) (Table IX, page 33.)

4. There are certain items which are more desirable than others.

(a) Opinions on essential items of report cards as indicated by parents. Table III, page 20.)
(Table IV, page 21.)

(b) Essential items of reports as given by educators. (Pages 17-19.)

5. Certain dimensions and forms are more advisable from an economic standpoint. This is shown by:

(a) Lack of uniformity in dimensions and forms.
(Table XV, page 47.)

(b) Dimensions of cards that can be cut economically from certain types and grades of paper.
(Table XVI, page 48.)

6. Marks should have more comprehensive meanings. This is revealed by:

(a) The diversity of interpretations given to each mark. (Pages 37-39.)

(b) Lack of similarity in the meanings of terms.
(Pages 37-39.)

7. According to a survey made by E.J. Ashbaugh "Parent and Pupil Report Cards", more than 50% of the parents indicated certain social traits as important and should be given on reports.

This is noted by:

- (a) Rank and percentage frequencies of certain personal and social traits suggested by parents. (Table IV, page 21.)
8. Letter reports are advantageous in supplementary material of remedial and exceptional types on report cards.
- (a) Letter reports versus report cards. (Chapter IV, pages 24-26.)

-----Recommendations-----

There are many recommendations deemed advisable by the writer:

1. A more uniform marking system should be adopted by Kansas schools with the view of aiding in solving the problem of grade transcription between schools.
2. More uniform interpretation of the marks so that they will have meaning which is more comprehensive to parent and pupil.
3. To gain uniformity in items of subject matter to be listed through a central clearing agency. Probably space should be left on junior and senior high cards for subjects to be listed.

4. Character, health and scholarship habits should be graded in positive terms.
5. The 3 x 5 inch card and single fold booklet cuts to a better economic advantage than other dimensions.
6. Some administrative items are more desirable than others, e.g. attendance record, students record and conduct record.
7. A report card should be simple in form and constructed to show progress and achievement.
8. Percentile profile graphs are advisable in showing pupil progress.
9. Report card make-up suitable for filing purposes should be considered. Some items place the student's name, with surname first, in upper left hand corner to give the age and classification.
10. Letter reports are valuable supplements to the regular report cards in giving additional information. The personal element carried into the report in this manner aids much in establishing teachers and parents on a basis of mutual interest.
11. Four or six times a year is deemed the more advisable frequency with which reports are sent to parents. When report cards are sent less fre-

quently it is best to supplement with letter reports which makes for better mutual understanding of parents, pupils, and teachers.

12. To improve existing problems, reports with return envelopes, should be mailed to the parents.

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APPENDIX.

Samples of Report Cards Used.

Reports studied by the writer may be found on file at the Librarian's desk in Kellogg Library in envelope No. 65. Due to the bulk the cards cannot be enclosed in the thesis material. Readers may get a definite idea of the report cards used during the year 1931-32 by schools of Kansas if they desire to consult the envelope file.

Not all of the cards are placed in the file as there were many duplicate cards especially where commercial report cards were used by schools.

This material does not lend itself to cataloging processes and is therefore kept in the reference department in a pamphlet box labeled: Williams, Mary - Samples of report cards...

Catalog Department

Emporia, Kansas

Route # 5

February 1, 1932

Mr. _____

Superintendent of Schools,

_____, Kansas

Dear Sir:

We are making a survey study of report cards. In the study we are trying to make an analysis of a large number of report cards now in use, with a view to making the present situation a basis for further study.

Will you kindly assist and cooperate with us by sending a copy of the report cards used in the elementary, junior and senior high schools of your system?

Your help in this matter is much appreciated and should the study in its completed form be published we shall be pleased to send you a copy of it.

Cordially yours,

Emporia, Kansas

Route # 5

February 20, 1932

To County Superintendents:

We are making a survey study of report cards. In the study we are making an analysis of a large number of report cards now in use, with a view to making the present situation a basis for further study.

Will you kindly assist and cooperate with us by sending a copy of the report card used in your rural schools?

Your help in this matter is much appreciated and should the study in its completed form be published we shall be pleased to send you a copy of it.

Cordially yours,

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TOPEKA, KANSAS