

A CRITICAL STUDY OF PERMANENT RECORD FORMS

USED BY KANSAS SENIOR HIGH SCHOOLS

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

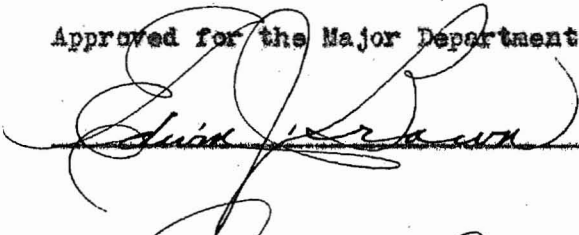
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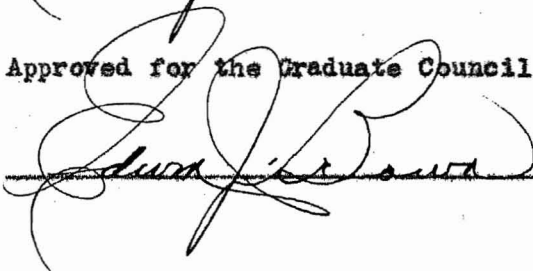
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CHAPTER I

INTRODUCTION

The information that should be found on high school permanent record forms is an item of much concern to school administrators.

The Statement of the Problem

The particular purpose of this study was to investigate the uniformity and adequacy of senior high school permanent record forms used in the various 1st, 2d, and 3d class cities in Kansas.

Some of the questions that confront school administrators are: Does the system permit easy recording of data by machine or handwriting? Can much of the data be recorded by checking and underscoring? Does the system eliminate fine details? Is the record cumulative? Is there useless duplication of data? Is the system cumbersome? Does the system make data readily available? Is the form durable? Is the form economical? Is the form similar in general form and arrangement to college transcript forms? Does the record contain all pertinent data for school use? Does the record contain the data that are needed to answer personal inquiries? Are the items of data systematically and logically arranged? Is the system simple, yet adequate?

Reasons for the Study

That there is a need for such a study is indicated in several ways which will be discussed below.

The following quotations are taken from articles, written by educators, dealing with studies on this particular subject.

Reavis and Light, dealing with the subject of school statistics, records, and reports, in the 1934 Official Report of the National Education Association, say: "Present accounting, both fiscal and pupil, is inadequate and inaccurate in local school systems. Greater coordination and uniformity are required in the interest of true pictures of local school systems."¹

E. R. Cook and others in the report of the Commission on Standard Forms, standardizing the personal rating card, state:

During the past year this Committee has sponsored an investigation which was prompted by the increasing number of requests for information of a personal nature about graduates and former students of our secondary schools. More and more are colleges and prospective employers asking us for information about character and personality traits and work habits, social attitudes, and the physical condition of our former students. The variety of the forms in which these inquiries have come impresses us with the fact that we need to standardize the kinds of personal information which we gather and record so that our records will contain the data which is needed to answer such inquiries. Furthermore, we hope that the existence

¹W. C. Reavis and N. S. Light, "A National Coordination of School Statistics, Records and Reports." National Education Association, Department of Superintendence, Official Report, 1934. p. 228.

of certain standard information in our records will tend to standardize the forms of the inquiries.²

Eugene J. Irwin says this:

Even in a small high school there is a paramount need of reliable office records. Only too frequently principals consider this not necessary and, when they pass to other schools, they leave behind them many a headache for their successors who must search through ponderous books for students' grades, in forgotten recesses for attendance records and in mummified filing systems for important correspondence.³

A. B. Moehlman holds that:

Since individual record keeping is vital to the existence of our social order, to say nothing of its progress, it is highly desirable that definite and reliable technique be provided whereby such records become accurate, simple, accessible, uniform, truthful and complete.⁴

Keppel makes this terse yet significant statement: "Our permanent records should mean to us what an X-ray means to a medical man."⁵

²R. R. Cook, and Others, "Report of the Commission on Standard Forms, Standardizing the Personal Rating Card." Department of Secondary School Principals, Bulletin 40, March, 1932. p. 325.

³Eugene J. Irwin, "Office Records in the Small High School." The American School Board Journal, LXVIII, 4:58, April, 1924.

⁴Arthur B. Moehlman, Child Accounting (Detroit: Friesema Bros. Press, 1923), p. 17.

⁵A. R. Keppel, "A Phase of Record Keeping." School and Society, XIX, June 29, 1929. p. 842.

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The following statements are quoted from letters written by principals and superintendents of the 114 Kansas high schools and were sent to the writer along with the permanent record forms requested:

"Our form is ten years old--will be revised--not satisfactory."

"System originated in 1492."

"Has been in use here for a long time."

"Our record may well be improved upon."

"This form has been used here for the past fifteen years."

"Some few parts of the record are not being used at the present time."

"These forms have been used for a great many years, not up-to-date in some respects."

"The only excuse for its being used is the fact that it has been in use here for twenty-eight years."

"I'm interested in your study."

These statements show that local school administrators as well as school educators in general recognize the inadequacy and non-uniformity of prevailing forms.

Sources of Data and Scope of Study

In the preliminary study letters were sent out to fifty high school principals or superintendents of Kansas high schools asking for a blank of the permanent record form being used. A copy of the letter is found in Appendix A. From these inquiries a 66% return was received. Of the thirty-three forms collected twenty-one were different. This much variation in such a small number lead the writer to go further into the study.

Another letter was prepared and sent to the principals or superintendents of one-hundred-ten 1st, 2d, and 3d class cities asking for their permanent high school record forms. A form of this letter is found in Appendix B. From these requests a 74% return was received.

In all, one-hundred-sixty letters were sent asking for blank forms. A 70% return was received. Personal letters often accompanied the forms. One-hundred-fourteen forms were received. Upon careful examination, seventy forms differing from one another in one or more ways were found. These seventy forms are the basis for this study. The forms received were from high schools located in the three classes of cities, scattered widely in eighty-nine different counties throughout the state of Kansas.

The forms were so diverse in size, in data called for, and in arrangement of data that no general classification of forms or sizes of forms could be made. Instead, one Table will be devoted to sizes alone, and the items of data and the arrangement of data will be analysed

in detail.

The towns, in which the schools are located from which forms were received, were listed alphabetically, vertically, on the writer's check sheets. The items of data found on the forms were classified and listed at the tops of the sheets. Cross-section paper was used. The Master check sheets may be noted by referring to Appendix C. These show the thoroughness of the study, also the strengths or weaknesses of the various forms. They also show in detail just what was found on each form.

Validation

The 114 senior high schools from which the forms were received are approximately twenty per cent of the senior high schools of Kansas. Out of the 114 forms received, seventy different ones were found. Of the seventy different forms, fifty-eight appeared only once. Table I, on the following page, shows the total number of times each form appeared and also the total number of times each form appeared in each different class of city.

TABLE I
 THE NUMBER OF TIMES
 THAT EACH FORM APPEARED
 OUT OF ONE-HUNDRED-FOURTEEN CARDS

FORMS	FREQUENCY	CLASS OF CITY			TOTALS
		FIRST	SECOND	THIRD	
1	10	0	2	8	10
1	9	0	0	9	9
1	7	0	1	6	7
2	2	0	1	3	4
8	5	0	6	9	15
4	3	0	3	9	12
58	1	7	35	17	57
TOTAL	70	7	46	61	114

Read table thus: One form appeared in ten schools. Another form appeared in nine schools. Fifty-eight forms appeared in only one school each.

The Organization of the Remainder of the Thesis

This study has been made in an attempt to solve the problem as to: (1) What data should be recorded on senior high school permanent record forms? (2) How should it be recorded?

The writer has made a thorough investigation of all studies that are directly or indirectly related to the subject of permanent record forms, and has summarized those studies that have any definite bearing on this particular study.

A review has been made of the items on permanent record forms that are designated as essential by educators, college authorities, and principals and superintendents of Kansas high schools.

As an aid in the analysis of the forms, nine classifications have been made of the different features displayed and of the items appearing on the forms.

The writer has pointed out the desirable features of certain types of forms; has given data desired to be used for comparison; and has presented evidence to show that there is a desire and a need for uniformity of permanent record forms.

After a careful analysis and study of the material gathered and presented, the writer has given a summary and drawn conclusions. Furthermore, recommendations based on the conclusions have been made and forms have been designed as the writer's particular contribution.

CHAPTER II

RELATED STUDIES

Studies That Deal Directly with Senior High School Permanent Record Forms

A study was made by B. Lamar Johnson of "The Permanent Record Form in the Secondary School."⁶ He analyzed, in round numbers, 250 permanent record forms that were in use in various parts of the country. He then asked a number of school administrators and special educators to rank the items he found on the forms in the order of importance. He also asked them to rank five particular values of the permanent record form. His purpose was to determine what items administrators and educators thought most important and to learn what they considered were the principal values of permanent record forms. Sixty judges complied with his request.

R. R. Cook reported a study of the Commission of the National Education Association on Standard Blanks in 1928.⁷ He states that the Commission at the National Education Association meeting in 1927 presented the details of an analysis of about 250 permanent record forms

⁶B. Lamar Johnson, "The Permanent Record Form in the Secondary School." The School Review, LXI, No. 2, February, 1933, pp. 114-22.

⁷R. R. Cook, "Report of the Commission on Standard Blanks." National Education Association, LXVI, 1928. pp. 619-24.

that were being used in secondary schools representative of different parts of the country. During the year 1927 the list of items found in the analysis was submitted to a number of competent judges for evaluation. Sixty answered the request. They also ranked the five uses of the permanent record. This much of the report is also found in H. Lamar Johnson's article reviewed on the preceding page of this study. Upon receiving Mr. Johnson's report of the rankings of the items by the judges, the Commission met and, from the recommendations received, designed two forms to submit to the judges who were cooperating in this undertaking. The chief purpose of this entire project was to bring about a standardization of the kinds of records kept in high school offices so that transcripts from one high school to another or from high schools to colleges would contain information comparable to that kept by the school receiving the card.

A committee, composed of R. R. Cook, and Others of the Department of Secondary School Principals, made a "Report of the Commission on Standard Forms, Standardizing the Personal Rating Card."⁸ They analyzed fifty-five high school forms, eighty-six college and university forms, and forms from twelve industrial concerns in and around Chicago. The purpose of the study was to make an attempt to set up a record form which can be used for recording the judgments of teachers regarding

⁸R. R. Cook, and Others, "Report of the Commission on Standard Forms, Standardizing the Personal Rating Card." Department of Secondary School Principals, Bulletin 40, March, 1932. pp. 325-29.

the existence in students of certain personal characteristics. This particular record is necessary in order to answer the inquiries of colleges and industrial concerns.

Leo Smith made a study of "Our High School Records" which was confined to Montana.⁹ The purpose of the study was to analyze the permanent high school record forms used in Montana to find out whether or not they were doing their part in helping to integrate individuals. In this study Mr. Smith analyzed forms from fifty-seven second class schools and eighty-four from third class schools. This number constituted 73.44% of the schools that were asked to fill out a questionnaire concerning permanent high school record forms.

⁹Leo Smith, "Our High School Records." Montana Education, X, 7:22-23, 8:22-24, 9:13-15, March, April, and May, 1934.

Studies That Are Related
in That They Deal with Child Accounting in General

"The Report of the Committee of the National Education Association on Uniform Records and Reports," by P. P. Claxton,¹⁰ is one of the earlier studies made in the field of records and reports. He made a survey and found a great lack of uniformity in child accounting practices in the various school systems throughout the United States. In his report he emphasizes the need for uniformity of child accounting practice.

W. E. Matter, by use of the questionnaire, gathered material for "A Study of the Record and Report Forms in Twenty-Five Junior High Schools of Kansas, 1927."¹¹ He designed and recommended a unique set of forms for use in junior high schools with the purpose in mind of making possible the simplification and standardization of pupil accounting forms in the junior high schools.

The conditions of child accounting in Detroit and other Michigan cities were studied by Moehlman¹² with a view to developing a better

¹⁰P. P. Claxton, "The Report of the Committee of the National Education Association on Uniform Records and Reports." Department of the Interior, U. S. Bureau of Education Bulletin, 1912, No. 3, Government Printing Office, Washington, D. C.

¹¹W. E. Matter, A Study of the Record and Report Forms in Twenty-Five Junior High Schools of Kansas, 1927. (Unpublished Master's Thesis, University of Kansas, Lawrence, Kansas, 1929.)

¹²Arthur B. Moehlman, Child Accounting (Detroit: Friesema Bros. Press, 1923.)

child accounting system. He recommended a set of record and report forms, which were carefully worked out and actually used in the state of Michigan, for collecting, tabulating, and reporting pertinent school data. His plan is simple, yet very complete.

In his article, "Office Records in the Small High School,"¹³ Eugene J. Irwin states that there is a need that is paramount for reliable office records. The purpose of his paper was to point out not only the absurdity of many complicated systems but also the simplicity of the office card filing system. He made a comparison of the ponderous volumes found in one high school with the simplicity and facility of the card filing system which might have been used.

The child accounting records of fifteen cities were examined by H. S. Ganders.¹⁴ His study revealed that the cumulative feature of forms is often lacking and the records frequently lack permanence. He found an unjustifiable variation and a gross inefficiency in child accounting forms in use. He attempted to set up specific forms and to verify certain items which should be included in a report system for cities from 5,000 to 15,000 population.

¹³Eugene J. Irwin, "Office Records in the Small High School." The American School Board Journal, LXVIII, 4:58, April, 1924.

¹⁴H. S. Ganders, "A System of School Records and Reports for Smaller Cities." Colorado State Teachers College Educational Series, No. 1, Greeley, Colorado, 1926.

In 1924, A. O. Heck¹⁵ made a very thorough and extensive study of child accounting records in use throughout the country. His study included the record forms used in: 78% of the cities of the United States having a population of more than 100,000; 73% of the cities in Ohio under 100,000; and 53% of the exempted villages in Ohio. His purpose was to evaluate the data recorded. He discussed the justification of a record system, the necessity for uniformity in terminology, the rules of procedure, and the items to be kept. He presented much data upon which to base decisions as to what items ought to be recorded. 1,589 different items were actually found on the records examined, of which only 98 had a frequency of twenty-five or more. Every table showed gross irregularities in the record systems in existence at the time of the study.

¹⁵A. O. Heck, "A Study of Child Accounting Records."
Bureau of Educational Research Monographs, No. 2, II, November 16,
1925, No. 9.

CHAPTER XII

ESSENTIAL ITEMS OF PERMANENT RECORD FORMS

Items Recognized by Educators

The object of this section is to present ideas held by various educators as to the particular data they consider desirable to be found on permanent record forms. This is to be done in two ways. One, by quoting general ideas found; the other, by quoting specific recommendations and by presenting a list of fifty items that were judged as most important by a group of educators.

A. R. Keppel¹⁶ discusses and makes recommendations for permanent record keeping as follows:

In this matter of child accounting three questions rightly suggest themselves: 1. What records shall we keep? 2. Why shall we keep them? 3. How shall we keep them?

To be sure we want permanent records so that we may have the data on hand when another institution or a prospective employer requests it. But were that the only reason for compiling data, I am afraid schools could by no means justify the amount of time and expense that record keeping demands. As men and women entrusted with the sacred task of developing childhood and casting destiny, it is most certainly our first responsibility to understand and diagnose. Our permanent records ought to mean to us what an X-ray means to a medical man.

What records shall we keep? Testing by this criterion, we wish to suggest the following: 1. General information 2. Attendance 3. Scholarship 4. Education and mental tests 5. Health 6. Discipline 7. Character

¹⁶A. R. Keppel, "A Phase of Record Keeping." School and Society, XXIX, January 29, 1929. pp. 840-42.

According to Arthur B. Meehlman¹⁷:

Permanent records may be divided into six groups: 1st, those dealing with the past performances of the child in respect to routine classroom work and on achievement tests, expressed in terms of school marks; 2d, performance on mental tests; 3d, continuous information of the child's physical condition; 4th, information in respect to the social or home conditions; 5th, a series of memoranda indicating ideals and character; and 6th, a place to record vocational tendencies and aptitudes. To be of the greatest value such records must be continuous.

In the 1932 "Report of the Commission on Standard Forms Standardizing the Personal Rating Card," R. R. Cook, and Others,¹⁸ indicate the necessity of having included in permanent record forms a list of terms which can be used to record the judgments of teachers concerning the existence of certain personal characteristics in a student. Their method of investigation is given on pages 10 and 11 of this study. The list finally recommended contained eighteen items and was comprehensive enough for collecting and submitting information to both colleges and industries. The following terms were decided upon: leadership, intelligence, propriety, cooperation, industry, health, self-possession, judgment, enthusiasm, promptness, courage, dependability, sociability, honesty, appearance, exactness, courtesy, and adaptability.

¹⁷Arthur B. Meehlman, Child Accounting. (Detroit: Friesema Bros. Press, 1923.) p. 55.

¹⁸R. R. Cook, and Others, "Report of the Commission on Standard Forms, Standardizing the Personal Rating Card." Department of Secondary School Principals, Bulletin 40, March, 1932. pp. 325-29.

The following list of items is from B. Lamar Johnson's study:
 "The Permanent Record Form in the Secondary School." His method and
 purpose are summarized in Chapter II, page 9 of this study.

TABLE II¹⁹

THE FIRST 50 ITEMS, OUT OF A LIST OF 200,
 AS RANKED BY 47 PRINCIPALS AND 13 SPECIAL EDUCATORS

Items	Rank	Items	Rank
Name	1	Member of organizations	26
Date of birth	2	Pupil's address	27
Intelligence quotient	3	Names of intelligence tests	28
Standard test scores	4	Number of days present	29
Pupil's age at entrance	5	Date left school	30
Intelligence test scores	6	Subject age	31
School entered from	7	Meaning of marks	32
Absence summaries	8	Place of birth	33
Mental age	9	Date reentered	34
Sex	10	Vocational preference	35
Semester marks	11	In which third of class	36
Personal traits rating	12	Intend to graduate	37
Pupil's nationality	13	Suspended	38
Pardiness summary	14	Parent's name	39
Color or race	15	Class enrolled in	40
Date of school entrance	16	Rank in graduating class	41
Class score in standard tests	17	Parent's address	42
Honors received	18	Are parents living	43
Credits upon entrance	19	Reason for absences	44
Responsible positions held	20	Intend to enter college	45
Extra-curricular space	21	Reinstated	46
Reasons for leaving school	22	Not planning to graduate, why	47
Total credits	23	Standing at last school	48
Name of standard tests	24	No. of wks. subject was taken	49
Chronological age	25	Athletic record	50

Read table thus: Name of student ranked first,

¹⁹B. Lamar Johnson, "The Permanent Record Form in the Secondary School." The School Review, LXI, No. 2, February, 1933. pp. 114-22.

**Items Desired by Principals
and Superintendents of Kansas High Schools**

From all of the items found on the seventy forms studied, a list made up of the fifty items having the highest frequencies is here presented.

TABLE III

THE FIRST 50 ITEMS, OUT OF A LIST OF 300,
AS RANKED BY THE 70 PERMANENT HIGH SCHOOL RECORD FORMS STUDIED

Items	Rank	Items	Rank
Name of student	1	Date of withdrawal	26
Date of graduation	2	Totals for items	27
Units of credit	3	Rank in class	28
Parent or guardian	4	Age at entrance	29
Date of birth	5	Remarks	30
Date of entrance	6	Key to grading	31
Address or residence	7	Days present	32
Minutes in recitation	8	Name of test	33
Space for date	9	Date of test	34
Recitations per week	10	Chronological age	35
Entered from	11	Intelligence quotient	36
Name of course	12	Pupil score	37
Grades by semesters	13	Number in class	38
Number of weeks	14	Place of birth	39
Withdrawal	15	Signed by prin. or supt.	40
Times tardy	16	Transcript grades in red	41
Occupation of parent	17	Color or nationality	42
Final grade for year	18	Telephone	43
Reason for withdrawal	19	Standard score	44
Days absent	20	Class median	45
Total credits for 4 years	21	Totals for semester	46
Sex	22	Transcript sent	47
Minutes in lab. period	23	Intelligence tests	48
Total days for 4 years	24	Name of activity	49
Periods in laboratory	25	Total credits for year	50

Read table thus: Name of student ranked first out of the 50 most popular items found on the 70 forms studied.

Since the high school principals and superintendents have chosen the forms being used, it follows that the items found on the forms used are the ones considered important by secondary school administrators.

Items called for on College Transcript Forms

A study of the college transcript forms used in the state schools of Kansas and the four bordering states was made. On these forms over 300 items were found. The list on the following page contains the fifty items having the highest frequencies.

TABLE IV

THE FIRST 50 ITEMS, OUT OF A LIST OF 300,
FOUND ON THE COLLEGE TRANSCRIPT FORMS USED IN
THE STATE SCHOOLS OF KANSAS AND THE FOUR BORDERING STATES

Items	Rank	Items	Rank
Name of student	1	Length of Lab. period	26
No. of periods per week	2	Remarks	27
Date of graduation	3	Course to be chosen in college	28
Signature of prin. or supt.	4	Address of parent	29
High school graduated from	5	Health and phy. weaknesses	30
No. of weeks pursued	6	Vocational experience	31
Mark	7	Mental record	32
Min. in recitation period	8	Activities of particular int.	33
Student's address	9	How finance college course	34
Passing mark in school	10	Telephone	35
Yr. subject was taken (class)	11	Sex	36
Date transcript was sent	12	Married	37
Date entered high school	13	Chronological age	38
Grade required to enter college	14	Birth place	39
Date of birth	15	Race of nationality	40
Rank in class	16	Religion	41
Units of credit	17	Name of parents or guardian	42
Date plan to enter college	18	Class of school	43
Subjects using 2 periods	19	System of grading	44
Where course was taken	20	Total No. of wks. attended	45
School accredited for subjects	21	Intelligence quotient	46
Extra-curricular credits	22	Name of test	47
Mark post-grad. work "P.G."	23	Score	48
Total entrance units	24	Percentile rank	49
No. of Lab. periods per week	25	Character rating	50

Read table thus: Name of student ranked first among the items found on the college transcript forms studied. No. of periods per week, second.

These items are indicative of the information desired by colleges concerning the prospective student. There is a growing tendency to call for more family history and personal traits of the student. This was

especially noted on Colorado's state adopted form. A number of transcript forms called for much confidential personal information.

In a letter received from the registrar at the Nebraska State Normal College, Chadron, Nebraska, is stated the fact that a new application for admission blank is to be made up during the next year. Besides calling for a statement of credits, the blank will include the following points: 1. character 2. personality 3. attitude 4. high school activities 5. financial status 6. probably some family history.

Table V is a composite list of the items that are common to Tables II, III, IV. It shows the average rank of each common item as well as its rank in its own particular Table.

TABLE V
THE RANKINGS OF THE NINETEEN ITEMS
COMMON TO TABLES II, III, AND IV

Items	Average Rank	Rank in Table II	Rank in Table III	Rank in Table IV
Name of pupil	1	1	1	1
Date of birth	7.3	2	5	15
Semester marks	10.3	11	13	7
Date of entrance	11.6	16	6	13
Date of graduation	11.6	30	2	3
Pupil's address	14.3	27	7	9
Sex	22.6	10	22	35
Total credits	22.6	23	21	24
No. of wks subj. was taken	23	49	14	6
Parent's name	28.3	39	4	42
Rank in class	28.6	36	28	15
Extra-curricular space	30.6	21	49	22
Pupil's nationality	31.6	13	42	40
Chronological age	32.6	25	35	38
Name of standard tests	34.6	24	33	47
Key to grading	35.6	32	31	44
Class score in stand. tests	36.6	17	45	43
Place of pupil's birth	37	33	39	39

Read table thus: Name of pupil ranked first in all three Tables, making the average rank 1. Average rank of date of birth is 7.3; rank in Table II, 2; in Table III, 5; in Table IV, 15.

It will be noticed that some of the items found in the Tables that are not common items are very essential to an adequate permanent record form. The rank of the items in the Tables does not necessarily

indicate their relative importance. The Tables do portray, however, the diversity and consensus of opinion existing among school officials, who are acting in various capacities, as to what are the essential items concerning the student which need to be permanently recorded.

All of the first 50 items in each list are presented in the Tables, regardless of their value, in order that the study may give a complete analysis of present opinions and practices.

CHAPTER IV

AN ANALYSIS OF THE SEVENTY DIFFERENT FORMS AS CHARACTERIZED BY NINE CLASSIFICATIONS

In analysing the seventy different forms, considered in this study, the data were classified into nine divisions. Table VI shows the total number of times, also the per cent the number represents, that each classification appeared on the seventy forms.

TABLE VI

FREQUENCY AND PERCENTAGE DISTRIBUTION
ACCORDING TO THE NINE TYPES OF DATA
FOUND ON THE SEVENTY DIFFERENT FORMS

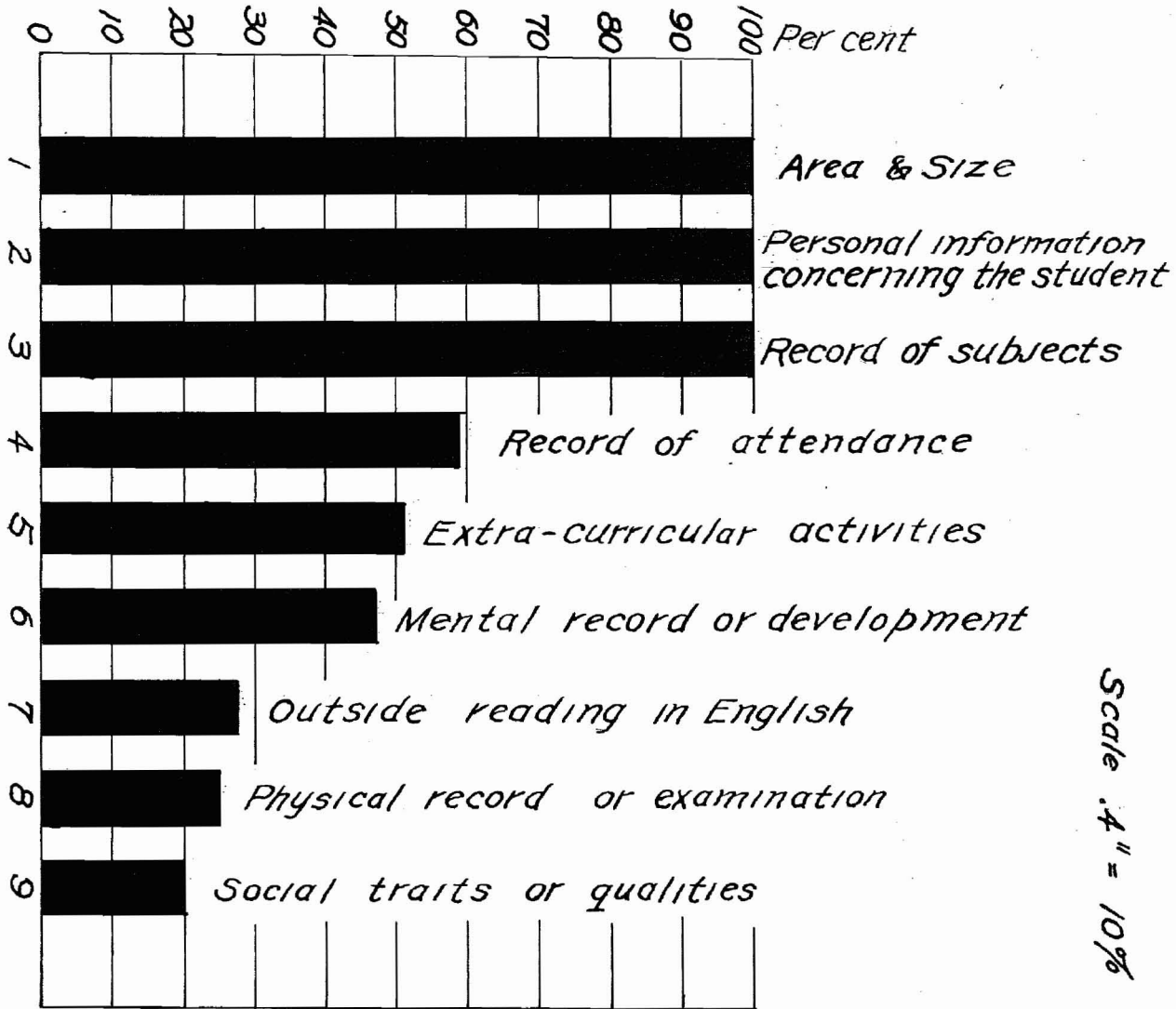
Types of Data	Frequency	Percentage
Size and area	70	100
Personal information concerning the student	70	100
Record of subjects	70	100
Record of attendance	61	87
Student activities	56	80
Mental record or development	53	76
Outside reading in English	19	27
Physical record	18	26
Social traits or qualities	14	20

Read table thus: Size and area appeared seventy times (100%) on the 70 forms. Personal information appeared seventy times (100%) on the 70 forms.

Figure I pictures the percentage that each classification appears on the seventy forms. It also shows the relative uses made of the nine divisions of data.

The per cent of the seventy (70) different forms that contain each of the nine (9) types of data collected

Figure 1



In the remainder of the Chapter a section is devoted to each of the nine types of data.

Size and Area

In the study of the seventy forms thirty-five different sizes were found. In Table VII is shown the distribution of the sizes. The 5" x 8" is the most common size, with the 8 $\frac{1}{2}$ " x 11" being second in popularity. It is significant that twenty-seven sizes of forms appeared only once each. The dimensions of these twenty-seven forms ranged from the miniature and odd shaped size of 5 $\frac{3}{8}$ " to 6 $\frac{3}{4}$ " to the very large size of 11 $\frac{3}{4}$ " by 18 $\frac{3}{4}$ ".

A noteworthy comparison is here made of the size that is most popular in Kansas with the size that is most popular in Montana. In Kansas the writer found the 5" x 8" ranking first in popularity. In Montana Mr. Smith found the form size 10 $\frac{1}{2}$ " x 16 $\frac{1}{2}$ " appearing the greatest number of times.²⁰

Table VII shows that there is an evident lack of uniformity in the sizes of permanent record forms.

²⁰Leo Smith, "Our High School Records." Montana Education, X No. 9, p. 15.

TABLE VII
 FREQUENCY AND PERCENTAGE DISTRIBUTION
 OF THE SIZES OF THE SEVENTY DIFFERENT FORMS

Dimensions in inches	Frequency	Per Cent
5 x 8	20	28.57
8½ x 11	7	10.00
5 5/8 x 8	3	4.28
9½ x 12	3	4.28
10½ x 16½	3	4.28
8½ x 14	3	4.28
6 1/8 x 10½	2	2.85
9½ x 14	2	2.85
5 3/8 x 6 3/4	1	1.42
5 1/8 x 8	1	1.42
5½ x 8	1	1.42
5 x 8½	1	1.42
5½ x 8 1/8	1	1.42
5 5/8 x 9	1	1.42
6 1/8 x 9½	1	1.42
6 x 9½	1	1.42
5 5/8 x 11	1	1.42
6 1/8 x 10 3/8	1	1.42
6 1/8 x 10½	1	1.42
6½ x 9½	1	1.42
7½ x 9½	1	1.42
7 3/4 x 8 7/8	1	1.42
8 x 9 7/8	1	1.42
8 1/8 x 11	1	1.42
8½ x 10 7/8	1	1.42
9 3/8 x 10 7/8	1	1.42
9½ x 11	1	1.42
8 3/4 x 11½	1	1.42
9½ x 11½	1	1.42
9½ x 11 3/4	1	1.42
8½ x 13	1	1.42
8 3/8 x 14	1	1.42
10 1/8 x 11 3/4	1	1.42
10½ x 12	1	1.42
11 3/4 x 18 3/4	1	1.42
Totals	70	100.00-

Read table thus: 5" x 8" is the size of the form used by 20 schools and that number is equal to 28.57% of the seventy forms. 8½" x 11" is the size of form used by seven schools (10%).

In Table VIII the total area of each form in square inches is indicated, each interval having a range of fifty square inches. The Table also shows how many forms within each interval have data recorded on both sides or on one side only.

TABLE VIII
FORMS CLASSIFIED BY TOTAL AREA
AND AS TO WHETHER OR NOT
BOTH SIDES OR FRONT SIDE ONLY ARE USED

AREA IN SQ. IN.	50- 100	101- 150	151- 200	201- 250	251- 300	301- 350	351- 400	401-450	TOTALS
DIMEN- SIONS IN IN.	$5\frac{3}{8} \times 6\frac{3}{4}$ to $5\frac{5}{8} \times 8$	$6\frac{5}{8} \times 9$ to $7\frac{7}{8} \times 8\frac{7}{8}$	$8 \times 9\frac{7}{8}$ to $8\frac{1}{2} \times 11$	$9\frac{3}{8} \times 10\frac{7}{8}$ to $9\frac{1}{2} \times 14$	$10\frac{1}{2} \times 12$ to $8\frac{1}{2} \times 14$	$10\frac{1}{2} \times 16\frac{1}{2}$	NONE	$11\frac{3}{4} \times 18\frac{3}{4}$	
BOTH SIDES	19	6	16	10	4	1	0	1	57
ONE SIDE	5	0	3	2	1	2	0	0	13
TOTALS	24	6	19	12	5	3	0	1	70

Read table thus: On 19 forms ranging in size from 50 to 100 square inches both sides are used for the recording of data. On 5 forms ranging in size from 50 to 100 square inches only one side is used.

Both sides of fifty-seven of the seventy different forms studied are used to record data as shown by Table VIII above and also by Figure 2 which is presented on the following page.

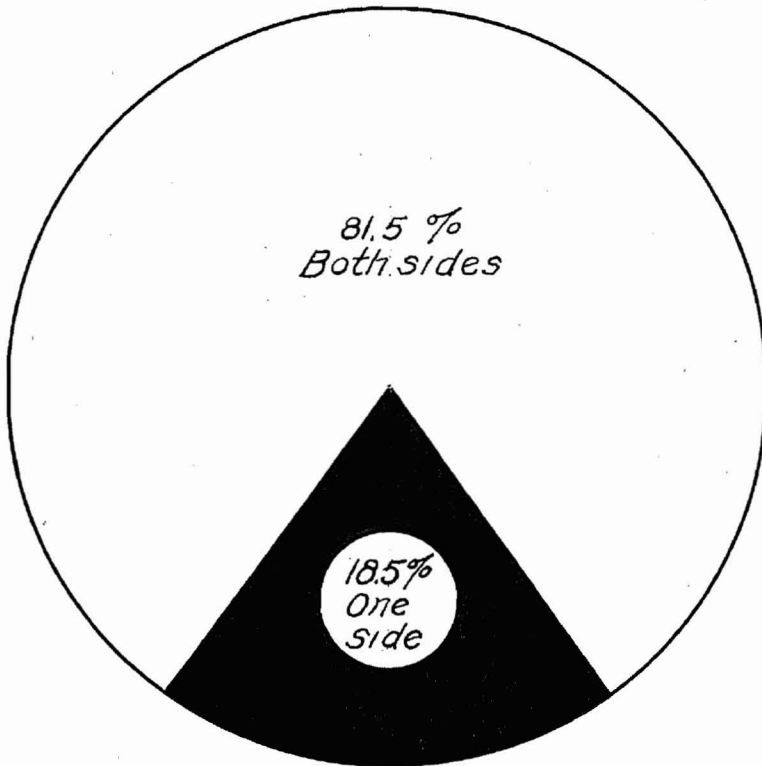


Figure 2

*The per cent of the forms which have data on one side only
and the per cent that have data on both sides*

From the material presented on sizes and areas it is noted that principals and superintendents evidently believe it is desirable to use both sides of the form to conserve space. The great variety of sizes found shows that there is a real need for standardizing certain form sizes. The subject of desirable sizes will be discussed more fully in a subsequent chapter.

Personal Information Concerning the Student

The personal information concerning the student has been broken up into four divisions to facilitate the presenting of the material.

Table IX shows the frequency of the items of general information concerning the student. There is one item only, the name of the student, that is called for unanimously. However, Table IX indicates that there are several other items which are common terms to a large number of forms.

TABLE IX
 FREQUENCY DISTRIBUTION OF STUDENT DATA
 APPEARING ON THE SEVENTY FORMS

Items	Frequency
Name of student	70
Date of graduation	64
Date of birth	61
Date of entrance	60
Entered from	48
Left school or withdrawal	38
Reason for withdrawal	30
Sex	27
Date of withdrawal	23
Rank in class	22
Remarks	22
Age at entrance	21
Number in class	19
Place of birth	19
Color or nationality	18
Average grade	13
Reentered	12
Passing grade	8
Photograph	5
Plan to enter college (where)	4
College entered	4
Advisors	3
Plan to enter college (course)	3
Check authority of birth certificate	2
Employment entered	2
Class	2
Plan to enter college	2
Tuition	1
Signature of student	1

Read table thus: Name of student appeared on all 70 forms. Date of graduation appeared on 64.

The frequency distribution of items called for under course and credits is found in Table XI.

TABLE XI
FREQUENCY DISTRIBUTION OF ITEMS LISTED
UNDER COURSE AND CREDITS

Items	Frequency
Name of course	45
Transcript grades in red	18
Transcript sent	16
Credits required	15
Major and minor	6
Transcript credits from	5
Transcript credits marked "x"	5
Degrees received	1
Number of extra-curricular credits	1
Final credit	1
Transcript grades marked "p"	1
Check subject if from transcript	1

Read table thus: Name of course appeared 45 times. Transcript sent appeared 18 times.

Only one item, name of course, is at all popular and it is found on only forty-five of the seventy forms.

Record of Subjects

All seventy forms referred to the course pursued in some way or another, as shown by Figure 1 given on page 35, but there is a great variance as to the items called for on the forms. Thirty-six different items were found and these have been subdivided into four tables which are presented and discussed in the following pages.

Table XII gives the frequency distribution of items concerning the time spent in each course and the date the course was pursued.

TABLE XII
FREQUENCY OF ITEMS CONCERNING TIME SPENT
IN EACH COURSE AND DATE PURSUED

Items	Frequency
Minutes in recitation	48
Space for date	47
Recitations per week	46
Number of weeks	41
Minutes in laboratory period	28
Periods in laboratory	24
Check if supervised study	5
Year pursued	3
Periods present	2
Periods absent	1

Read table thus: Minutes in recitation appeared 48 times.

The number of minutes in recitation is the most popular item, however the first four items listed are found on the forms nearly the same number of times. The table also shows that there are four items that are found on only a very few of the seventy forms.

Table XIII contains the tabulated data concerning the items that relate to grading.

TABLE XIII
FREQUENCY DISTRIBUTION OF ITEMS RELATING TO GRADING

Items	Frequency
Grades by semester	45
Final grade for year	34
Key to grading	21
Grade by six weeks	10
Examination grade	4
Space for failures	4
Record of unfinished work	3
Withdrawal from subject	3
Average for three six weeks' periods	3
Use of symbols denoting failures	2
Enter all term grades in red	1

Read table thus: Grades by semester appeared 45 times. Final grade for year appeared 34 times.

That a majority of the forms call for grades by semesters is shown in Table XIII. The final grade for the year appears second in frequency. It is interesting to note that only about twenty-five per cent of the forms have a key to grading and that the last seven items are very rarely asked for.

In Table XIV, which has to do with the frequency distribution of items concerning credits, it will be noted that the unit of credit allowed has been called for on all but eight forms. The item appearing

TABLE XIV
FREQUENCY DISTRIBUTION OF ITEMS CONCERNING CREDITS

Items	Frequency
Unit of credit allowed	62
Total credits for four years	27
Subjects not printed in	27
Subjects printed in by groups	16
Total credits for year	14
Required subjects printed in	11
Total credits for semester	8
Subjects printed in by years	5
Group headings printed in	2
Space for special subjects	1

Read table thus: Units of credit allowed appeared 62 times. Total credits for four years appeared 27 times.

second in the list, total credits for four years, is found on approximately thirty per cent of the forms studied. The frequency of the remaining seven items shows significantly the great lack of uniformity in calling for items under this heading.

The number of forms calling for signatures and for texts used is recorded in Table XV. The majority of the forms do not require any signatures of instructors or school administrators. The other

TABLE XV
NUMBER OF FORMS CALLING FOR
SIGNATURES AND FOR TEXTS USED

Items	Frequency
No signatures called for	39
Signature of supt. and prin. at the time student graduated	19
Signature of instructor	13
Signature of principal	9
Text books used	7
Signature of superintendent	2

Read table thus: No signatures were called for on 39 of the 70 forms. Signature of superintendent or principal at time of graduation appeared 19 times on the 70 forms.

items in the Table designate that there is little agreement as to what signatures should be found on the record and as to whether or not it is desirable to have in the record the names of the text books used in each course.

Record of Attendance

Figure 3 on this page shows at a glance the per cent of the seventy forms that call for a record of attendance.

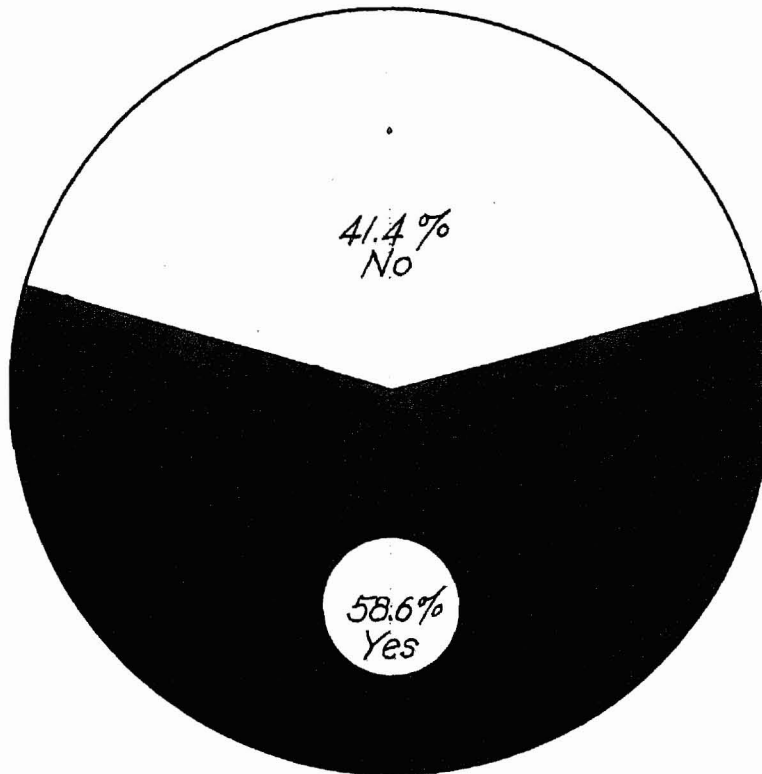


Figure 3

*The per cent of forms containing an attendance record,
and the per cent of those that do not*

Times tardy and days absent head the list as the most frequently called for items concerning attendance. Table XVI lists the frequency of each of the sixteen different items found on the forms studied.

TABLE XVI

FREQUENCY OF ITEMS LISTED
IN THE ATTENDANCE SUMMARIES
APPEARING ON FORTY-NINE FORMS.

Items	Frequency
Times tardy	37
Days absent	29
Total days for four years	24
Days present	21
Totals for semester	16
Days on roll	18
Days in session	11
Totals for each year	10
Days taught	9
Department	8
Totals for six weeks	8
Days not enrolled	8
Daily record of attendance	5
Half days present	3
Causes of absences	2
Half days absent	2
Totals by months	2
Health	1
Causes of tardinesses	1
Days enrolled late	1
Half days in session	1

Read table thus: Times tardy appeared 37 times. Days absent appeared 29 times.

It is significant that but one form out of the seventy called for four of the items given in the above table, and only a comparatively few forms called for over half of the items listed.

Extra-Curricular Activities

The Figure below pictures the per cent of the forms that contain a record of extra-curricular activities.

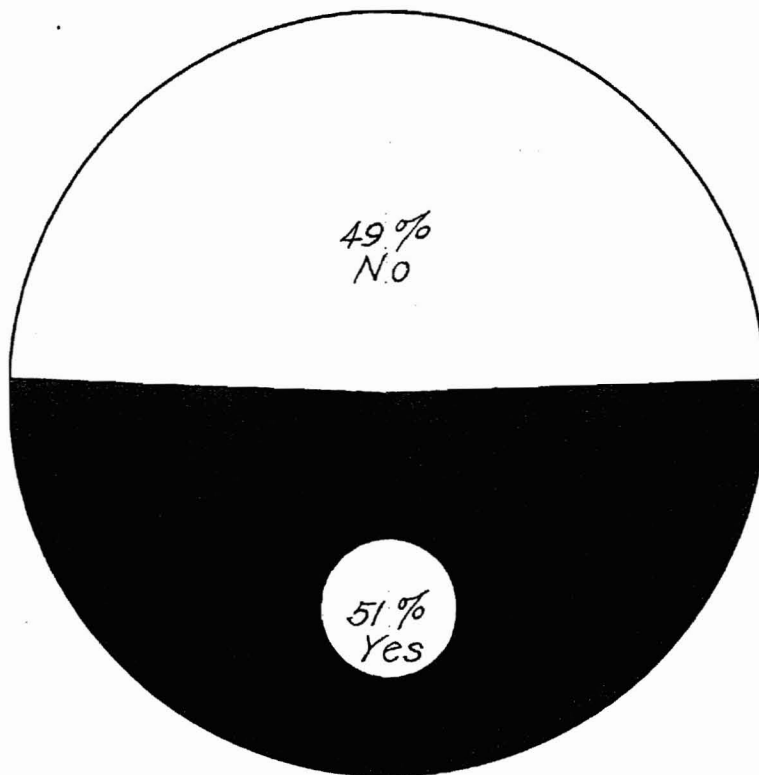


Figure 4

The per cent of forms containing a record of extra-curricular activities, and the per cent that do not

Table XVII reveals the lack of uniformity and agreement as to the items that are, and should be, called for concerning the extra-curricular activities.

TABLE XVI I

FREQUENCY OF ITEMS APPEARING ON THE THIRTY-SIX FORMS
THAT PROVIDE SPACE FOR EXTRA-CURRICULAR ACTIVITIES

Items	Frequency
Date or year	14
Name of activity	14
Points	13
Space for four years'	11
Honors, awards, officer, etc.	8
Credit	5
Extra-curricular below regular subjects	4
Activities printed in	3
Listed chronologically	1
Sponsor's name	1
80 points equal to one unit of credit	1
Record made	1
Space for six years'	1

Read table thus: Date or year appeared 14 times. Name of activity appeared 14 times.

The first four items, the ones most frequently called for, are far from being common terms to the seventy forms. The one with the highest frequency is found on only twenty per cent of the forms studied.

Mental Record or Development

The Figure below shows the per cent of the forms that provide space for a mental record.

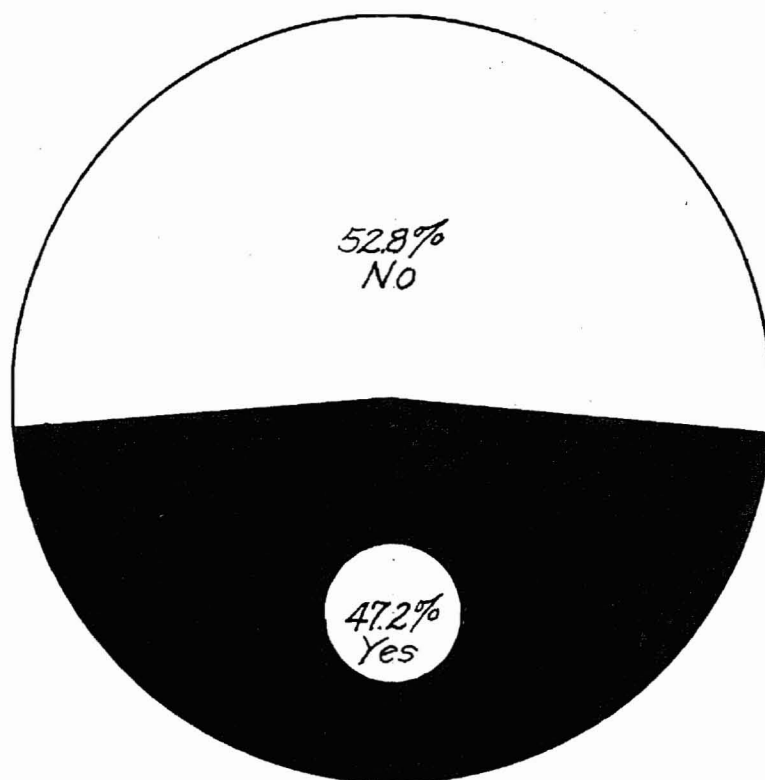


Figure 5

*The per cent of forms containing a mental record,
and the per cent of those that do not*

A great diversity of items was found in the studying of the portions of the various forms that are given over to mental records. Only thirty-three of the seventy forms provide space for this record. Table XVIII tabulates the frequency of the items found on the forms.

The name and date of test, chronological age, and intelligence quotient are the more common items. However, these appear on approximately only 30 per cent of the forms studied. There is a long list of data that is called for on but few forms. The entire table shows very clearly that there is not any certainty as to what should be called for in the mental record. It also appears that there is considerable hesitancy in the attitude of many as to whether there should be any space devoted to the mental record of the student.

TABLE XVIII
 FREQUENCY OF ITEMS FOUND ON THIRTY-THREE FORMS
 THAT PROVIDE SPACE FOR MENTAL RECORD

Items	Frequency
Name of test	21
Date of test	21
Chronological age	21
Intelligence quotient	20
Pupil score	20
Standard score	17
Class median	17
Intelligence test	14
Mental age	12
Accomplishment quotient	12
Grade school average	11
Grade school intelligence quotient	11
Grade school accomplishment quotient	11
Signature of person giving test	10
Achievement test	5
Form	4
Rating score	3
Grade level	2
Otis intelligence quotient	2
Low intelligence quotient	2
Subject age	2
Notes or comments	2
Mental rank	2
Percentile rank	2
Level for individual test	2
Number taking test	1
Comprehension	1
Group test	1
Rank in intelligence quotient	1
Accomplishment age	1
Rate	1
Quality	1
Accomplishment ratio	1

Read table thus: Name of test appeared 21 times.

Outside Reading in English

The Figure below shows the proportion of the forms that allow for outside reading in English and those that do not.

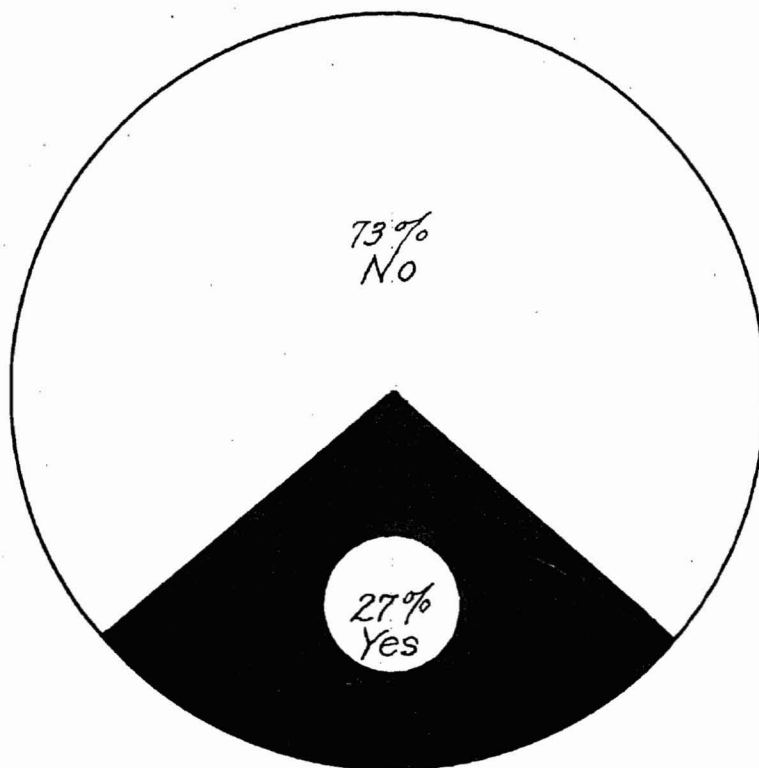


Figure 6

The per cent of forms containing a record of outside readings in English, and those that do not

The frequency of the items that are found on the nineteen forms that provide for outside reading in English is given in Table XIX.

TABLE XIX
FREQUENCY OF ITEMS ON THE NINETEEN FORMS
THAT PROVIDE SPACE FOR OUTSIDE READING IN ENGLISH

Items	Frequency
Divided by years	17
Information on back of form	12
Classics read out of class in red ink	4
Classics read in class in black ink	4
Classics read out of class	2
Classics read in class	2
Title of book	2
Credit allowed	1
Grade given	1
Points required	1
Author	1
Class assignment or report	1
Information on front of form	1
Points allowed	1
Type of reading	1

Read table thus: Space provided for record to be divided by years appeared 17 times. The information was called for on the back of the form 12 times.

With the exception of the first two items listed, the items given in the above Table are common to only a very few of the forms. Approximately, only twenty-eight per cent of the seventy forms call for any record whatsoever of the outside readings in English.

Physical Record or Examination

Pictured below is the small per cent of the seventy forms studied that provide space for the student's physical record.

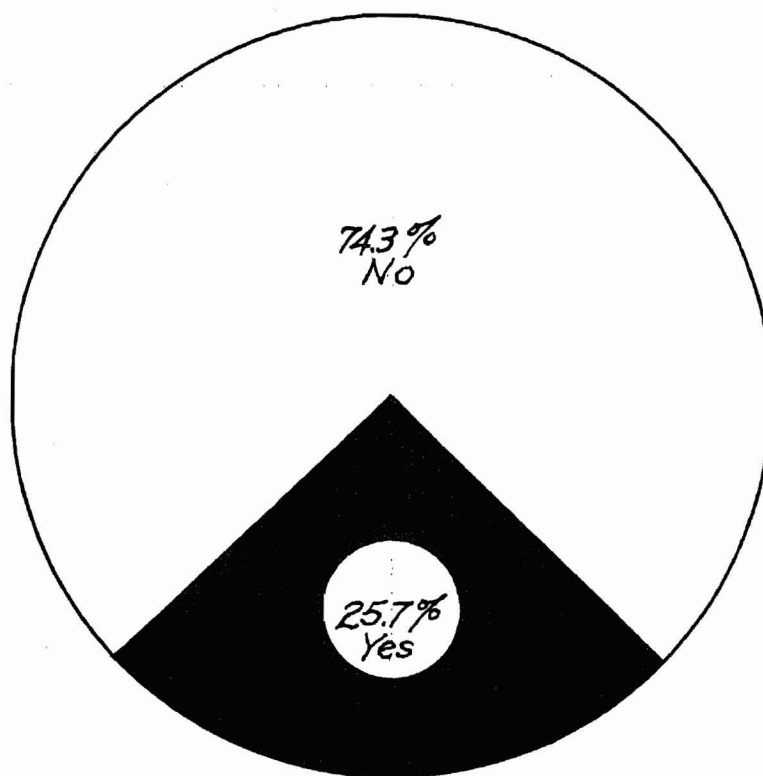


Figure 7

*The per cent of forms showing a physical record,
and the per cent of those that do not*

In Table XX a long list of points concerning the physical welfare of the student is tabulated. Evidently the first eight or ten are deemed the more important ones by the few schools using the forms. There are twenty-one items which appear on not more than three forms. The entire set-up shows a great lack of uniformity in regard to what teachers and administrators believe they need to know concerning the physical condition of the student.

TABLE XX
 FREQUENCY OF ITEMS ON THE EIGHTEEN FORMS
 THAT PROVIDE SPACE FOR
 PHYSICAL DEVELOPMENT OR PHYSICAL EXAMINATION

Items	Frequency
Age in years	11
Weight	11
Teeth	11
Eyesight	11
Hearing	11
Height	10
Tonsils	10
Adenoids	10
Posture	8
General physical condition	8
Use tobacco	6
Diseases had	5
Date of examination	4
Place for 4 years' record	3
Lungs	3
Heart	3
Condition	3
Recommendation	3
Action taken	3
Skin	2
Throat	2
Nose	2
Signature of examiner	2
Nutrition	2
Vaccination	2
Amount over or under weight	2
Height sitting	1
Deformation	1
Injuries received	1
Nerve condition	1
Digestive organs	1
Abdomen	1
Extremities	1
Spine	1

Read table thus: Age in years appeared 11 times.

Social Traits or Qualities

The figure below shows that a small per cent only of the seventy forms give over any space to social traits or qualities of the student.

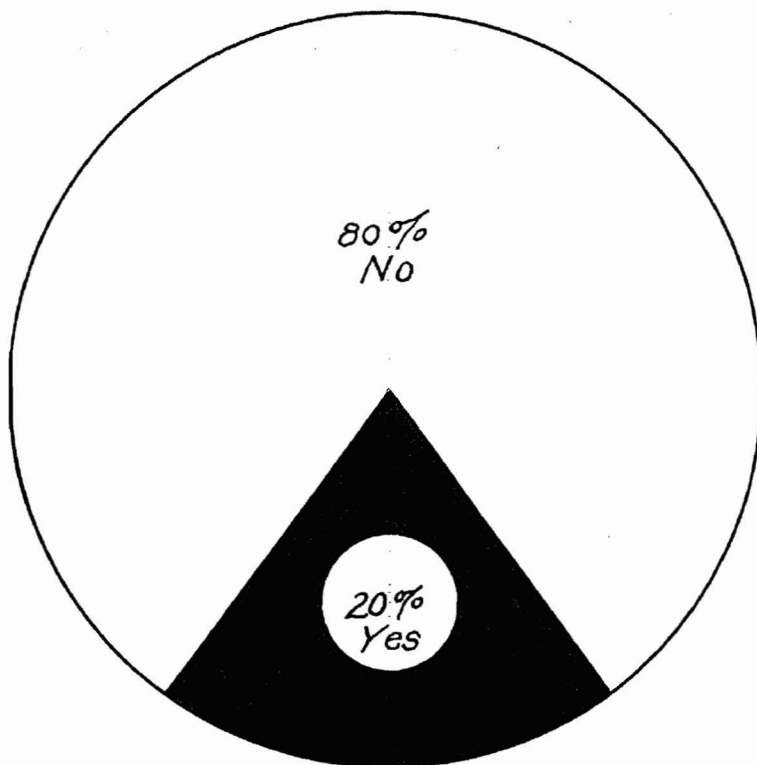


Figure 8

The per cent of forms containing a record of social traits, and the per cent of those that do not

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Tables XXI to XXVII inclusive present an itemized tabulation of the words and phrases used to depict the student socially and to give somewhat of a character rating of the individual.

An attempt has been made to classify the words or phrases into seven Tables for convenience in presenting the material.

TABLE XXI

WORDS OR PHRASES USED TO EXPRESS SCHOLASTIC ZEAL

Items	Frequency
Industry	6
Application	3
Moderately studious	2
Effort	1
Punctuality	1
Persistency	1
Perseverance	1
Promptness	1
Study habits	1
Mentally lazy	1
Interest	1
Enthusiasm	1
Energy	1
Enterprise	1

Read table thus: Industry appeared six times. Application appeared twice.

TABLE XXII

WORDS OR PHRASES USED TO EXPRESS INTELLECTUAL ABILITY

Items	Frequency
Accuracy	4
Alertness	2
Independence	1
Neatness	1
Orderliness	1
Self-control	1
Thoroughness	1
Use of English	1
Weaknesses	1
Judgment	1
Cleverness	1
Brightness	1
Facility to adjust self	1

Read table thus: Accuracy appeared 4 times.

TABLE XXIII

WORDS USED TO EXPRESS INITIATIVE

Items	Frequency
Initiative	2
Resourcefulness	2
Organizing ability	2
Self-reliance	1

Read table thus: Initiative appeared 2 times.

TABLE XXIV
WORDS OR PHRASES USED TO EXPRESS INTEGRITY

Items	Frequency
Dependability	5
Reliability	4
Cooperation	4
Loyalty	3
Honesty	3
Faithfulness	2
Truthfulness	2
Trustworthiness	1
Carefulness	1
Honestness	1
Patience	1
Stability	1
Care of property	1
Reputation	1
Unreliability	1

Read table thus: Dependability appeared 5 times. Reliability appeared 4 times.

TABLE XXV
WORDS USED TO EXPRESS LEADERSHIP

Items	Frequency
Leadership	6
Self-confidence	2
Courage	1
Aggressiveness	1

Read table thus: Leadership appeared 6 times.

TABLE XXVI

WORDS OR PHRASES USED TO EXPRESS SOCIAL ADAPTABILITY

Items	Frequency
Courtesy	3
Personal appearance	3
Adaptability	2
Disposition	1
congeniality	1
Personality	1
Respect for authority	1
fact	1
Social attitude	1
Popularity	1

Read table thus: Courtesy appeared 3 times.

TABLE XXVII

MISCELLANEOUS

Items	Frequency
Clubs to which he belongs	8
Subjects of special aptitude	8
Subjects most difficult	8
Types of social recreation	7
Activity	2
Health	2
Athletic ability	1
Thrift	1
Work toward self-support	1
Character	1
Social poise	1

Read table thus: Clubs to which he belongs appeared 8 times.

On the seventy forms were found a total of 71 words or phrases which were used in an attempt to express the student's social status.

In summarizing, the Tables speak for themselves of the non-uniformity of the information called for concerning the student. Approximately three hundred different items were called for on the seventy forms studied. Only one item of the entire list, the name of the student, was common to all. About thirty-five per cent of the items appeared only once each. The writer found a wide variety of words and phrases used to convey the same meaning. The amount of information concerning the student that was called for on the various forms differed greatly. Some forms contained a great number of items; others, a very few.

CHAPTER V

DESIRABILITY OF FORMS AND UNIFORMITY OF FORMS

Post Binder Versus Filing Card

As shown by Table XXVIII about 40% of the seventy forms were designed for post binders, while the remaining 60% are of the filing card type.

TABLE XXVIII

THE FREQUENCY OF POST BINDERS AND FILING CARDS,
COMPANY'S OR SCHOOL'S OWN DESIGN,
USED IN THE THREE CLASSES OF CITIES

Class of city	Company Post Binder	Company Filing Card	School's own Post Binder	School's own Filing Card	Totals
First	0 (0%)	0 (0%)	4 (5.7%)	3 (4.5%)	7 (10%)
Second	5 (7%)	3 (4.5%)	4 (5.7%)	24 (34%)	36 (51%)
Third	11 (15.7%)	3 (4.5%)	4 (5.7%)	9 (13%)	27 (39%)
Totals	16 (23%)	6 (9%)	12 (17%)	36 (51%)	70 (100%)

Read table thus: First class cities use no company form post binder; no company form filing card. Four schools use own form post binder; and three schools use own form filing card.

It is significant to note that all the schools studied in first class cities use their own forms. It is noteworthy that the schools in second class cities favor the filing card, while schools in the third class cities, to a large degree, use company form post binders.

There is considerable diversity of opinion as to the relative merits of the post binder and the filing card. Remarks made by Kansas school administrators bearing out this fact were found in some of the personal letters received of which the following statements are typical:

"Objection to the card is that it is rather expensive."

"I prefer a card system."

"We felt that it would be an advantage to have the permanent record in a binder."

"All records are in one big book for the last 25 years, rather condensed but terrible to handle."

"I believe very strongly in visible files."

It is unlikely that either the post binder or filing card will soon replace the other. It seems more probable that both types will continue to be used, but that a standard size of each may be adopted.

The chief criticism regarding the post binder is well expressed in the following quotation: "Think of an office record book (for grades only) weighing approximately 75 lbs., 27" long by 19" wide by 5" in thickness. When opened this book measured four feet, six inches in length."²¹ The record becomes very awkward and cumbersome.

One virtue of the post binder system is that it costs less. Another is that the records are more permanent and more accurate than the filing cards as there is less likelihood of sheets being lost or filed in the wrong places.

²¹Eugene J. Irwin, "Office Records in the Small High School." The American School Board Journal, Vol. 68, No. 4:58, April, 1924. p. 58.

The desirability of the card filing system is summed up by

Irwin as follows:

Cards can be instantly referred to with complete information as to grades, length of recitation, number of recitations per week, laboratory periods per week, and the number of weeks in the school year. Space is also provided for the name of the student, names of parents, date and place of birth, school last attended, date of graduation and comments or remarks. . . . Compare the simplicity and time saving element of such a system with eighty pages of individual record in the book shown.

The preceding paragraphs represent an interesting combination of the commendable features and the defects of both the post binder and the filing card systems.

Use of One Side Versus Use of Both Sides

That most forms utilize both sides for recording data is shown by Figure 2 on page 29. There seems to be no reason for using one side only as is done on 18.5% of the forms studied. One way to greatly reduce the size of record forms is to record data on both sides. For example, the data found on a sheet 10" x 16", using one side only, could be recorded on a 5" x 8" card, both sides being used.

²²Ibid.

The Desirability of Standard Sizes

That there is considerable need for some sort of standardization of sizes of forms is shown by Table VII on page 27 which reveals that among the seventy forms studied 35 different sizes were found. It will also be noted that 20 of the seventy forms (28.6%) are 5" x 8" in size, and 7 are 8½" x 11". This is 10% of the forms studied. These two sizes are in accordance with the recommendations of the special Commission on standard record forms of the National Education Association. Obviously, the reasons the Committee had in mind in recommending the 5" x 8" and the 8½" x 11" were that these two sizes are standard and are most frequently suited to the filing systems now in use.

The Desirability of Uniform Record Forms

After analyzing the seventy different permanent record forms used in this study, there is convincing evidence that the state does not operate as a unit as far as records are concerned.

The following points as revealed by this study show the complete lack of uniformity: 1. Non-uniformity of data reported
2. Non-uniformity in size 3. Non-uniformity of quality of stock
4. Non-uniformity of color 5. Non-uniformity of arrangement of data
6. Non-uniformity of terms used in reporting data.

Bristow and Proctor,²⁵ in their article, "Senior High School

²⁵A. B. Bristow and Van M. Proctor, "Senior-High-School Records and Reports." Junior-Senior High School Clearing House, IV, No. 7, March, 1930. p. 410.

Records and Reports," make this very timely statement:

A casual examination of the forms for records and reports in use in a large number of high schools throughout the country reveals nothing so uniform as diversity. . . . The variety of colors, sizes, stocks, etc., seems almost inexcusable.

In an article, "A National Coordination of School Statistics, Records and Reports," Reavis and Light²⁴ say: "Present accounting, both fiscal and pupil, is inadequate and inaccurate in local school systems. Greater coordination and uniformity are required in the interest of true pictures of local school systems."

A. B. Moehlman²⁵ in his survey report, "A State System of Child Accounting," states: "The major and central unit in a child accounting system must be the state."

The need for the adoption of a uniform system of records is stressed by Hook²⁶ in the following quotations:

If frequency of mention in the addresses before the National Education Association since its organization were to be used as a criterion for determining the value of such uniformity, it would rank exceedingly high. We believe that this frequency is truly indicative of value. Since educational organizations have for years urged such national uniformity, and since at present only four State Commissioners of Education and State Superintendents of Public Instruction are definitely opposed to such a plan, while thirty-two are as definitely in favor of it, it would seem to be high time to initiate plans for securing such uniformity on as nearly a national basis as possible. . . . Such uniformity

²⁴W. C. Reavis and N. S. Light, "A National Coordination of School Statistics, Records and Reports," National Education Association, Dept. of Superintendent, Official Report, 1934. p. 228.

²⁵A. B. Moehlman, Child Accounting, (Friesema Bros. Press, Detroit) 1923. p. 10.

²⁶Arch O. Hook, "A Study of Child Accounting Records," Bureau of Educational Research, Monograph No. 2, II, November 16, No. 9, 1925. p. 193.

means, first, absolutely uniform definitions and rules; second, uniformity among the fundamental items which are to be recorded; and third, uniformity among the fundamental forms which are to be devised.

Strayer and Engelhardt²⁷ in discussing uniform records and reports say: "A system of records and reports which will cement an entire state and even the nation in its educational undertakings . . . has been recognized as one of the greatest needs. Heck²⁸ insists: "Comparable data for the state and nation must be available if we are to know our educational weaknesses on a state or national scale."

The quotations in this Chapter indicate that the same condition (non-uniformity of permanent record forms) exists in all parts of the United States. Authorities of nation-wide reputation on the subject admit the desirability and necessity of uniformity if our record systems are to function adequately and accurately to their maximum capacities. The National Education Association has been giving especial attention to this particular problem, but as yet no definite action has been taken which has brought about uniformity to any noticeable degree.

²⁷George D. Strayer and E. L. Engelhardt, The Classroom Teacher. (New York: American Book Company, 1920) p. 276.

²⁸Arch O. Heck, "A Study of Child Accounting Records." Bureau of Educational Research, No. 2, II, November 16, 1925, No. 9 p. 13.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has as its main objective a critical study of the Kansas senior high school permanent record forms. The purpose being:

1. To present an analysis of the seventy different forms;
2. To make comparisons of findings in this study with those of a similar nature;
3. To make recommendations which should aid school administrators in the selection and use of accounting records and transcript forms. The data used were taken from seventy different forms selected from 114 senior high schools of Kansas.

The scope of this study has been broad. It has attempted to evaluate and analyze the forms used by high school principals in routine pupil accounting. Another phase of the study has been the development of an all-purpose record card which embodies the best from the seventy different forms received and studied.

The data were classified into the nine following types:

- | | |
|---|-----------------------------------|
| 1. Size and area | 5. Student activities |
| 2. Personal information
concerning the student | 6. Mental record or development |
| 3. Record of subjects | 7. Outside readings in English |
| 4. Record of attendance | 8. Physical record or examination |
| | 9. Social traits |

In summarizing, the following points dealt with were considered as significant:

1. Items recognized by educators as essential to a good permanent record.
2. Items desired by Kansas principals' and superintendents'.
3. Information called for on college transcripts developed by colleges and universities of Kansas and its four bordering states.
4. That, of the 38 different sizes among the seventy forms, twenty-nine per cent were 8" x 8" and ten per cent were 8½" x 11". These were the most common sizes found.
5. That forty per cent of the forms studied were designed for post binders; sixty per cent were for filing cards.
6. That a great majority of the forms, 81.5% utilized both sides for recording data.
7. That there is a diversity (1) of terms used to express similar or identical meanings; (2) of items called for; and (3) of the nine types of data found on the various cards.
8. That authorities in the field of secondary education expressed a desire and a need for more uniformity of high school permanent record forms.

Conclusions

1. There is a vast difference of opinion as to which items should be found on a permanent record as shown by a study of the following:
 - a. The list of important items as ranked by 80 special educators.
(Table II, page 17.)
 - b. A list of items as ranked by the 70 forms studied.
(Table III, page 18.)
 - c. A list of items as ranked by college transcript forms.
(Table IV, page 20.)
 - d. A summary of the three Tables referred to above showing the average rank of each common item as well as its rank in its own particular Table. (Table V, page 22.)
2. There is a lack of uniformity of dimensions and area as shown by:
 - a. The 35 sizes found in the study of the 70 forms.
(Table VII, page 27.)
 - b. The range in total area and the diversity of practice in the use of one or both sides. (Table VIII, page 28; Figure 2, page 29.)
3. There is a lack of uniformity in the items used in recording personal information concerning the student as shown by:
 - a. The list of items used for recording student data.
(Table IX, page 31.)
 - b. The list of family history items used. (Table X, page 32.)
 - c. The list of items having similar meanings used under course and credits. (Table XI, page 33.)

4. There is non-uniformity in the items called for under record of subjects as shown by:
 - a. The various items called for under the subject, time, and date pursued. (Table XII, page 34.)
 - b. The lack of uniformity in reporting grades. (Table XIII, page 35.)
 - c. The many ways of showing credits allowed. (Table XIV, page 36.)
 - d. The variation of items calling for the signatures of school officials. (Table XV, page 37.)
5. There is a diversity of opinion as to whether or not permanent files should contain attendance information and there is a non-uniformity of items called for when attendance is required. (Figure 3, page 38; Table XVI, page 39.)
6. There is a difference of opinion as to whether forms should contain a record of extra-curricular activities and there is a non-uniformity of items called for by those allowing for such a record. (Figure 4, page 40; Table XVII, page 41.)
7. There is a difference of opinion as to whether permanent records should have space for mental test scores and there is a non-uniformity of items called for by those providing space for such a record. (Figure 5, page 42; Table XVIII, page 44.)
8. Only a comparatively small per cent allow space for outside readings in English and there is a non-uniformity of items used on those that contain such a record. (Figure 6, page 45; Table XIX, page 46.)

9. Only a comparatively small number allow space for a physical record and a great difference exists as to items called for on the record. (Figure 7, page 47; Table XX, page 49.)
10. Only a comparatively small per cent provide space for social traits or qualities and a very wide diversity of terms are used to express the desired information: (Figure 8, page 50.)
- a. Scholastic zeal (Table XXI, page 51)
 - b. Intellectual ability (Table XXII, page 52)
 - c. Initiative (Table XXIII, page 52)
 - d. Integrity (Table XXIV, page 53)
 - e. Leadership (Table XXV, page 53)
 - f. Adaptability (Table XXVI, page 54)
 - g. Miscellaneous (Table XXVII, page 54)

Recommendations

The particular contribution, being made from this study, is the recommendation of a permanent record form for high schools which embodies the following desirable features:

1. The form is accurately constructed so that it may be conveniently filled out by using a standard typewriter. The using of a typewriter in recording the data is advisable.
2. The record of the academic work is all on one side. This enables a quick bird's eye of the four years' cumulative scholastic record.
3. The more general information, a complete activity record, and miscellaneous items are recorded on the other side.
4. The card is so designed that it is optional as to which side shall be used as the front in filing.
5. The 5" x 8" and 8 $\frac{1}{2}$ " x 11" sizes are suggested for use since they are the two standard filing sizes.
6. The form (Figures 9 and 10) which is being recommended may be set up in either of the two standard sizes mentioned above. The 8 $\frac{1}{2}$ " x 11" size may be constructed for use in a file or in a post binder.

PERMANENT HIGH SCHOOL RECORD															
Name		First		Middle		Sex		Name of School						HIGH SCHOOL	
SUBJECT	Year 9-10-11-12	Date Year	Period Week	1 st Sem Mark	2 nd Sem Mark	Year Mark	Unit Credit	SUBJECT	Year 9-10-11-12	Date Year	Period Week	1 st Sem Mark	2 nd Sem Mark	Year Mark	Unit Credit
ENGLISH								SOCIAL SCIENCE							
MATH.								GEN. SCIENCE							
LANGUAGE								MUSIC-ART							
COMMERCIAL								INDUSTRIAL							
Check Rank									Upper	Middle	Lower	Total Credits			

Transcript Grades in Red Ink *COPYRIGHT APPLIED FOR*

Figure 9

The recommended permanent high school record form (front side)

PERMANENT HIGH SCHOOL RECORD

Name First Middle Date of Birth Entrance Date Graduation Date

Entered or Transferred from Dist. No. Additional Information if Desired (Race or Color, Physical Defects, etc.)

Parent or Guardian Occupation Permanent Home Address Telephone

Course or Curriculum First Major Second Major First Minor Second Minor

STUDENT ACTIVITY RECORD

	ACTIVITY	Award	Mark	Credit		ACTIVITY	Award	Mark	Credit
FRESHMAN					JUNIOR				
SOPHOMORE					SENIOR				

REMARKS:

Attach
Photograph
if
Desired

MENTAL TEST RECORD

Name of Test	Form	Date taken	Score	M.A.

Supt.
or
Prin.

Signature upon Graduation

Figure 10

The recommended permanent high school record form (back side)

This card is intended to furnish adequate information concerning the pupil, to require less time in making the record, to greatly economize the time consumed in securing the information for use, to present a continuous and progressive record of the pupil's high school life, to promote a unified system, and to take up the minimum amount of filing space.

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APPENDIX A

Wattfield Green, Kansas
August 9, 1934

Mr. _____
Superintendent of Schools
_____, Kansas

Dear Mr. _____:

I am making a study, to fulfill the thesis requirement for a Master's Degree, of the following stated subject: "A Critical Study of Permanent Record Forms Used by Kansas Senior High Schools."

I would appreciate it very much if you would use the enclosed stamped envelope, at your earliest convenience, to send me one of the blank forms that you are using. If it is one of your own design printed in your school print shop, it will be just as valuable as a copyrighted form. If your form is a card too large for the envelope, it will be o. k. to fold it to fit the envelope.

If the name of the publishing company is not on the form, please write it on. If the form is one of your own design, please make note of that fact on the form.

I take this opportunity to thank you for your courtesy in the above mentioned matter, and hope sometime to be able to return the favor.

Sincerely,

Edgar S. Colvin

ESC:fc

UNRECORDED

Matfield Green, Kansas

November 12, 1934

Mr. _____
Superintendent of Schools
_____, Kansas

Dear Mr. _____:

The unsatisfactoriness of the record forms I am using in high school has prompted me to attempt to analyze what is being used in various schools. Will you be so kind as to send me a blank copy of your permanent record form? If it is one of your own design, please make note of that fact on the form you send me.

If anything worthwhile comes of my study I shall be glad to make the results available. Inclosed you will find a self-addressed stamped envelope for your convenience. I shall appreciate an early reply.

Thank you.

Very truly yours,

Edgar B. Colvin

ESD:fo

MASTER CHECK SHEET NO. I
TOWNS 36 to 70

DIMENSIONS " AREA BOTH SIDES

5 3/4 x 6 3/4
5 1/2 x 8
5 1/4 x 8
5 1/4 x 8
5 x 8 1/2
5 1/4 x 8 1/4
5 3/4 x 8 1/4
5 3/4 x 8 1/4
6 1/4 x 9
6 x 9 1/4
6 1/2 x 9 1/2
6 1/4 x 10 1/4
6 1/2 x 10 1/2
7 1/4 x 9 1/4
7 3/4 x 9 1/4
8 1/4 x 11
8 1/2 x 10 1/4
9 1/2 x 11
9 1/4 x 10 3/4
9 1/4 x 11 1/2
9 1/4 x 11 1/2
9 1/2 x 11 1/2
10 1/4 x 11 1/2
10 1/2 x 11 1/2
11 1/4 x 11 1/2
11 1/2 x 11 1/2
12 1/2 x 11 1/2

MISCELLANEOUS ITEMS
First Class City
Second " "
Third " "
Company " "
Schools Form " "
Use Own Form Post Binder
Use Both Sides Filing Card
Use One Side Filing Card
Contains " "
Senior High Only
Senior High 2014
Schools own Form Senior & Senior High Record
School Form Pub. Co. Vinton, Iowa
McCormack Math Co. Wichita, Kan.
World Book Co. 212 Cleveland Ave. Chicago
The Public School Accounting System, Ill.
Holt Rinehart & Winston, Wash. D.C.
S. Y. Gillon & Co. Milwaukee, Wis.
A. L. Bell Co. Great Bend, Kan.
Remington Rand Co. Wichita, Kan.
Crane & Co. Topeka, Kan.

NO.	HIGH SCHOOL TOWN-FORM	73	80	82	84	85	97	90	101	113	114	124	126	127	129	124	132	138	158	179	179	187	204	209	201	213	217	221	228	235	238	238	259	347	441	252		
31	Lawrence																																					
31	Lincoln	✓																																				
31	Ons	✓																																				
31	Edison																																					
4	Manhattan																																					
41	Mankato																																					
42	Marion																																					
43	Marysville	✓																																				
44	McPherson																																					
45	Medicine Lodge	✓																																				
46	Minneapolis																																					
47	Neodesha	✓																																				
48	Newton	✓																																				
49	Oakley																																					
50	Osborne																																					
51	Oskaloosa																																					
52	Oswego																																					
53	Paola																																					
54	Phillipsburg																																					
55	Pittsburg																																					
56	Pratt																																					
57	Rantoul	✓																																				
58	Salina																																					
59	Scott City																																					
60	Sedan																																					
61	Severy																																					
62	Smith Center																																					
63	Stafford																																					
64	Stockton																																					
65	Topeka																																					
66	Troy																																					
67	Wakeeney																																					
68	Wellington																																					
69	Wichita																																					
70	Winfield																																					
Totals		120	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

6362816 612365713 41947 4929211111111

MASTER CHECK SHEET
NO. III-IV-V
TOWNS 36 to 70

RECORD OF SUBJECTS	TIME	GRADING	CREDIT	SIGNATURE	SUMMARY	ATTENDANCE	NO
Number of Weeks per Week							
Minutes in Recitations							
Minutes in Laboratory							
Check if Present							
Year Pursued							
Daily Grades by							
Examination							
Grade of Final Semester							
Use of Symbol for Year							
Withdrawal from Subjects							
Average for Year							
Enter All Items in List							
Total Credit							
Subjects printed for Year							
Required Subjects							
Group headings in Year							
Space for Special Subjects							
Signature of Superintendent							
Text book used							
Signature of Supervisor							
No. of Signatures							
RECORD OF ATTENDANCE							
Totals for							
Last Year							
Days in Session							
Days Absent							
Days Present							
Days of Absences							
Days of Attendance							
No. of Days							
No. of Days							
EXTRA-CURRICULAR ACTIVITIES							
Date of Year							
Honors							
Points							
Credit							
List							
Sponsors							
Name of Activity							
Record Made							
Space for Four Years							
EC Below Regular Subj							

N	H SCHOOL TOWN	RECORD OF SUBJECTS	TIME	GRADING	CREDIT	SIGNATURE	SUMMARY	ATTENDANCE	NO
3	wrence								
3	incoln	L L L L L							
3	ions	L L L							
3	dison	L L L L L	L						
4	nhattan	L L L L L	L						
4	nhato	L L L	L						
4	trion	L L	L						
4	rusville	L	L						
4	Pherson	L L L L L	L						
4	dicine Lodge	L L L L L	L						
4	neapolis	L	L						
4	odesha	L	L						
4	ewton	L	L						
4	akley	L L L L L	L						
5	Isborne	L L L L L	L L						
31	Jshaloosa	L	L						
52	Oswego	L L L L	L						
53	Paola	L L L L L	L L						
54	Phillipsburg	L L L	L						
55	Pittsburg	L L L	L						
56	Pratt	L L L	L						
57	Rantoul	L L	L						
58	Salina	L	L						
59	Scott City	L L L L L	L						
60	Sedan	L L L L L	L						
61	Severy	L L	L						
62	Smith Center	L L L L L	L L						
63	Stafford	L L L	L						
64	Stockton	L L L L L	L L						
65	Topeka	L	L						
66	Troy	L L L	L						
67	Wakeeney	L L L	L						
68	Wellington	L L	L L						
69	Wichita	L	L						
70	Winfield	L	L						
Totals		41 46 48 24 26 1 2 5 47 3	0 10 45 4 34 2 21 3 4 3 3 1	62 14 27 8 5 16 11 2 1	2 9 13 7 19 39	10 16 8 2 3 24	11 13 29 9 21 4 2 1 37 23 2 8 1 1 1	29	34 14 8 13 5 1 1 1 14 3 1 1 1 4

MASTER CHECK SHEET NO. IX
TOWNS 1 to 35

PERSONAL TRAITS OR QUALITIES

SCHOLASTIC ZEAL

INTELLECTUAL ABILITY

INITIATIVE LEADERSHIP

INTEGRITY

S. ADAPTABILITY

MISC.

- Industry
- Effort
- Punctuality
- Application
- Persistence
- Perseverance
- Promptness
- Study habits
- Moderately
- Mentally
- Interested
- Enthusiasm
- Energy
- Enterprising
- Accurately
- Neatness
- Independence
- Orderliness
- Self-control
- Thoroughness
- Use of English
- Weaknesses
- Judgment
- Cleverness
- Brightness
- Facility to adjust self
- Initiative
- Resourcefulness
- Organizing ability
- Self-reliance
- Leadership
- Aggressiveness
- Self-confidence
- Courage
- Trustworthiness
- Cooperation
- Team work
- Reliability
- Dependability
- Honesty
- Carefulness
- Earnestness
- Faithfulness
- Patience
- Stability
- Truthfulness
- Care of property
- Reputation
- Warrantable
- Courteous
- Personal appearance
- Disposition
- Personality
- Popularity
- Social tact
- Best of interests
- Adaptability
- Ability
- Health
- Activity
- Invites to work
- Work to which he belongs
- Type of work
- Character of work
- Clubs to which he belongs
- Social losses

NO.	HIGH SCHOOL TOWN	PERSONAL TRAITS OR QUALITIES	SCHOLASTIC ZEAL	INTELLECTUAL ABILITY	INITIATIVE LEADERSHIP	INTEGRITY	S. ADAPTABILITY	MISC.
1	Arkansas City	←	←	←	←	←		←
2	Atchison							←
3	Augusta							←
4	Belleville							←
5	Burlington							←
6	Chanute							←
7	Clay Center							←
8	Clyde							←
9	Concordia							←
10	Cottonwood Falls							←
11	Council Grove							←
12	Dodge City							←
13	Ellsworth							←
14	Elmdale							←
15	Emporia							←
16	Erie							←
17	Eureka							←
18	Ford							←
19	Garnett						←	←
20	Goodland							←
21	Great Bend							←
22	Haddam						←	←
23	Hays							←
24	Hiawatha	←		←		←		←
25	Hill City							←
26	Holton							←
27	Howard							←
28	Hutchinson							←
29	Iola							←
30	Junction City							←
31	Kansas City							←
32	Kinsley	←	←	←	←	←		←
33	La Crosse							←
34	La Cygne							←
35	Larned							←

Totals on Next Page

MASTER CHECK SHEET NO. IX
TOWNS 36 to 70

PERSONAL TRAITS OR QUALITIES

SCHOLASTIC ZEAL

INTELLECTUAL ABILITY

INITIATIVE

LEADERSHIP

INTEGRITY

S. ADAPTABILITY

MISC.

Industry
Effort
Applicability
Persistence
Preparation
Study habits
Moderation
Mental alertness
Interest
Enthusiasm
Enterprise
Accuracy
Alertness
Independence
Orderliness
Self-control
Use of time
Judgment
Cleverness
Brevity
Facility to adjust self
Initiative
Resourcefulness
Organizing ability
Self-reliance
Leadership
Aggressiveness
Self-confidence
Courage
Trustworthiness
Cooperation
Team work
Reliability
Dependability
Honesty
Carefulness
Earnestness
Faithfulness
Loyalty
Patience
Stability
Tactfulness
Care
Reputation
Unreliability
Courteousness
Personal appearance
Personality
Social adaptability
Respect for authority
Social Attitude
Athletic ability
Health
Activity
Work habits
Types of social recreation
Subjects of special aptitude
Character of social life
Clubs to which belongs
Social posture
No record

HIGH SCHOOL TOWN	PERSONAL TRAITS OR QUALITIES	SCHOLASTIC ZEAL	INTELLECTUAL ABILITY	INITIATIVE	LEADERSHIP	INTEGRITY	S. ADAPTABILITY	MISC.
16 Lawrence								✓
17 Lincoln								✓
18 Lyons								✓
19 Madison							✓✓✓	✓
20 Manhattan								✓
21 Mankato								✓
22 Marion								✓
23 Marysville								✓
24 McPherson								✓
25 Medicine Lodge								✓
26 Minneapolis								✓
27 Neodesha								✓
28 Newton								✓
29 Oakley								✓
30 Osborne								✓
31 Oskaloosa	✓✓			✓	✓	✓✓	✓✓	✓
32 Oswego							✓✓✓	✓
33 Paola	✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓
34 Phillipsburg								✓
35 Pittsburg								✓
36 Pratt								✓
37 Rantoul								✓
38 Salina								✓
39 Scott City								✓
40 Sedan							✓✓✓	✓
41 Severy							✓✓	✓
42 Smith Center	✓		✓		✓		✓✓✓	✓
43 Stafford								✓
44 Stockton								✓
45 Topeka	✓		✓✓		✓	✓✓✓	✓	✓
46 Troy								✓
47 Wakeeney								✓
48 Wellington								✓
49 Wichita	✓	✓	✓✓✓	✓	✓✓✓	✓✓	✓	✓
50 Winfield								✓
Totals	61131111211111	421111111111	2221	6121	144531123112111	3311112111	12211788181	56