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An Evaluation of the Minnesota Pupils Cumulative Record Form 10 and Other Cumulative Records Used in Minnesota Schools

Wallace M. Brunswold

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AN EVALUATION OF THE MINNESOTA PUPILS CUMULATIVE
RECORD FORM 10 AND OTHER CUMULATIVE RECORDS
USED IN MINNESOTA SCHOOLS

By

Wallace M. Brunswold

A thesis submitted in partial fulfillment of the requirements for the degree Master of Science at South Dakota State College of Agriculture and Mechanic Arts.

August, 1958
AN EVALUATION OF THE MINNESOTA PUPILS CUMULATIVE RECORD FORM 1.0 AND OTHER CUMULATIVE RECORDS USED IN MINNESOTA SCHOOLS

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.
ACKNOWLEDGEMENTS

I wish to express my appreciation to Dr. Stanley Sundet, my advisor, for his interest, encouragement, and guidance in the preparation of this manuscript. I am also indebted to the administrators of the schools in the survey for their cooperation. The writer is also indebted to Dr. Wayne C. Puttman for his direction and guidance in writing the paper. Finally, I wish to express my thanks to Mrs. Ella Dollman for the typing of the manuscript.

W. M. B.
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CHAPTER I

INTRODUCTION

The State of Minnesota through the support of its education department has developed a standardized Pupil's Cumulative Record Form 10. This form is concerned primarily with the standardization of the cumulative record used in the Minnesota Public Schools. Because of the number of students who transfer from one school to another they felt a need for such a form. This standardization would enable a student to transfer his personal record without added expense to the new school. This seems to indicate that an evaluation of this cumulative record form might help to strengthen or improve the form so that acceptance of this form will become mandatory in the near future.

JUSTIFICATION OF THE STUDY

The Minnesota Statutes, Section 120.11, Subdivision V required the State Board of Education to prepare a uniform system of records for public schools and with the cooperation of the public examiner to establish and carry into effect a uniform system of accounting for public school officers. In accordance with requirements a manual on Uniform Financial Accounting was published by the State Department of Education in 1952. The manual published was the Manual of Instruction for Uniform Child Accounting for Minnesota School Districts. This manual was compiled and issued for use in 1953.
THE PROBLEM

Statement of the problem. It was the purpose of this study to evaluate the use of the cumulative record form, to determine the number of schools now using this form, to find out when schools will put this form to use, and to receive suggestions for improvement of this uniform cumulative record form.

Scope of the study. The study included an evaluation of the cumulative records used by the various schools, who recorded the data, data contained on record, and their testing programs.

The emphasis of the study was on the evaluation of the Pupil's Cumulative Record Form 10, of the Uniform Child Accounting Manual for Minnesota Public Schools. This evaluation was made through the use of the National Committee on Cumulative Records$^1$ criteria for an ideal cumulative record. In order to make the evaluation more objective, the investigator also sent out a questionnaire to schools contained in a stratified sample.

Purpose and need for the study. In general, the need for this study is indicated by the present trend toward emphasis on the improvement of guidance and counseling in our public schools. In order to improve guidance, the best possible personal records on the individual must be kept. This record should provide the best possible information concerning the student. It should meet the accepted needs for proper guidance and counseling.

The specific purpose of this study may be stated as follows:

1. To evaluate the cumulative records used by Minnesota schools as to content and use.

2. To determine the strengths and weaknesses of the Pupil's Cumulative Record Form 10.

3. To determine number of schools using this cumulative record form.

4. To use the results and conclusions of the study as a basis for suggesting improvements of the cumulative record.

Definition of terms. Because there is some disagreement in the field of guidance and counseling as to the meaning of certain terms, the definitions presented here will be used in this study. The investigator did not find any specific definitions for the following terms, but formulated them in accordance with the general accepted usage. Specific definitions and interpretation of the data are listed in those particular chapters of the study.

Cumulative record. The cumulative record, according to Williamson, "is essentially a means for summarizing the significant items of a case history and for bringing out the direction and rate of development of the individual's personality".

Standardized. A method of making a form adopt or conform to a set standard.

Form 10. The cumulative record form produced and devised by the Department of Education for use by Minnesota public schools.

---

Work Experiences. The record of experiences endured by an individual student during his high school tenure.

Questionnaire. A set of questions submitted to a number of people, the answers to be used objectively for compiling statistics for psychological research.

Stratified Sample. A method used to classify schools according to size for the purpose of securing information.

Limitations of the study. During the last twenty years much material has been written and published about the content of cumulative record forms of elementary and secondary schools. There is, however, disagreement on terminology and the necessary essentials of an ideal cumulative record form.

Because of this disagreement it is difficult to find consistent authoritative background material and data on the essentials of an ideal cumulative record form. There is also lack of agreement among guidance leaders as well.

Over a decade ago Ruch and Segal\(^1\) warned against over-elaborate records, pointing out that "there is a human tendency to strive for completeness with the result that the volume of information recorded became so great that the significance of many basic facts may be lost". Jones\(^2\) also considered it a poor policy to adopt intricate and comprehensive records when little attention is given to the actual recording.


of the data. Reed\(^1\) stated there was real danger in having such a complete set of records that the staff has been so depleted in recording that the real value of cumulative records is lost. Warters\(^2\) stated, as a result of her studies on "Techniques in Counseling", that the terminology in the field of cumulative personnel records is not basically different but, disagreement regarding the "most promising form" for the schools is a major factor.

The present study was, therefore, limited by lack of standardized forms and differences in terminology because of the many cumulative record forms which are being used. It should be remembered, however, that these data were supplemented by a questionnaire answered by the administrative personnel of the high schools of Minnesota.

Another limitation was the fact that certain subjective elements of the cumulative record cannot be evaluated. Such items as work experiences, vocational plans, educational plans, and special traits and honors are difficult to evaluate according to objective standards or methods. The emphasis of the study was, therefore, on the objective side of the cumulative record evaluation, as far as the limitations stated would permit.

With the problem defined, the scope and purpose of the study presented, a definite need apparent, terms explained, and limitations stated the investigator is now ready to discuss previous studies in this and related areas. Such a discussion follows in the chapter on Review of Literature.

\(^1\)Anna Y. Reed, Guidance and Personnel Services in Education, p. 212.

\(^2\)Jane Warters, Techniques of Counseling, p. 243.
CHAPTER II

REVIEW OF THE LITERATURE

During the last thirty years there have been many conventions, periodicals, and committees as well as individual research on the various forms of cumulative records. Closely related to this work was the research in the fields of guidance, counseling, testing, personnel work, and pupil reporting. Most of the early research was based on the relation of the cumulative records to general education. The fact became apparent in 1928 in regard to the work of the American Council on Education Committee on Personnel Methods. This led to the development by Wood and Clark\(^1\) of two basic cumulative record forms, one for secondary schools and one for elementary schools.

These basic records have been the basis of many cumulative records used by public schools throughout the country. According to Traxler\(^2\) in 1933 the educational test bureau developed two adaptations called form 8A and form 6B. The front of the card, which is made to fit the ordinary letter size file, is devoted almost entirely to a record of subject, marks, credits, and to an extensive test record. The back of the card has space for the recording of a variety of less objective data, including information on discipline, home influences and cooperation, mental and emotional factors, physical and athletic development, extracurricular


activities and interests, notable accomplishments and experiences, educational plans, and personality ratings. The whole card was developed for a six-year record, and all data given each year are confined to a single column so that the cumulative effect is apparent.

A school which is revising their record form will find it helpful to examine many different forms such as those developed by the Educational Test Bureau. These various forms are not copyrighted and can be revised to serve their own needs.

It is impossible to present more than a few of the schools which have developed their own cumulative records. The cumulative records of the following schools will be discussed briefly: Plainview, New Jersey; Providence, Rhode Island; and the provisional form of the California State Board of Education.

As indicated the cumulative record is one important aspect of the whole complex record system. It does not stand alone but is supported by a whole set of supplementary records. Plainview High School, over a period of years, has developed one of the most advanced guidance programs in the United States as pointed out by Jones.¹ Most of the items on the Plainview record are similar to the one developed by the American Council on Cumulative Records. In addition to the usual items they adopted a system of codes using different colors for recording of data on the cumulative record.

At Plainview, all records are kept by one faculty member which has eliminated the necessity of having a manual for proper recording of

¹Walen Jones, Five Years of Guidance in Plainview High School, Educational Record Bulletin No. 28, pp. 12-44.
information. This is strong evidence of their guidance department and the use of this record.

It is common knowledge that one of the oldest and most outstanding guidance programs in the United States has been developed in Providence Public Schools under the direction of the late Dr. Richard D. Allen, Assistant Superintendent of Schools. Their form is an adaptation of the original American Council Cumulative Record Form. The form used by Providence is printed on both sides of an 8 by 9½ inch sheet which is then folded into 5 by 8 inch size.

The items of this record are similar to others in the field with a few additions such as: "date and causes of leaving" and a brief space for a note concerning college record.

The California Public Schools System established in the year 1945 a so called standardized form based on the findings of the California State Board of Education under the direction of Dr. Harold B. Brooks, of the University of Southern California and the State Guidance Association. The group appointed to make a study of cumulative records analyzed some 527 record forms in use in all types of secondary schools and obtained from 410 secondary school educators in California evaluations of a provisional form of a cumulative record. The cumulative record forms in use in California at the time the study was made were characterized by extreme diversity in use, size, form, and the number and kind of individual items.

The items used on the forms fell into five classifications of information, namely: personal, marks and credits, home and relatives, attendance, and entrance-graduation-withdrawal. There were over seventy different sizes of forms in use, and the median size was 6 by 8 inches.

**California Provisional Form.** In their appraisal of the provisional form, the California educators expressed a desire for a cumulative record card which included: "(1) items which had been carefully selected for guidance and administration purposes and (2) items needed for official transcripts and reports". ¹

The educators, therefore, favored space for comments rather than extensive lists of items and subjects to check and they emphasized the need for accurate and complete test data. There was a tendency, also, to favor one record for junior and senior high school. This standardized record of the State of California has been revised four times since its first form to the end that it might have simplicity, completeness, and be entirely practical. According to latest reports the record is being used widely throughout the state of California.

**Description of the California Record.** The record contains all the twenty-four items of information needed for the preparation of the official state transcript. The record includes such basic information as is stated by Brooks,² in his article for the Educational Leadership,


²Brooks, op. cit., pp. 203-205.
on development of cumulative records in California. The items included are as follows:

1. Personal data and photograph.
2. Scholastic record and grades 7-12.
3. Graduation date, rank in class, requirements.
4. Family data and home background.
5. Educational and vocational plans.
6. Health record.
7. Achievement, personality, and aptitude test data.
8. Attendance record.
10. Summaries of student's growth and status.
11. Significant achievements.
12. Type and amount of reading.
13. Follow-up and school's recommendations.
14. Summary of significant interview."

According to Brooks[^1] the card form is printed on a folder card 9½ by 11½ inches. The folders can be filed in a standard vertical letter-size file. This is the recommendation method of filing because the homeroom teachers, counselors, and clerks may use the records more conveniently if they are filed vertically. The need for expensive patented visible files is also eliminated. The size of the card also makes possible ample space for recording the data.

[^1]: Brooks, op. cit., p. 303.
The California record form is the most outstanding form at the present time because of its ample space, small filing space and fitting the needs of even its smaller schools. This form was used as a criteria for the development of the Minnesota Pupil's Cumulative Record Form 10.

Traxler\textsuperscript{1} stated,

In the development of any cumulative record system, the first consideration is the belief on the part of the superintendent, the supervisor, the principal, the counselor, and the teacher that a good cumulative record can be a most effective aid in guiding boys and girls.

It this is believed strongly enough by all those mentioned above the problems of the function, form, and administration of the cumulative record can be solved.

In connection with this point Fiestra,\textsuperscript{2} Director of Curriculum, San Diego County, California, stated the following purpose of cumulative records: "Cumulative records have no value unless they are used by teachers and counselors in providing educational, vocational, and personal guidance functions for their students."

Warter,\textsuperscript{3} stated that the development of any cumulative record should always be preceded by a thoughtful re-examination of the school's philosophy and a review of its objectives.

In connection with the purpose of cumulative records is the necessity to maintain and record the proper information. Crow,\textsuperscript{4} stated in

\textsuperscript{1}Traxler, op. cit., p. 215.


\textsuperscript{3}Jane Water, Techniques of Counseling, Chapter 13.

\textsuperscript{4}Lester D. Crow, An Introduction to Guidance, Chapter 9.
regard to recording of information on cumulative records, "Recording of data is just as important as gathering them. Significant facts should be recorded in such a way and in such a place that they can be used efficiently."

In 1947 Wren and Dugan,\textsuperscript{1} using the questionnaire method made the only other study of cumulative records used in Minnesota schools. Answers were received from 66 per cent of the 485 schools outside Minneapolis, St. Paul, and Duluth. Three-fourths of these schools reported use of cumulative records. About two-thirds stated that information other than scholastic grades was regularly entered upon the records, but only four out of ten schools reported that information about home conditions was regularly collected.

Allen\textsuperscript{2} has a set of standards in his article for the National Committee on Cumulative Records, that appear to be complete and valid. The seven standards are as follows:

1. Presents those facts and impressions which staff members consider to be most significant in revealing and shaping the development of students.

2. Clearly indicates the trends of growth and the potential strengths and weaknesses of students.

3. Builds up information on each area of a student’s experience and development over a period of years.

4. Presents information so clearly that a new counselor, principal, or teacher can read and understand the record without difficulty.


5. Is used by all staff members as an aid in their daily work with students.

6. Requires no more clerical work than can be justified by its practical use.

7. In form and content is developed and constantly improved through the cooperation, study, and experimentation of all staff members.

The standards for development of an ideal cumulative record form are derived from the basic philosophy of what is to be recorded in an ideal cumulative record.

The standards for the evaluation of the uses of the Pupil's Cumulative Record Form 10 of the Uniform Child Accounting Manual were obtained from Allen's suggestions for proper use. The suggestions are as follows:

1. Allow sufficient space on the record card for comments and summary statements.

2. Note on the cumulative record card the location of additional data of value which may be too confidential or too voluminous for record entry.

3. Make record entries so that they will be meaningful. Incomplete information may be of no value to the user. For example, results of standardized tests should be entered in sufficiently complete form to enable the user to evaluate the significance of the record.

4. Stock only sufficient cards for 1 year's use. This will make the process of revision easier. The color of cards and their organization and spacing should be such as to minimize eye strain. Buff colored cards are to be preferred. Paper stock should be both flexible and durable.

5. See that the arrangement, designation, spacing and printing of items on a card are such that:

   (a) Data which are cumulative can be presented in time sequence.

   (b) Entries can be made large enough to be read easily.

   (c) The nature of each item is clear.
(d) Trends in student development may be readily discerned.

6. Include data that is useful to the school staff in daily work with students. Include as much of the additional data that is ideally to be desired as time and clerical assistance will permit. Include data which is needed by employers, social agencies, and other schools.

7. Keep an inventory of all records in addition to the basic card. Note the content, functions and procedures for maintenance of each type. Discontinue records no longer needed.

8. Arrange all record-keeping facilities so that the advisory and teaching staff can have direct and easy access to record data.

In general, from 1928 to 1958, educators stressed the importance of good record forms. Educators and administrators before World War II did not give much attention to the field of guidance and counseling. It was at this time that the War Manpower Commission was established and through their work the need for better records and guidance programs was recognised. During this period they agreed that guidance was a vital part of our educational system.

**THE LIMITATIONS OF THE LITERATURE**

The literature indicated that there have been attempts at the standardising of terminology, content of records, and standardising forms. National committees have recommended standards that cumulative records should meet in order to improve the forms and better meet the needs of the individual. There is, however, a definite need for schools to evaluate their cumulative records and the use of these records, against the recommended standards. Evaluation of this type would indicate specific

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Allen, op. cit., pp. 11-12.
weaknesses in their record forms and show how the records could be improved. The procedure for securing the data is stated in Chapter III.
CHAPTER III

PROCEDURE

Source of the data. The study of the Pupil's Cumulative Record Form 10 of the Uniform Child Accounting Manual consisted of: (1) an analysis of Form 10 of the Uniform Child Accounting Manual, (2) a development of a questionnaire form A and B for purpose of securing the necessary information, and (3) a devised stratified sample using 43 per cent of the schools in each group.

The analysis of the Pupil's Cumulative Record Form 10 was made in the following areas as suggested by the National Committee on Cumulative Records. Listed by board categories, the items are as follows: (1) Personal (2) Home and Community (3) Scholarship (4) Test Scores and Ratings (5) School Attendance (6) Health (7) Anecdotal Records (8) Miscellaneous Items.

In the development of the questionnaire (Appendices A and B), it was necessary to have two forms, Form A for schools having the Pupil's Cumulative Record Form 10 in use and Form B for those schools not using the standardized form of the cumulative record. The State Department of Education has not made it mandatory for schools to use the standardized form of the cumulative record, but would like for this to be in effect by the year 1960.

The questionnaire was developed directly from the Pupil's Cumulative Record Form 10. It was felt by the investigator of this study that this was the most accurate method of evaluating this form. This questionnaire contains four parts which were developed from the
The four parts are as follows: (1) General Information, which included teacher access to record, home reports, and recording of data, (2) Information recorded, (3) Testing program with sub-headings of intelligence, interests, achievement, and personality ratings, and (4) Recommendations for improvement of form 10.

A letter of transmittal (Appendix C) was also prepared and included with the questionnaire. This material was sent out to the schools in September, 1957. To encourage a large number of returns, self-addressed, stamped envelopes were included.

The stratified sample was devised from the four hundred and sixty-five high schools in the state of Minnesota. The sample contained three groups: (1) schools with enrollments of 1000 or more students, (2) schools with enrollments of 300 to 1000 students, (3) schools with enrollments of 300 and below. Since it was rather expensive to mail a questionnaire to each of the four hundred and sixty-five high schools a set number of two hundred was felt sufficient.

Method of recording the data. The questionnaire included objective and subjective type questions. The objective part included the information recorded by each school on their cumulative record. These particular questions were devised and constructed from the Pupil's Cumulative Record Form 10. It was the belief of the investigator, that this would enable a more accurate evaluation of the occurrence of items used by high schools.
in Minnesota. The subjective questions pertained to who recorded the data, name and type of tests given, and suggestions for improvement of Form 10.

Upon receipt of returns of the questionnaire tables have been prepared and interpreted in Chapter IV of this study.

LIMITATIONS OF THE PROCEDURE

The limitations of the study, in general, were discussed in Chapter I. The limitations were imposed by lack of uniform cumulative records and terminology in the field of guidance and counseling. These limits were partly overcome by the fact that about 50 per cent of the schools are now using Form 10. The occurrence of items in all cumulative records tends to be similar but under slightly different categories. The directors of guidance and counseling of the schools gave their full cooperation in answering the questionnaire.
CHAPTER IV

PRESENTATION AND INTERPRETATION OF THE DATA

The purpose of the study was to determine how well a standardized form of the cumulative record would serve the schools of Minnesota. The procedure of the study was discussed in the previous chapter, and the presentation and interpretation of the data will be made in this chapter. The data are presented, interpreted, and evaluated against the accepted standards in the following paragraphs.

Number of schools using cumulative records. For the purpose of this study Table I was divided into seven areas: (1) Total number of schools in each stratified group, (2) Number of schools in each stratified sample, (3) Percentage of returns in each sample group, (4) Percentage of schools using cumulative records, (5) Number of schools using the Pupil's Cumulative Record Form 10, (6) Number of schools planning to use Form 10, and (7) Number of schools using their own forms.

For the purpose of understanding, we will classify the schools as having enrollments of 1000 or more, 300 to 1000, and 300 and below.

Schools enrolling 1000 or more. This group contains schools with an enrollment of 1000 or more students. It was noted that 100 per cent of these schools maintained and used cumulative records. Because the larger schools tend to have more financial aid and more qualified personnel, one can understand why only 15 per cent of these schools are using Form 10, and that only 11 per cent more plan to adopt this form. Their size and independence enables them to devise their own forms to
### TABLE I

**FREQUENCY AND PERCENTAGE DISTRIBUTION OF SCHOOLS USING CUMULATIVE RECORDS IN MINNESOTA SCHOOLS**

Results of Sample

<table>
<thead>
<tr>
<th></th>
<th>Size of Schools</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>300 and below</td>
<td>1000 to 300</td>
<td>1000 and above</td>
<td></td>
</tr>
<tr>
<td>Number of schools</td>
<td>261</td>
<td>144</td>
<td>60</td>
<td>465</td>
</tr>
<tr>
<td>Number of schools in sample</td>
<td>112</td>
<td>62</td>
<td>26</td>
<td>200</td>
</tr>
<tr>
<td>Per cent of returns of sample</td>
<td>67%</td>
<td>91%</td>
<td>99%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

**Present Trend**

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent of schools using cumulative records</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>98.3%</td>
</tr>
<tr>
<td>Per cent of schools using Form 10</td>
<td>42%</td>
<td>50%</td>
<td>13%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Per cent of schools planning to use Form 10</td>
<td>9%</td>
<td>17%</td>
<td>11%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Per cent of schools using their own cumulative records</td>
<td>25%</td>
<td>41%</td>
<td>60%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>
fit their particular needs.

The Minnesota Department of Education had foresight in planning its standardized form of the cumulative record, by having personnel from the larger schools on the planning committee. The survey points out that little differences in forms were being used by schools not indicating use of Form 10. This establishes a major point in standardization of cumulative records, in that there can be a standardized form which can be adopted and revised to fit each individual school and their needs.

**Schools enrolling 300 to 1000 students.** This group called the medium size schools which numbers 144, recorded 100 per cent of the schools having cumulative records. From this group 50 per cent indicated they are using Form 10 and 17 per cent are planning to use Form 10. This indicates that within a short period of time 67 per cent of these schools will be using Form 10. It has been indicated in previous studies that this group and the smaller schools have a greater number of drop-outs and transfers. Their need for a standardized cumulative record form is of great importance.

**Schools enrolling 300 or below.** This group contains the largest number of schools in the state of Minnesota numbering 261. This group indicated 95 per cent having cumulative records. Forty-two per cent indicated using Form 10 and 9 per cent plan to adopt and use this form.

It will be pointed out later in this chapter that of this 95 per cent most of the schools only record name, grades, and personality ratings. It is in this group that the teachers, principal, and superintendent do
most of the recording of information. The lack of financial assistance and encouragement for the use of cumulative records is apparent. It is in this group that standardization by law can do the most for students of Minnesota.

Records of information on cumulative records used in Minnesota High Schools. A listing of the recorders of information used on cumulative records, as evaluated from the survey, appears in Table II. The survey included nine classifications of personnel used to record information on cumulative records. They are as follows: (1) Counselor's secretary, (2) Counselor and selected student, (3) Counselor and teachers, (4) Guidance Director, (5) Principal, (6) Principal and teachers, (7) School secretary, (8) Superintendent, and (9) Teachers and secretary.

Summary of the recorders of information on cumulative records. A record should be readable, useable, and valuable towards helping and guiding the individual. The survey points out that the recorder of this information varies according to the school system. The smaller schools still rely on the superintendent, principals, teachers and school secretary. This is just one of the many duties these individuals must perform for the school system. For this reason they have a tendency to leave out information which would be helpful in the guidance of an individual. Secondly, they are not qualified personnel in the field of guidance and counseling. The Department of Education has tried to improve this situation by requiring these people to take courses in guidance and counseling. Thirdly, the schools are trying to establish records which are properly organized and recorded.
<table>
<thead>
<tr>
<th>Recorder of Information</th>
<th>Size of Schools</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>300 and Below</td>
<td>300 to 1000</td>
<td>1000 and Above</td>
</tr>
<tr>
<td>Counselor's Secretary</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Counselor and Student</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Counselor and Teachers</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Guidance Director</td>
<td>2</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Principal</td>
<td>31</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Principal and Teachers</td>
<td>22</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>School Secretary</td>
<td>6</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Superintendent</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers and Secretary</td>
<td>9</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
Schools enrolling 300 and below. The survey points out that in schools of this group, 40 per cent of the recording is done by the principal, 30 per cent by teachers and principals, 9 per cent by school secretaries, and 12 per cent teachers and school secretaries. The lack of qualified personnel, finances and established guidance programs is apparent according to findings in the study. Until these situations are improved the information recorded on cumulative records in smaller schools will be incomplete.

Schools enrolling 300 to 1000 students. As Table II points out the medium size schools have better qualified personnel for the recording of information on the cumulative record. It reports that about 30 per cent of the recording is still done by the principal. There is a tendency for the greater per cent of the recording to be done by the guidance personnel. Because of similar reasons stated for smaller schools, this group still needs more qualified personnel for recording of data on cumulative records.

Schools enrolling 1000 or more students. In the larger schools over 50 per cent of the recording is done by the counselor's secretary, which indicates their greater resources of finances and personnel. These secretaries are trained to record information according to codes and continue to perform the same job. It is noted that 80 per cent of the recording of information in the larger schools is done by personnel associated with the guidance program. It is through the efforts of the larger schools and the standards which they establish that will enable the state of Minnesota to standardize its cumulative record and systemize
its recording of information.

Teacher access to this form. In Part I of Form A and B of the questionnaire, this question was asked. Results obtained indicated that 96 per cent of the schools provided free teacher access to cumulative records. The small schools indicated that 4 per cent of the schools do not allow teacher free access to cumulative records. Indication is apparent that school administrators encourage the teachers to use these forms. According to Crow, 1 if teachers are encouraged to consult the cumulative records they develop an active interest in their pupils as the latter's stories take place. The information recorded is given meaning by understanding counselors and teachers as the data help them to gain a better understanding of individual behavior. No records can be complete or ever acceptable unless the entire faculty participates in gathering and recording them.

Reports to the home. Table III shows the number of schools responding to the question on reports to the home. Approximately 45 per cent of the schools use reports to the home. This procedure is still in its infancy but educators are generally in favor of this procedure. Reports to the home can provide a public relationship between the parents and the school. Incidents which involve disciplinary action can be better received by the parents and community through the use of home reports. This use of the cumulative record is slowly taking its proper place in our guidance programs.

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### Table III

**Frequency and Per Cent Distribution of Schools Having Reports to the Home**

<table>
<thead>
<tr>
<th>Size of School</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>300 and below</td>
<td>31</td>
<td>46</td>
</tr>
<tr>
<td>300 to 1000</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>1000 and above</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

**Use of codes.** Table IV above the number of schools using codes for recording of information on the cumulative record form. Most schools indicated the use of different colored ink for each year information was recorded. In the review of literature Brooks,\(^1\) indicated that this was the procedure which has aided counselors and teachers in developing the "cumulative affect". This system of codes is indicated on Form 10 of the Uniform Child Accounting Manual for Minnesota Public Schools. This helps to make the form easier to read and interpret. The use of codes makes recording a much easier task to perform. According to standards established by the National Committee on Cumulative Records, the use of codes is highly recommended. The table points out that about 43 per cent of the schools are now using codes in recording of information on their cumulative record forms.

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\(^{1}\)Brooks, *op. cit.*, pp. 302-305.
### TABLE IV

**FREQUENCY AND PER CENT DISTRIBUTION OF SCHOOLS**

**USING CODES FOR RECORDING INFORMATION**

<table>
<thead>
<tr>
<th>Size of Schools</th>
<th>Frequency</th>
<th>Per cent Yes Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>300 and below</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>300 to 1000</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>1000 and above</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Total Schools</td>
<td>69</td>
<td>89</td>
</tr>
</tbody>
</table>

These data presented thus far were obtained from Part I of the questionnaire. The data given was interpreted by using the standards described in Chapter II. Data obtained from Part II of the questionnaire are presented in the following paragraphs.

**Results of the non-test data.** According to Allen, data recorded on cumulative record cards are classified as non-test data and test data. Non-test data are information about the students which are obtained from other means than testing. It includes such information as personal history, health record, school marks, work experiences, attendance, interests and personality ratings, and employment record. Some of this information can be supplied by the faculty. Further information can be obtained from the students through questionnaires. This information is important in

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"Allen, op. cit., pp. 10-12."
guiding a student in school and giving assistance to them after graduation or after they have dropped out of school.

Table V shows the frequency and percentage distribution according to schools represented in the sample with which non-test data information appeared on the records of the schools responding to the questionnaire used in the survey.

**Evaluation of non-test data.** The criteria used for this part of the study was stated in Chapter III, Allen's recommended source of non-test data. For the proper evaluation of this section the investigator thought it best to divide the sample into three classes according to enrollments of the schools. This evaluation appears in the following paragraphs.

**Schools enrolling 300 and below.** The greatest frequency of non-test data appears in the recording of marks, co-curricular activities, attendance, and special traits and honors. This indicates the recording of the bare essentials and nothing more. There is still a great need for improvement in recording of such non-test data as photographs, interests and hobbies, personality traits, vocational plans, work experiences, and development of their follow up program.

The lack of trained personnel, finances and time element accounts for the non-standardisation of what data are important to be recorded. It will be of interest to note 67 per cent of the schools record information in all areas of non-test data. The significant point is that the

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Allen, op. cit., pp. 11-14.
### TABLE V

**FREQUENCY AND PER CENT OF NON-TEST DATA THAT APPEARED ON THE CUMULATIVE RECORD OF MINNESOTA SCHOOLS**

<table>
<thead>
<tr>
<th>NON-TEST DATA</th>
<th>300 and below</th>
<th>300 to 1000</th>
<th>1000 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Photographs</td>
<td>48</td>
<td>28</td>
<td>63</td>
</tr>
<tr>
<td>Marks</td>
<td>73</td>
<td>3</td>
<td>96</td>
</tr>
<tr>
<td>Work Experience</td>
<td>38</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>68</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>Hobbies and Interests</td>
<td>48</td>
<td>28</td>
<td>63</td>
</tr>
<tr>
<td>Vocational Plans</td>
<td>44</td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>Co-curricular activities</td>
<td>72</td>
<td>4</td>
<td>94</td>
</tr>
<tr>
<td>Personality Traits</td>
<td>46</td>
<td>30</td>
<td>61</td>
</tr>
<tr>
<td>Follow Up</td>
<td>14</td>
<td>62</td>
<td>18</td>
</tr>
<tr>
<td>Special Traits and Honors</td>
<td>64</td>
<td>12</td>
<td>84</td>
</tr>
</tbody>
</table>

**Total Per cent for all schools:**

- Photographs: 64%
- Vocational Plans: 64%
- Marks: 96.9%
- Co-curricular: 94%
- Work Experience: 60%
- Personality: 63%
- Attendance: 91.5%
- Follow Up: 25%
- Interests: 69%
- Special Traits: 82%
small schools are making progress towards standardization of non-test data.

Schools enrolling 300 to 1000 students. It was noted that in this group 71 per cent of the schools recorded all of the non-test data included in the study. The areas where low frequency appeared were in the follow-up, photographs, personality traits, vocational plans, and work experiences. The reason indicated for lack of including these items is that they are not required by the Department of Education. It was further indicated that the time element and lack of personnel were basic factors for elimination of these items.

Schools enrolling 1000 and above. The schools in this group do the best job of recording non-test data. These schools indicated that 82 per cent of the non-test data are recorded. This indicates use of qualified personnel for recording of data, finances to provide better facilities, and more emphasis on the necessity of this information.

Summary of the evaluation of non-test data. It is apparent that the superficial reasons for lack of this data being recorded are finances, personnel, and time. Through previous studies and research it is indicated that educators cannot agree as to what should be included in this section. In summarizing the use of non-test data on the cumulative records of Minnesota schools, it seems to be similar in content, method of recording, and importance.

Results of the test data indicated in Part III of the questionnaire. The purpose of data derived from testing is to supplement all other
information used for the over-all guidance of the pupil. There are five
types of tests: (1) intelligence, (2) interest, (3) achievement,
(4) aptitude, and (5) personality. The study showed that certain tests
are of even greater use for counseling and should always be recorded in
the cumulative record.

Table VI is a summation of the testing programs carried on in
the schools covered by the survey. The tests given were broken down
into the five categories of testing which have been previously named.
The material was first cumulated on the frequency basis and then broken
down into percentages that appear in the table. The table shows the
number of tests given, (no school gave more than two tests in any one
category), the grade level at which each test was given, and the total
percentage of tests given by the schools in each of the five categories.
The Mental Measurement Yearbook\(^2\) was used as a guide for placing the
tests in the above categories.

**Evaluation of the test data report in Table VI.** The tests most
frequently given in the schools were intelligence tests, interest tests,
and achievement tests. Ninety-six per cent of the schools gave intelli-
gence tests, 93 per cent gave interest tests, and 80 per cent gave
achievement tests. Most of the intelligence testing was carried on
during the freshman year where 60 per cent of the schools reported giving
at least one intelligence test. Most schools reported giving interest

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\(^2\)Oscar Krisen Buros, *Mental Measurement Yearbook of the School of
Education*.

\(^{12}\)Buros, *op. cit.*, pp. 12-16.
### TABLE VI

**FREQUENCY AND PERCENTAGE DISTRIBUTION OF TESTS GIVEN IN 200 HIGH SCHOOLS IN MINNESOTA**

<table>
<thead>
<tr>
<th>TEST AREA</th>
<th>Number of Tests Given</th>
<th>Percentage of schools testing in these areas at the grade level indicated</th>
<th>Per cent giving no test</th>
<th>Per cent giving tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>9 10 11 12 Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intelligence</strong></td>
<td>1</td>
<td>60 28 25 14 17</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9 1 4 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>1</td>
<td>54 23 32 15 3</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aptitude</strong></td>
<td>1</td>
<td>24 8 7 1</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>1</td>
<td>43 5 13 65 1</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13 - 10 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td>1</td>
<td>10 5 3 6 3</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- - 1 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
test in the ninth and twelfth grades where 54 per cent of the schools reported giving at least one test. Eighty per cent of the schools indicated using achievement tests with 54 per cent giving at least one test in the ninth grade.

The areas of least frequency were the use of aptitude and personality tests. The smaller schools indicated the greater need for more testing in these areas.

Summary of the evaluation of test data. One of the most valuable parts of the program of studying pupils is a wisely administered testing program. According to Hamrin and Erickson\(^1\) it is granted that tests have been abused and that all too frequently the results have been unused or used ill-advisedly. Regardless, the investigator believes that tests should play a major part in any guidance program. The results of these tests like the data from any of the other devices used in guidance should be recorded for purposes of aiding the individual in solving his or her problems.

Results of the suggestions for improvement of Form 10. In Part IV of the questionnaire used in this study a blank space was left for suggestions on how to improve Form 10. Approximately 50 per cent of the schools are using Form 10 or are planning to use it in the near future. There was a great deal of satisfaction towards the improvement of Form 10 over the older and outdated forms. The criticism and suggestions of further improvement of this form can be classified into seven areas.

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The areas were as follows:

1. Health records.
2. Previous schools attended.
3. Personal and family data.
4. Extended use of record beyond high school level.
5. Printing of subjects required.
6. Time element in recording.

From the information received on the questionnaire pertaining to these suggested improvements, the investigator will discuss and evaluate each one separately in the following paragraphs.

**Health records.** Form 10 does not provide space for recording this information because space is provided on the elementary form. This may be an area which could be revised due to the fact that Minnesota schools are required by law to carry out health classes and keep health records.

Most guidance leaders have pointed out and indicated that this was an important part of any cumulative record.

**Previous schools attended.** Reference here is made to transferring of students from one school to another. Many counselors deal with student problems due to changing of schools. This information would aid the counselor in guiding and counseling the student. Form 10 does not provide space for recording of this information. This is another area to be considered in revising the form.

**Personal and family data.** It was decided by the Committee on
Child Accounting to leave out family history on the cumulative record, because they felt it should be on a separate form.

**Extended use of Form 10 beyond high school.** This suggestion has merit for future revision of procedures for transferring records with students as they attend colleges, trade schools, and other areas of endeavor. This suggestion was indicated by individuals who work on the high school and junior college level. It is common knowledge that the colleges are finding a definite need for more complete records about their incoming students.

**Printing of subjects required.** This area is similar to the area of health records in that the Department of Education does require certain courses in grades nine through twelve. The reason this was not included in the record is due to the constant changing of requirements.

**Time element.** The recording of data on the cumulative record was indicated by various schools in the survey as being too "time consuming". In recent studies codes have been suggested as a means by which recording of information can save time. Form 10 has been developed with this problem in mind and provides a set of codes.

The entire data collected for this study has been presented in this chapter. This data was obtained from the questionnaire as a result of the information given by the individuals answering them. With the problem and limitations defined, the literature reviewed, procedure explained and the data presented, the recommendations and conclusions of the study are presented in the next chapter.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to determine the effectiveness of the Pupil's Cumulative Record Form 10 and the cumulative records used by Minnesota schools. This evaluation was made against accepted standards for establishing an ideal cumulative record form.

The data used in this study were obtained from a questionnaire which was directed to superintendents, principals, and counselors. The data on cumulative records used by Minnesota schools has been presented in Chapter IV. The conclusions and recommendations drawn from the data are presented in this chapter.

In the schools covered by the survey they indicated increasing use of the Pupil's Cumulative Record Form 10. A large number of schools still use other forms, but indicated that little difference existed in the forms being used.

All schools indicated who recorded the data on their cumulative records. The survey pointed out that the majority of the recording of information is done by the principal and teachers. The trend is towards the use of guidance personnel and selected individuals.

Only one-half of the schools indicated using reports to the home. The larger schools use these reports more than the smaller schools. The survey indicated that there will be wider use of these reports in the future.

The schools using codes indicated that different colored ink or
pencils were used for recording data for each year. The use of codes is still in its infancy. It can be used for easier recording and reading of the record.

All schools indicated that they record non-test data such as:


The tests most frequently given by the schools covered by the survey are intelligence, achievement, and interest tests. Intelligence and interest tests were given most frequently during the freshman and senior year in school. All schools indicated having a testing program, but some indicated they were revising their testing programs. The area of least testing was personality.

The areas which need improvement on the Pupil's Cumulative Record Form 10 and other cumulative records used by Minnesota schools are as follows: 1. Health Records, 2. Space for Previous Schools Attended, 3. Personal and Family Data, 4. Extended use beyond High School, 5. Printing of Subjects Required, and 6. Time Element in Recording.

General recommendations for improvement of cumulative records and their use in Minnesota schools. When the present forms are studied and evaluated against the accepted standards, certain strengths and weaknesses appear. The following recommendations are a result of the information
received and evaluated:

1. Schools should be required by law to have cumulative records.

2. Teacher preparation institutions should require courses in guidance principles and practices in undergraduate study.

3. The State Department of Education should adopt a standardized testing program for all schools.

4. The cumulative record should accompany the student each time he may transfer schools.

5. Require school boards to provide personnel for recording information on cumulative records.

6. The Pupil's Cumulative Record Form 10 with certain revisions should be made mandatory by law for all schools in Minnesota.

7. Photostatic copies of cumulative records should be made and kept as a permanent record of information on the individual.

CONCLUSIONS

This study was carried on to determine the effective use of cumulative records in Minnesota schools.

There will always be a lack of agreement among teachers and administrators on many issues. It is likely, therefore, that the recommendations of this study may never be accepted or carried out in their entirety. It is hoped, however, that these recommendations will furnish a base or starting point for discussion and record evaluation in conference and workshops. This can only mean the improvement of cumulative records and their use. If changes occur, even to a small
degree in just one area of the records, the time, effort, and money expended on this study will have been worthwhile.
LITERATURE CITED


Fielstra, Clarence, Using Cumulative Records, Educational Leadership, April 1945.


Jones, Galen C., Five Years of Guidance in Plainview High School, Educational Record, Bulletin Number 28, 1939.


APPENDICES
# APPENDIX A

## Form A  CUMULATIVE RECORD AND GUIDANCE SERVICE INFORMATION

### Part I - General Information (Please circle or underline the answer)

1. In Form 10 of the Minnesota Uniform Child Accounting cumulative record form, there is given a code to use with various sections. Do you use these codes? **Yes No**

2. Do the teachers have free access to this form (Form 10) in your school? **Yes No**

3. Do you use this form for the purpose of reports to the home? **Yes No**

4. Who records the data for the cumulative record form in your school? **Yes No**

### Part II - Information Recorded

5. Is a photograph of the student attached to the form? **Yes No**

6. Do you record the school marks by year and subject for each student by grade? **Yes No**

7. Is there a record kept for work experiences of the individuals? **Yes No**

8. Does this record include the attendance for each student? **Yes No**

9. Do you include on this cumulative record interests and hobbies of the individual? **Yes No**

10. Do you record the vocational plans of the student? **Yes No**

11. Does your record indicate co-curricular activities for each student during his school career? **Yes No**

12. Are your Staff Evaluations of Personality Traits continuous from grades 7 through 12? **Yes No**

13. Is the follow-up program for those who have been graduated recorded? **Yes No**

14. In the comment section of the cumulative record form do you enter Special Traits, and honors attained? **Yes No**
Part III - Testing

15. Does your school have a testing program using standardized tests? Yes No

16. Please check the tests your school gives and the grade level at which it is given.

A. Intelligence
- California Short Test of Mental Maturity  __9__ __10__ __11__ __12__ __others__
- Stanford Binet  __9__ __10__ __11__ __12__ __others__
- Otis Quick-Scoring Mental Maturity  __9__ __10__ __11__ __12__ __others__
- Kuhlman-Anderson Intelligence Test  __9__ __10__ __11__ __12__ __others__

(Others)

B. Achievement
- Iowa Every Pupil Test of Basic Skills  __9__ __10__ __11__ __12__ __others__
- Metropolitan Achievement Tests  __9__ __10__ __11__ __12__ __others__
- Stanford Achievement Tests  __9__ __10__ __11__ __12__ __others__

(Others)

C. Interest Tests
- Kuder Preference Test  __9__ __10__ __11__ __12__ __others__
- General Aptitude Test Battery  __9__ __10__ __11__ __12__ __others__
- Strong's Interest Test  __9__ __10__ __11__ __12__ __others__

(Others)

D. Personality Test
- Bell Adjustment Inventory  __9__ __10__ __11__ __12__ __others__
- California Test of Personality  __9__ __10__ __11__ __12__ __others__

(Others)

Part IV - Recommendations for Improvements or Changes of Form 10
APPENDIX B

FORM B CUMULATIVE RECORD AND GUIDANCE SERVICE INFORMATION

Part I - General Information (Please circle or underline the answer)

1. Who records the data for the cumulative record form for your school?

2. Do you plan to use Form 10 of the Minnesota Uniform Child Accounting Manual? (If Yes, When?)
   Yes No

3. Do the teachers have free access to the cumulative record forms in your school?
   Yes No

4. Does your school use this form in making reports to the home?
   Yes No

Part II

5. Does this record include an attached photograph of each student?
   Yes No

6. Does this record include the school marks by year and subject which the student receives?
   Yes No

7. Does this record include or contain work experiences of the individual?
   Yes No

8. Does this cumulative record contain school attendance for each student?
   Yes No

9. Do you include on this cumulative record interests and hobbies of the individual?
   Yes No

10. Does this cumulative record contain vocational plans?
    Yes No

11. Does this cumulative record include a standardised test record?
    Yes No

12. Does your cumulative record indicate co-curricular activities for each student during his school career?
    Yes No

13. Are your Staff Evaluations of Personality Traits continuous from grades 7 through 12?
    Yes No

14. Does your school have a follow-up program for those who have graduated?
    Yes No

15. In the comment section of the cumulative record form does your school enter special traits and honors?
    Yes No
16. Does your school use a code system when marking the cumulative record form?  
Yes  No

Part III - Testing

17. Does your school have a standardized testing program?  
Yes  No

18. Please check the tests your school gives and the grade level at which it is given.

A. Intelligence

- California Short Test of Mental Ability  9 10 11 12  others
- Stanford Binet  9 10 11 12  others
- Otis Quick-Scoring Mental Maturity  9 10 11 12  others
- Kuhlman-Anderson Intelligence Test  9 10 11 12  others

[Others]

B. Achievement

- Iowa Every Pupil Test of Basic Skills  9 10 11 12  others
- Metropolitan Achievement Tests  9 10 11 12  others
- Stanford Achievement Tests  9 10 11 12  others

[Others]

C. Interest Tests

- Kuder Preference Test  9 10 11 12  others
- General Aptitude Test Battery  9 10 11 12  others
- Strong's Interest Test  9 10 11 12  others

[Others]

D. Personality Tests

- Bell Adjustment Inventory  9 10 11 12  others
- California Test of Personality  9 10 11 12  others

[Others]

Part IV - Suggestions for Improvement of this Record.
APPENDIX C

St. Charles, Minnesota
September 15, 1957

Dear Sir:

Enclosed you will find two questionnaires which I am sending to two hundred schools in Minnesota. Form A refers to schools using the cumulative record Form 10 of the Minnesota Uniform Child Accounting Manual. Form B refers to schools that are not using this form. I am making this investigation in fulfillment of the research requirements for the Master's Degree at South Dakota State College. I would appreciate you taking a few minutes of your time to fill out either Form A or Form B, whichever is applicable. Enclosed you will find a self-addressed, stamped envelope for its return.

Thanking you for your cooperation and help; I am,

Yours very truly,

Wallace M. Brunswold
APPENDIX D

SCHOOLS INCLUDED IN THE STUDY

Schools enrolling 1000 or more students

Albert Lea  Owatonna  Edison  Southwest
Anoka  Robbinsdale  South  Henry
Bemidji  Roseville  St. Paul Schools
Brainard  St. Louis Park  West St. Paul
Columbia Heights  Stillwater  Humboldt
Edina-Morningside  Virginia  Johnson
Fergus Falls  White Bear Lake  Monroe
Hibbing  Winona  Marshall
International Falls  Minneapolis Schools  Murray
Minnetonka  Vocational  Hazel Park
Moundsview  North

Schools enrolling 300 to 1000 students

Aitkin  Forest Lake  New Richland
Annandale  Frazee  North Branch
Aurora  Fulda  Onamia
Bagley  Glenwood  Osakis
Belle Plaine  Grand Marais  Park Rapids
Bertha  Greenbush  Perham
Blooming Prairie  Hector  Pine River
Braham  Henning  Princeton
Breckinridge  Hutchinson  Redwood Falls
Canby  Jackson  Rush City
Chatfield  Kenyon  St. James
Cokato  Lake City  Sauk Centre
Cloverling  Lakefield  Shakopee
Dawson  Litchfield  Spring Valley
Deer River  Luverne  Thief River Falls
East Grand Forks  Mahnomen  Waconia
Elk River  Montevideo  Warroad
Ely  Moose Lake  Waubun
Farrington  Mound  Wheaton
Fertile  Keewatin  Zumbrota
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**CODE:** 1—ABOVE AVERAGE PARTICIPATION. 2—SATISFACTORY PARTICIPATION. 3—POOR PARTICIPATION. 4—DROPPED ACTIVITY.

**CO-OP:** CIRCLE NUMBER IF AWARD IS WON. INDICATE OFFICES HELD BY P. V.P., S., OR T.

**FOLLOW-UP RECORD (GIVE DATES):**

**CODE:** 7 AND 10 GRADES = RED; 8 AND 11 GRADES = BLUE; 9 AND 12 GRADES = GREEN; 13 AND 14 GRADES = BLACK.

**COMMENTS:** SPECIAL TRAITS, SPECIAL SERVICES RENDERED OR HONORS ATTAINED.

**CO-OP:** CIRCLE NUMBER IF AWARD IS WON. INDICATE OFFICES HELD BY P. V.P., S., OR T.