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AN EVALUATION OF THE NORTH CAROLINA  
CUMULATIVE RECORD, GRADES 1 - 12

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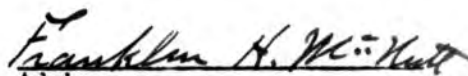
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## CHAPTER I

### INTRODUCTION

#### Justification for the Problem

Within the last twenty-five years guidance has become one of the most common educational terms. Its rapid development has been the result of the rise of new social conditions, particularly those arising from the transition of our nation from an agrarian to a machine economy. Today, because of the industrialization of American society, the individual faces the momentous task of choosing from hundreds of different types of vocations his own particular career. In order to make a wise choice, it is necessary to consider the conditions surrounding that vocation, his abilities, his likes and dislikes, and the nature and amount of preparation required for that particular vocation.

If the high school of today makes its major contribution to the solution of vital problems of living, it must prepare each student to live in our complex industrial society by developing in him those qualities which will enable him to face and solve the problems presented by society. This development is a matter of personal growth fed by various streams of experience and adequate guidance.<sup>1</sup>

For effective guidance to take place it is necessary to know the pupils as individuals. In order to know them as individuals one must, first, recognize the essential dignity and worth of the pupil and, second, be willing to study him with every means that the school can command. To

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1. L. L. Chisholm, Guiding Youth in the Secondary School. New York: American Book Company, 1945. p. 23.

accomplish this each school must collect all the available information and then make it a part of the permanent record. Such record, placed in an organized form has come to be known as the cumulative record.<sup>2</sup>

Chisholm believes:

Guidance records should be cumulative because no snapshot view of the individual can ever present a sufficiently complete picture to serve as the basis for guidance. They should not only show the current situation but also indicate the developmental history of the individual so far as that development has a bearing on his present problems and their adequate solution.<sup>3</sup>

The best method for the collection of data for cumulative records is through the use of standardized tests; however, there are many other good sources of information. Health records, rating scales, teachers classroom grades, anecdotal records, social history records, and other devices can contribute much pertinent information.

It would be undesirable, if not impossible, to have complete uniformity in the personnel records of all public schools throughout the state since each local school community is different in some respects, and its clientele has some needs peculiar to itself. It would be much easier to devise a cumulative record for use in the elementary schools of the state than one which includes the high schools. The reason lies in the very nature of the elementary school. McNutt states:

The elementary school is concerned with a period of the child's development: namely, that between infancy and adolescence. . . . It is in the large, the undifferentiated school concerned primarily with the development deemed desirable for all children irrespective of sex, color, or economic condition.<sup>4</sup>

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2. A. E. Traxler, Techniques of Guidance. New York: Harper, 1945. pp. 5-6.

3. Chisholm, op. cit., p. 201.

4. F. H. McNutt, General Provisions of the State Elementary Curriculum. Columbus, Ohio: Department of Education, p. 1.



Since, during this period, the pupils are relatively undifferentiated one from the other as individuals the same items of information contained in the cumulative record could apply to all the elementary pupils in the public schools throughout the state.

In the high school it is somewhat different for the pupils have entered the stage of adolescence and many new aspects of life are now opened up to them that they have never glimpsed before. Here their social problems have become much more acute and the need for positive guidance along new lines is felt. If the cumulative record is to be instrumental in helping to meet these needs by furnishing vital information it must contain additional material not needed in the elementary school.

A state-wide system of cumulative records in the public schools would do much toward solving the problem arising out of the transfer of pupils from one school to another. Practically every day of the school year, in each of the schools, there is at least one pupil who is either withdrawing from or transferring to the school. If the same system of record keeping were used in each of the schools the record could follow the pupil to the new school without involving much work. The guidance official in the new school could easily interpret the content of the folder sent from the other school.

The cumulative record, prepared by the State Department of Public Instruction, gives greater promise for promoting an effective guidance program in the public schools than any other medium that has previously been in use.

#### Statement of the Problem

The title of this thesis is: An Evaluation of the North Carolina Cumulative Record, Grades 1 - 12.

In developing this major topic the following sub-problems should be solved:

1. What is the history of the state folder?
2. How extensively is it used?
3. What are the prevailing practices in its use?
4. What changes seem necessary?

#### Delimitations and Definitions

The study is limited to the folder prepared by members of the State Department of Public Instruction. It is further limited to the use of the folder in the public schools for the white children of North Carolina. No special schools are included in this study. The study covers the use of the folder in grades one through twelve. The terms "record" and "folder" are used interchangeably throughout the thesis.

#### Method

In search for related material the writer has consulted the following reference works:

Palfrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies and Theses in United States and Canada. Second edition. Chicago: American Library Association, 1940. 54 pp.

United States Library of Congress. Catalogue Division. List of American Doctoral Dissertations.... Washington, D. C.:

Doctoral Dissertations Accepted by American Universities.... New York: The H. W. Wilson Company, 1934 - 1946.

United States Office of Education. Library. Bibliography of Research Studies in Education.... Washington, D. C.: Government Printing Office, 1929 - 1940.

Good, Carter Victor, editor. "Doctors' Theses Under Way in Education," Journal of Educational Research, January issues, 1931 - 1946.

Bibliographic Index: A Cumulative Bibliography of Bibliographies.  
New York: The H. W. Wilson Company, 1938 - 1946.

Education Index: A Cumulative Author and Subject Index to a  
Selected List of Educational Periodicals. Books and Pamphlets.  
New York: The H. W. Wilson Company, 1929 - 1946.

The files of the State Department of Public Instruction were canvassed to determine the conditions under which the Cumulative Record developed. This source also furnished data on the extent of the use of the folder and the geographical distribution and types of schools using it.

It was assumed that the individuals, who actually use the folder, were in the best position to determine which sections their own schools should use, and also to give positive and negative criticisms, as well as suggestions for improvement. To this end there was a planned sampling of school personnel. This sampling took the form of interviews and a questionnaire, which included superintendents, principals, and teachers in all conventional types of public schools.

After the author had formulated a number of conclusions concerning the improvement of the record, these conclusions were evaluated by a jury of experts.

A search of the literature and an inquiry at the State Department of Public Instruction revealed no duplicating study.

## CHAPTER II

### DEVELOPMENT OF THE STATE PROGRAM

#### Introduction

Fortunately for the purposes of this study, the development of the North Carolina Cumulative Record is well documented. Work was initiated on the Record in September 1939, and in 1940 some of the participants in the project wrote a manual covering its use. Thus, a permanent record came into being while the details of the development were yet fresh in the minds of the authors.

The record is further strengthened by an article which appeared in the February 1940 issue of the North Carolina Education Association magazine, written by Mr. S. Marion Justice, then Guidance Director with the State Department of Public Instruction. This article is a report of the work of the committee appointed by the State Superintendent of Public Instruction for the purpose of making a detailed study of pupil accounting. Because of the nature of the report, it is rich in pertinent detail.

A third valuable document covering aspects of the development of the Record is a paper written by Mr. Walter Croom on March 7, 1946 for a course in Educational Psychology at North Carolina State College, Raleigh, N. C. This chapter of the thesis rests heavily on these three sources of information.

#### Preparation of the Form

For a number of years prior to 1939, the public schools of North

Carolina had felt the need of a more adequate and correlated system of pupil accounting. At this time the record of the pupil consisted of many and varied forms. The different items of information pertaining to the individual pupil were recorded, but there was no single unifying agency to bring them all together so that a clear picture of the whole child could be seen. Because of this need, many requests came to the State Department asking that some plan of pupil accounting be devised which could serve more effectively the needs of the schools.

On September 11, 1939 the State Superintendent of Public Instruction appointed a committee to study the pupil accounting system in the schools and report recommendations concerning what should be done. Composing this committee were the following:

- Mr. G. H. Arnold, Principal, Hugh Morson High School, Raleigh
- Dean F. F. Bradshaw, University of North Carolina, Chapel Hill
- Mr. A. B. Combs, State Department of Public Instruction, Raleigh
- Mr. A. W. Honeycutt, Superintendent of Schools, Chapel Hill
- Mr. L. H. Jobe, State Department of Public Instruction, Raleigh
- Mr. S. Marion Justice, Chairman, State Department of Public  
Instruction, Raleigh
- Mr. Paul A. Reid, Superintendent of Schools, Elizabeth City
- Mr. J. Warren Smith, North Carolina State College, Raleigh
- Mr. Charles E. Spencer, State Department of Public Instruction,  
Raleigh
- Miss Myrtle Underwood, Principal, Hayes Barton Elementary School,  
Raleigh
- Miss Virginia Ward, State Department of Public Instruction, Raleigh
- Miss Julia Wetherington, State Department of Public Instruction,  
Raleigh

Mr. S. W. T. Welch, University of North Carolina, Chapel Hill

Dr. Walter Wilkins, School Health Coordinating Service, Raleigh.<sup>1</sup>

The whole committee met four times with each meeting lasting well over two hours. Almost all of the members of the committee attended these meetings. In addition to the regular committee meetings numerous conferences were held between the chairman and individual members. A number of sub-committees rendered valuable assistance in working out special problems, such as the section on the school physical examination records, W. P. A. clerical project recommendations, and revision of the form.<sup>2</sup>

The committee worked diligently in order to acquaint themselves with the practices of other states and city systems in regard to pupil accounting. After careful study of forms in use elsewhere and numerous conferences, they prepared a comprehensive list of all items appearing on the forms, which had been collected, and grouped these items under large headings such as: Personal and Family Background, Elementary School Progress, Interests, and Secondary School Progress. The committee then struck from the list those items which they considered undesirable for use in the North Carolina schools and added others which they felt should be incorporated in the record.

A rough draft of the form was prepared, was criticized by a number of persons, then revised, and sent to the printer. Various members of the committee presented copies of the form to those attending

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1. A Manual of Directions for Using the North Carolina Cumulative Record. Raleigh, N. C.: State Superintendent of Public Instruction, 1940. pp. 5-6.

2. S. Marion Justice, "The Report of the Committee on Cumulative Records." North Carolina Education, VI (February 1940), 199.

the six District Teachers Meetings. A special effort was made to reach superintendents and principals. Reaction was also secured from other groups including teachers, college professors, and national leaders of education.<sup>3</sup>

The committee in its conclusions recommended the adoption of a folder type of record which would fit the standard letter size filing cabinets. They also recommended for each child that a folder be provided for him upon his entrance to the public schools, which would follow him from grade to grade until his withdrawal or graduation.

The committee recommended that this form be considered only as a desirable minimum and urged the use of additional forms, anecdotal records, and other useful information which might be filed within the folder for as long a period as needed. In other words, the folder would serve as a nucleus for the pupil's record, on which to record those those items of permanent value, and in which to deposit those items of temporary or supplementary value.<sup>4</sup>

The report of the committee was submitted to the State Superintendent of Public Instruction on December 21, 1939 and also the proposed form which was adopted. The report recommended the following:

1. That the chairman and Director of Publications work over the present form making revision as directed by the committee.
2. That the State Superintendent instruct the Director of Publications to have printed 3000 copies of the form as recommended after the final revision.
3. That the chairman of the committee, together with those called upon to assist, prepare a mimeographed manual to accompany and explain the use of the record.
4. That the State Superintendent appoint a committee within the State Department to do the following things:
  - a. Make a further study of needed revision of register now in use in order that they might be brought in line with the cumulative record form.

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3. A Manual of Directions, p. 6.

4. Justice, loc. cit.

b. Study and report on the type of grading system and report cards which will be recommended.

c. Recommend the abolishment of any forms, such as the present high school permanent record card which will be superseded by the cumulative record. It is necessary to decide upon these things before the manual can be written.

5. That the State Superintendent apply for a state-wide W.P.A. clerical assistance project. In the application we recommend that the sponsor reserve the right to name the project supervisor.

6. When the forms are printed (3,000 copies) a number of them be sent to each superintendent in the state with the suggestion that they distribute them among their principals. It is further recommended that the principals, after discussing the project with their faculties, report back to the superintendents and they in turn to the State Department the following information:

a. Minor criticisms and suggestions regarding the actual form or manual.

b. The number of forms at approximately two cents each which the administrative unit wants this year (by March 15).

c. The number of schools interested in using W. P. A. clerical assistance if a project can be secured.

7. That this not be made a State Department required form, and that the use of it be entirely voluntary.

8. That the need of more adequate clerical assistance for individual schools be brought to the attention of the State School Commission and the Legislature.

9. That an investigation be made of the possibility, cost, and advisability of using photostatic machines for reproducing copies of the record for colleges, the employment service, and transfers from one school to another.

10. That the committee not be discharged but kept intact in order to make needed revisions, and act in an advisory capacity for further developments in the installation and use of the record.

11. That the following date schedule be followed in carrying out the next steps:

a. We suggest that the State Superintendent write the initial letter of application by January 1, 1940 for a state-wide W. P. A. clerical assistance project.

b. That the final draft be made and placed in the hands of the printer by January 10, 1940, and that the printed forms (3,000 copies) be available by February 1, 1940.

c. That the State Department committee to study the grading system, registers, and other forms, be appointed by January 1, and instructed to report by January 25.

d. That the copies of the form together with appropriate report blanks be sent to the superintendent by February 1, 1940, with a request that they report to the State Department by March 1, 1940.

e. That the manual of instructions be available and copies sent out with the blanks by February 1, 1940.

f. That the tabulation of information received from the superintendent be made available by March 5, 1940.

g. That the final W. P. A. application for a clerical assistance project be made by March 5, 1940.



h. That the number of copies of the form needed for the first year's supply be determined from the reports from the superintendents, and that these be printed and made available for distribution by March 15, 1940.<sup>5</sup>

#### Description of the Folder

The record, as adopted by the State Department, makes provisions for the following information:

##### I. PERSONAL AND FAMILY DATA:

This division provides for those items used for the most part for administrative purposes, namely: name, county or city unit, school, race, sex, place and date of birth, date of entrance, address, phone number, economic status of the family, with whom the pupil lives, authority for birth date, number of brothers and sisters, father's and Mother's name, occupation, business address, last grade reached in school, church preference, and state of health.

##### II. ELEMENTARY SCHOOL PROGRESS:

The second division provides for the entry of the pupil's scholastic record during the time spent in the elementary grades. Related subjects are arranged in two groups. The record provides for the following subjects: Social Studies including Geography, History, and Citizenship; Language Arts including Reading, Language, Spelling, and Writing; Health, Physical Education, Science, Arithmetic, Music and Art. The record is by years and provides for the term averages, and yearly averages. The name of the teacher and the school building are also requested.

##### III. SECONDARY SCHOOL PROGRESS:

This division provides for a record of each year's progress made

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5. Ibid., pp. 199-214.

in the high school as well as a summary by subjects, and the total number of credits in each subject. The following information appears in each of six identical listings: grade, date, number of weeks in each semester, length of the period, name of subject, name of teacher, number of periods per week, fall and spring average, yearly average, number of units, number in class, quartile rank, number of credits for year, and the total number of credits.

#### IV. EVALUATION OF SOCIAL AND PERSONAL ASSETS:

This division makes provision for the following nine traits: cooperation, courtesy, dependability, industriousness, initiative, leadership, maturity, personal appearance, and self-control. The rating can be accomplished by any one, or a combination of the following devices: teacher judgement, self-rating, pupil judgement, and the use of a rating scale. The code, designed for use in judging, has the following five gradations: 1. Superior 2. Above average 3. Average 4. Below average 5. Low.

#### V. EXTRA-CURRICULAR ACTIVITIES:

The record lists the following activities for junior and senior high school only: annual, band, baseball, basketball, class officer, clubs, dramatics, football, homeroom officer, safety patrol, student body officer, student council, and school paper. There is space for additional activities. The code for marking participation in these activities is as follows: ~~E~~ Exceptional participation, A- Average participation, D- Dropped.

#### VI. STANDARD TEST RECORD:

The form provides for both achievement and intelligence tests and requests the following information: form, date given, score, norm,

school norm, percentile rank, chronological age, grade, and grade equivalent. Space is provided for the mental age and the intelligence quotient derived from each of the intelligence tests given.

#### VII. ATTENDANCE RECORD:

This is a record by grades of absences and tardies and the chief cause of each. It lists the following five causes of irregular attendance and leaves space for two additional causes: sickness, work at home, work away from home, bad weather, and truancy.

#### VIII. LIBRARY:

This record, by grades or years, provides for listing the number of approved books read during each year. The ability to use materials and reading interests may be evaluated by the following code: A- Above average, B- Average, C- Below average, D- Unsatisfactory.

#### IX. WITHDRAWAL RECORD:

This record provides for the year, month, day of withdrawal, and the name of the school to which the pupil transfers. The cause of the withdrawal is determined according to the following code: 1. Transferred, 2. To work, 3. Poor health, 4. Married, 5. Failure in subjects, 6. Needed at home, and 7. School not meeting needs.

#### X. RE-ENTRY RECORD:

This phase of the record provides for the same information as the withdrawal record, except that it lists the name of the school from which the pupil transfers. The cause of the re-entry is coded as follows: 1. Received from another school, 2. Lost job, 3. Regained health, and 4. Desire for additional schooling.

#### XI. SCHOOL PHYSICAL EXAMINATION:

In order to understand a pupil's potentialities and his handicaps it is necessary to have a record of his physical condition. The health

program, that is carried on in the school should be based on the medical examinations and daily inspection of the pupils by the teacher in a general way.<sup>6</sup>

This form is an exact reproduction of Form No. 213, N. C. State Board of Health. It provides for four separate complete physical examinations by the city or county health doctor. It is recommended that these examinations be given the pupil when he is in the first, fourth, seventh, and ninth grades. This record also provides for the date and results of immunizations and immunity tests given for diphtheria, smallpox, typhoid, Schick, and tuberculi. The child's disease experience and the date he had each disease is asked for. At the bottom of the form the health worker can make special remarks and recommendations.

#### XII. GRADUATION FACTS:

This is a record of the day, month, and year the pupil graduates, the total number in the graduating class, pupil's quartile rank, and the scores made on state senior tests.

#### XIII. PHOTOGRAPH:

The form has space for a photograph, and also for a record of the age and grade of the pupil at the time the photograph is made.

#### XIV. FOLLOW-UP RECORD:

This part may be used by the school administration, for recording information about the pupil after he graduates; the first part giving information pertaining to advance education, and the second, information about the individual's employment record. The following employment information is requested: date, whether employed, full or part

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6. Walter Croom, "The Cumulative Record and Its Usefulness in Guidance." Paper written for a course in Educational Psychology. Raleigh, N. C.: State College, March, 1946, p. 18. Typewritten.

time employment, name and address of employer, type of work, wages, number of hours employed per week, opportunity for advancement and whether he is seeking other employment.

XV. INTERESTS:

This is a record of the student's vocational plans, educational plans, work experiences (away from home), travel and vacation experiences, and special talents and hobbies during the years from the seventh through the twelfth grade. It is interesting and valuable to the counselor to note how consistent a pupil is in his vocational and educational plans from year to year.<sup>7</sup>

XVI. SIGNIFICANT NOTES:

This space provides for listing anything of special interest during the entire school career of the pupil. Observations, suggestions, recommendations, and special interests are the items suggested for the record. The name of the teacher or counselor, and the date and the follow-up report are also included in this report.

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7. Ibid., p. 19.

## CHAPTER III

### CURRENT USE OF THE STATE FOLDER

The purpose of this chapter is to show to what extent the North Carolina Cumulative Record is used by the public schools throughout the state. In an effort to determine the extent of its use, the writer made a study of the following:

1. Introduction of the system
2. Use as revealed by sales
3. Use as revealed by principals' annual reports
4. Use of the individual items of the folder as revealed by a sampling of schools

#### Introduction of the System

In order that the new record system might be installed in the schools of the state with the greatest facility, the State Superintendent of Public Instruction applied December 22, 1939 to the North Carolina Division of the Works Projects Administration for assistance in transferring the data from the old records to the new forms.<sup>1</sup> This project, commonly known as the W. P. A. Clerical Assistance Project, was later approved, and Mr. Everett G. Beam was selected as State W. P. A. Supervisor for the project. Mr. Beam was well qualified for the position, having had training in Management and Personnel at Columbia and George Washington Universities after his graduation from the University

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1. Letter from Clyde A. Erwin, State Superintendent of Public Instruction to C. C. McGinnis, State Administrator, Works Projects Administration. Raleigh, N. C., December 22, 1939.

of North Carolina; and having been employed on the Administrative Staff in the Finance Division of W. P. A. in North Carolina for sixteen months immediately prior to his appointment to serve in this capacity.<sup>2</sup>

This clerical assistance in installing the Record was available to any school superintendent in the state if his county had qualified W. P. A. labor. It was the aim of the State Department of Public Instruction to secure this assistance from the W. P. A. in widely selected areas over the state. Schools receiving assistance were selected also on the basis of interest, ability to provide the necessary materials and filing cabinets, and the need for such help. It was felt that the project, begun in these various units throughout the state, would point the way to other schools by demonstrating effective methods of procedure, and also serve to encourage other schools to install the record.

A total of \$51,566.00 was set up for the operation of this project, of which amount \$9,736.00 was furnished by the State Department of Education and the remaining \$41,830.00 by the W. P. A.<sup>3</sup>

The project was in operation in 37 of the state administrative units. The largest number of workers employed at any given time was 135; although 181 workers received specific training for this task.<sup>4</sup>

In certain counties, such as Mitchell and Harnett, all of the work was done in one central place, either in the office of the super-

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2. Excerpt from State Application No. 50492. Works Projects Administration. Item No. 26, Raleigh, N. C., April 2, 1941.

3. From a Report of Everett G. Beam, State Supervisor, Cumulative Record System, to S. Marion Justice, Supervisor, Occupational Information and Guidance. March 3, 1941. p. 1.

4. Information from the office of S. Marion Justice, Supervisor, Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

intendent or in one of the schools. In other administrative units the work was conducted in each of the individual schools.

In the schools where the W. P. A. Clerical Assistance Projects were located, folders were filled out for all boys and girls in all grades, and the records were brought up-to-date from the time each child was enrolled in his first year in school. After the first year, in such schools, each home room teacher made the proper entries in the records and kept them up-to-date.

Due to the fact that the clerical assistance was not available to all schools, the procedure for installing the record was not the same. Some schools installed the record for only those pupils entering the first grade and the officials made the necessary additions each succeeding year. This method required twelve years to complete the record for a student graduating from high school. It was a slow process, but many schools adopted the plan because of lack of assistance in recording the information, and also because of the lack of funds for purchasing folders for all the pupils in school.

A more effective system used by some schools without the W. P. A. aid, was the installation of records for all pupils in the first, fourth, seventh, and tenth grades, on which was recorded all needed information concerning each pupil from the time he entered school. By following this identical procedure for three successive years, records were filled out and brought up-to-date for each pupil enrolled in school.

#### Use as Revealed by Sales

In order to determine the number of folders purchased, the writer consulted the files of Mr. L. H. Jobe, Director of Publications, State



Department of Public Instruction. According to his record the number of folders sold to each unit, either city or county, was tabulated from the time of the initial sales in 1940 until June 1946 when the investigation was made. A record of sales, in tabular form, appears in Tables I and II. The tables reveal that during this period 1,070,650 folders were purchased. Of this number 848,150 were purchased by the county units, and the remaining 222,500 were bought by the city units. As indicated in Table I, only four of the 100 counties of the state failed to purchase folders. Table II reveals that 14 of the city units were non-purchasers during this period.

It is recognized that although the number sold does not give an accurate picture of the number of folders actually put into use, it does indicate which administrative units were interested in the new system of record keeping and willing to give it a trial. The validity of the number sold, as an index to use, is further limited by the fact that many of the folders were purchased for use in the negro schools of the state and that many of the purchasing officials made large purchases to take care not only of their present, but also of their future needs.

#### Use as Revealed by Principals' Annual Reports

This phase of the study is the second attempt to reveal how extensively the North Carolina Cumulative Record is used. A planned sampling was made of the annual reports for all elementary and high schools in 20 county and 18 city administrative units of the state. The choice of the units for sampling was made by taking every fifth county and every fourth city unit of the state as they are listed in the Educational Directory of North Carolina 1945 - 1946, an annual publication

TABLE I

NUMBER OF FOLDERS PURCHASED BY COUNTY  
ADMINISTRATIVE UNITS 1940 - 1946

County	Number of Folders	County	Number of Folders	County	Number of Folders	County	Number of Folders
Alamance	15,000	Cumberland	21,500	Johnston	0	Randolph	8,500
Alexander	700	Currituck	3,500	Jones	2,000	Richmond	11,700
Allegany	0	Dare	3,400	Lee	9,300	Robeson	21,000
Anson	2,000	Davidson	0	Lenoir	6,900	Rockingham	3,500
Ashe	12,500	Davie	5,950	Lincoln	0	Rowan	24,000
Avery	8,300	Duplin	200	Macon	5,000	Rutherford	23,000
Beaufort	1,000	Durham	15,000	Madison	6,000	Sampson	8,000
Bertie	7,000	Edgecombe	8,000	Martin	4,400	Scotland	1,500
Bladen	14,800	Forsyth	12,000	McDowell	2,600	Stanly	5,000
Brunswick	10,000	Franklin	6,000	Mecklenburg	28,100	Stokes	10,500
Buncombe	23,800	Gaston	32,000	Mitchell	7,500	Surry	10,350
Burke	21,800	Gates	4,500	Montgomery	3,850	Swain	8,200
Cabarrus	9,300	Graham	5,100	Moore	11,000	Transylvania	6,500
Caldwell	3,300	Granville	5,800	Nash	12,350	Tyrrell	2,500
Camden	2,500	Greene	11,000	New Hanover	31,800	Union	15,200
Carteret	7,700	Guilford	22,900	Northampton	5,500	Vance	6,000
Caswell	6,000	Halifax	5,500	Onslow	1,000	Wake	6,800
Catawba	500	Harnett	27,800	Orange	10,500	Warren	7,300
Chatham	9,100	Haywood	13,500	Pamlico	4,250	Washington	3,800
Cherokee	3,000	Henderson	9,000	Pasquotank	2,500	Watauga	9,000
Chowan	2,800	Hertford	5,000	Pender	3,100	Wayne	8,000
Clay	5,500	Hoke	3,000	Perquimans	3,700	Wilkes	13,300
Cleveland	4,500	Hyde	2,200	Person	8,000	Wilson	7,500
Columbus	18,000	Iredell	5,500	Pitt	16,500	Yadkin	8,100
Craven	9,800	Jackson	6,400	Polk	900	Yancey	9,500
Total Purchased -							848,150

TABLE II

NUMBER OF FOLDERS PURCHASED BY CITY  
ADMINISTRATIVE UNITS 1940 - 1946

City	Number of Folders	City	Number of Folders	City	Number of Folders
Albemarle	3,000	Greenville	600	Newton	0
Andrews	0	Hamlet	0	North Wilkesboro	0
Asheboro	3,400	Hendersonville	3,000	Oxford	5,000
Asheville	24,500	Hickory	1,500	Pinehurst	1,100
Burlington	6,500	High Point	500	Raleigh	1,450
Canton	5,200	Henderson	6,000	Red Springs	1,500
Chapel Hill	3,000	Kannapolis	8,000	Reidsville	2,600
Charlotte	3,000	Kings Mountain	2,000	Roanoke Rapids	3,500
Cherryville	3,000	Kinston	1,000	Rockingham	0
Clinton	1,900	Laurinburg	800	Rocky Mount	8,500
Concord	2,000	Leaksville	3,900	Sanford	0
Durham	7,500	Lenoir	1,000	Salisbury	1,000
Edenton	1,500	Lexington	0	Shelby	8,200
Elizabeth City	6,700	Lincolnton	0	Southern Pines	2,050
Elm City	2,100	Lumberton	4,100	Statesville	2,300
Enfield	500	Madison	800	Tarboro	7,600
Fairmont	4,000	Marion	0	Thomasville	2,900
Fayetteville	6,000	Monroe	2,100	Tryon	600
Franklinton	900	Mooreville	3,000	Wadesboro	0
Fremont	950	Morganton	3,500	Washington	750
Gastonia	7,200	Morven	0	Weldon	1,500
Glen Alpine	6,500	Mt. Airy	4,400	Whiteville	0
Goldsboro	2,700	Murphy	4,000	Wilson	12,100
Greensboro	1,600	New Bern	0	Winston-Salem	0

Total Purchased - 222,500

issued by the State Superintendent of Public Instruction.

The principals' annual reports request the following information: "Do you use individual cumulative record folders? If so, do you use the state form?" The annual reports, filed in the office of Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C., were examined to determine the use of the record in the schools selected for sampling; and the results of this examination were tabulated. It was found that 90 schools in 12 administrative units left the questions unanswered. Immediately following this study, a letter was sent to the superintendents of these units (see Appendix A) asking them to indicate whether or not the State Cumulative Folder was used in the 90 schools which had failed to report. Replies were received from all 12 of the superintendents giving the desired information.

As shown in Table III, 226 of the 311 elementary schools in the 20 county administrative units use the folder. The same table shows that 133 (81.9%) of the 167 high schools are users of the folder.

Table IV, which lists the 18 city administrative units studied, shows that the percentage of city schools using the folder is less than that of the county schools. This is true of both elementary and high schools. Of a total of 91 elementary schools, only 55 (64.3%) use the folder. Among the 26 high schools, 16 (72.2%) use the state form.

All of the 20 counties use the folder to some extent. Twelve of the 20 county units use the folder 100 per cent in both the elementary and high schools; but only 10 of the 18 city units use it 100 per cent. Three of the city units do not use the folder.

TABLE III

USE OF THE FOLDER IN 20 COUNTY ADMINISTRATIVE UNITS  
AS REVEALED BY PRINCIPALS ANNUAL REPORTS - 1946

County	Total No. of Schools		No. of Schools Using Folders		No. not Using Folders		% of Schools in Use	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Alamance	13	10	13	10			100	100
Avery	9	3	9	3			100	100
Buncombe	31	21	31	21			100	100
Carteret	16	6	6	3	10	3	38	50
Chowan	2	1	2	1			100	100
Cumberland	20	7	20	7			100	100
Duplin	12	10	2	5	10	5	17	50
Gaston	27	9	27	9			100	100
Guilford	27	16	27	16			100	100
Hertford	4	3	4	3			100	100
Johnston	17	15	0	2	17	13	0	13
Macon	24	3	4	2	20	1	17	67
Mitchell	10	3	10	3			100	100
Northampton	7	7	7	7			100	100
Pender	7	5	2	2	5	3	29	40
Randolph	22	11	14	11	8	0	64	100
Rutherford	26	11	26	11			100	100
Surry	21	12	6	6	15	6	29	50
Vance	5	5	5	5			100	100
Wayne	11	9	11	6	0	3	100	67
Total	311	167	226	133	85	34	Ave. - 74.7	81.9

TABLE IV

USE OF THE FOLDER IN 18 CITY ADMINISTRATIVE UNITS AS  
REVEALED BY PRINCIPALS ANNUAL REPORTS - 1946

City	Total No. of Schools		No. Schools Using Folders		No. not Using Folders		% of Schools in Use	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Burlington	8	1	8	0	0	1	100	0
Asheville	9	3	9	3			100	100
Kannapolis	6	1	6	1			100	100
Andrews	3	1	1	1	2	0	33	100
Shelby	7	1	7	1			100	100
Lexington	5	1			5	1	0	0
Winston-Salem	10	3			10	3	0	0
Oxford	4	2	4	2			100	100
Weldon	1	1	0	1	1	0	0	100
Statesville	4	2			4	2	0	0
Marion	5	1	0	1	5	0	0	100
Chapel Hill	1	1	1	1			100	100
Asheboro	3	1	3	1			100	100
Lumberton	4	1	4	1			100	100
Reidsville	4	1	4	1			100	100
Albemarle	3	1	3	1			100	100
Raleigh	12	3	3	0	9	3	25	0
Elm City	2	1	2	1			100	100
Total	91	26	55	16	36	10	Ave. - 64.3	72.2

The evidence obtained from this study would seem to indicate rather conclusively the extent of the use of the Cumulative Record in all schools of the state. Also indicative of the use of the folder throughout the state is the fact that the sampling was representative of the three geographical divisions of the state and that it included units of all sizes, ranging from Buncombe County with 52 schools to Elm City with only two elementary schools and one high school. The study fails to show which grades, in the various schools, use the folder. It also fails to consider the size of the individual schools studied. However, by using the number of teachers in the schools as an index to their size, it appears that the percentage of those who do not use the folder is greater for the small schools than for the medium or large schools. This is noticeably true among the schools of the county administrative units.

#### Use of the Individual Items of the Folder as Revealed by a Sampling of Schools

To further determine the use of the folder in the public schools of the state, a study was made of the use of the individual items in the folder. For this purpose 150 questionnaires (Appendix B) were sent to principals and teachers, selected at random, throughout the state. Of these 110 were returned. Table VI reveals that the folder was used in 92 of these schools. This percentage of use (84%) is higher than shown in the previous study when 20 county and 18 city administrative units were sampled. This may be attributed to the fact that not many of the questionnaires were sent to small schools and also to the fact that principals and teachers may have hesitated to say that the folder was not in use in their schools lest this be a reflection upon the efficiency of their schools.

TABLE V  
SCHOOLS RESPONDING TO THE QUESTIONNAIRE

Type of School	Questionnaire		Per Cent Returned
	Number Sent	Number Returned	
Elementary	40	20	50
High	20	8	40
Union	90	82	91
Total	150	110	73

Table VI shows that of the 92 schools returning the questionnaire, there were 16 elementary, 6 high schools, and 70 union schools composed of both elementary and high school departments. It also shows that, of the three types of schools, union schools with 85 per cent, led in the use of the folder, and were followed by elementary schools and high schools with 80 per cent and 75 per cent respectively.

TABLE VI  
SCHOOLS USING THE FOLDER AS REVEALED BY THE QUESTIONNAIRE

Type of School	Questionnaires Returned	Schools Using Folders	Percentage of Use
Elementary	20	16	80
High	8	6	75
Union	82	70	85
Total	110	92	84

The questionnaire supplied information relative to the grades in which the folders were used in all three types of schools. Table VII shows the use by grades as revealed by the questionnaire - that is, the number of schools using folders in each of the 12 grades.



The table also shows that all 16 of the elementary schools use the folder in grades I through III, 15 in grades IV and V, 12 in grades VI and VII, and only 7 in grade VIII. This tabulation shows that the policy, in these schools, was to install the record in the first grade and permit it to work itself upward year by year. The number of schools using the folder in grade VIII is small, not only because the folder had been in use only six years when the investigation was made, but also because many of the elementary schools of the state do not include grades VII and VIII.

All six high schools use folders in grades IX through XII and one uses them in grades VII and VIII.

Among the 70 union schools using the folder, the number using it becomes increasingly smaller as the number of the grade increases. There is a range from all 70 schools using the folder in grades I through III down to 60 schools using it in grades IX through XII.

TABLE VII  
SCHOOLS USING THE FOLDER IN EACH OF THE 12 GRADES  
AS REVEALED BY THE QUESTIONNAIRE

Grade	Number of Schools			Total
	Elementary	High	Union	
1	16		70	86
2	16		70	86
3	16		70	86
4	15		67	82
5	15		67	82
6	12		64	76
7	12	1	64	77
8	7	1	61	69
9		6	60	66
10		6	60	66
11		6	60	66
12		6	60	66

Table VIII shows the number of each of the three types of schools using each section of the folder. Each of the sections, as named and described in Chapter II, is listed in the table in its numerical order. All sections except III and XII, namely, Secondary School Progress and Graduation Facts, are used by at least some of the elementary schools. Section II, containing the Elementary School Progress, is the only section entirely omitted by each of the six high schools. Varying numbers of the union schools use all 16 sections of the folder. For the remaining sections there appears to be a very high correlation in the use of the folder among the three types of schools.

TABLE VIII  
AN ANALYSIS OF USE OF THE FOLDER BY SECTIONS  
AS REVEALED BY A SAMPLING OF 110 SCHOOLS

Section	Schools Using Sections of Folder*			
	Elementary	High	Union	Total
Personal and Family Data	16	6	70	92
Elementary School Progress	16		49	55
Secondary School Progress		6	61	67
Evaluation of Social and Personal Assets	14	6	57	77
Extra-Curricular Activities	3	6	49	58
Standard Test Record	15	6	64	85
Attendance Record	15	6	70	91
Library Record	11	2	45	58
Withdrawal Record	10	5	49	74
Re-Entry Record	11	5	50	66
School Physical Examination	14	4	58	76
Graduation Facts		5	50	55
Photograph	8	4	53	65
Follow-Up Record	3	2	17	23
Interests	4	2	31	37
Significant Notes	8	3	36	47

\* 18 schools use no section of the folder.

The following sections are used most widely by all 92 schools irrespective of type: Personal and Family Data, Evaluation of Social and Personal Assets, Standard Test Record, Attendance Record, and School Physical Examination. The section, Secondary School Progress, is used extensively by both the high schools and the union schools with all six of the high schools and 61 of the 70 union schools reporting its use. The Withdrawal Record, Section No. IX, is another section that shows above average use by all three types of schools.

Those sections of the folder least used in the 92 schools are the following: Follow-Up Record, Interests, Significant Notes, Graduation Facts, Library Record, and Extra-Curricular Activities.

The frequency of use of each of the 16 sections of the folder may be listed in the following manner:

Section	Number of Schools Using Section*
Personal and Family Data	92
Attendance Record	91
Standard Test Record	85
Evaluation of Social and Personal Assets	77
School Physical Examination	76
Withdrawal Record	74
Secondary School Progress	67
Re-Entry Record	66
Photograph	65
Extra-Curricular Activities	58
Library Record	58
Elementary School Progress	55
Graduation Facts	55
Significant Notes	47
Interests	37
Follow-Up Record	23

\* In 18 schools no section of the folder is used.

#### Summary

From the data appearing in Tables III, IV, and VI, it appears that the North Carolina Cumulative Record has been placed in approximately

75 per cent of the public schools of the state. This is a rather high percentage of schools considering the fact that the record came into being only seven years ago, and also that since its inception, its use by the schools has been on a voluntary basis. This percentage might have been higher if a large number of the city administrative units had not already established a cumulative record which they preferred to the state form. Other city units which had their own systems of records preferred to continue using these systems rather than change to a new form which would involve transitional difficulties and additional expenditures.

The W. P. A. Clerical Assistance Project gave considerable aid in the successful initiation of the system in the 37 administrative units where the project was in operation and developed an efficient procedure for other schools to follow.

Table VII shows that, in most schools of the state, the Cumulative Record is in use in each of the 12 grades. The number of high schools using the folder is not as large as the number of elementary schools, but this is due to the fact that many schools adopted the plan of installing the record in the first grade and permitting it to progress upward with succeeding years.

There is a greater variation in the use of the individual sections of the folder than there is in the use of the folder in each of the 12 grades. It appears that many schools record information in only those sections which they used before the Record came into being. These include such sections as Personal and Family Data, Elementary School Progress, Standard Test Record, Attendance Record, and School Physical Examination. The following sections are little used, probably because of their newness and because of the lack of adequate secretarial help: Extra-

Curricular Activities, Photograph, Follow-Up Record, Interests, Significant Notes, and Library Record.

## CHAPTER IV

### EVALUATION OF THE STATE FORM

#### Introduction

As a result of the changes that have taken place in our social-economic life in the past few decades, today there is an increased demand for documentation. This is true not only in the field of education but in every line of business. We must know more about people - their background, their environment and home conditions, their likes and dislikes, in short, everything that would aid in making a more accurate evaluation. It is because of these needs that personnel records, cumulative in form, have come into being.

As stated in Chapter I, the North Carolina Cumulative Record is not the perfect answer to this problem in the schools of the state, but it is definitely the most progressive step in guidance taken by the State Department of Public Instruction in the past number of years. The Cumulative Record, in its present form, is the result of a concentrated study of various cumulative records available throughout the nation, and also painstaking revision of the Record since its formation in 1940.

It is generally recognized by authorities on personnel records that it is easier to construct a good cumulative record for either the elementary school or the high school alone than one for the entire 12 grades. The state form because of its composite nature, includes many sections which are found on some records and fails to include certain sections found on others.

The writer gives the following evaluation of the state form after having made a careful analysis of the North Carolina Cumulative Record as well as a detailed study of other cumulative records in North Carolina and in use in other states. The questionnaire, sent to representatives of 150 schools and discussed in Chapter III, was a source of valuable suggestions and criticisms of the present state form. The evaluation consists of two divisions, one concerned with positive and the other with negative criticisms.

#### Positive Criticisms

Some of the most noteworthy qualities of the North Carolina Cumulative Record which make it a desirable record are:

1. The Record is generally accepted, by those who use it, as being a desirable one. In reply to the questionnaire, 91 of the 92 schools using the folder indicated that they were in favor of continuing its use. This does not necessarily indicate almost 100 per cent advocacy of the folder in its entirety but it does show that the majority of schools consider it of such value as to continue its use. Only 12 of the representatives from the 92 schools indicated that they would recommend any changes in the folder.

2. In answer to the question included in the questionnaire, "Which sub-divisions do you think are essential to a good cumulative record?" the schools were in general agreement. Section VIII, Library Record, was the only section which more than 15 per cent of the schools suggested eliminating from the folder. All 92 schools felt that Personal and Family Data, Elementary School Progress, and School Physical Examination were essential. Eighty-eight schools considered the following sections essent-

ial: Secondary School Progress, Evaluation of Social and Personal Assets, Extra-Curricular Activities, Standard Test Record, and Attendance Record; 85 so considered the Withdrawal Record, Graduation Facts, and Interests; 82 included Re-Entry Record and Follow-Up Record; but only 79 checked the two sections Photograph and Significant Facts as worthy of consideration.

3. The Record not only contains many desirable features or sections but each section of the folder is so arranged that the data can be cumulative and also recorded in sequence of time. Provision is made for recording data about the pupil from the time he enters school until a few years after he graduates or leaves school.

4. The Cumulative Record is compact in form and replaces many other forms and records. Among the records which it replaces are: Census Cards, Health Records, Permanent Record Cards, and Activity Records. Much less time is consumed in reviewing an individual's record if the record is concentrated in one complete file rather than scattered in several files or records.

5. The folder is so designed that it can be used in both the elementary and high school. This feature represents a saving in time for recording the data, as well as saving in money since it requires the purchase of one folder instead of two for each child. The use of a different record form for the elementary school and for the high school requires a record of much of the same information; especially in such sections as Personal and Family Data.

6. As the Record is a folder rather than a card or envelope it is more adaptable for various uses. The folder may be used for all recorded information and for the insertion of all needed supplementary



material. Much of this supplementary material is of a temporary nature and when no longer needed may be removed from the folder and discarded, leaving only the data of a permanent nature for the official school record.

7. The folder is of such size that it can easily be filed in standard filing equipment found in most of the schools, thereby eliminating the necessity of purchasing additional equipment. The folder utilizes all the space within the cabinet, consequently more records can be filed within a single drawer than when certain other types of records are used.

8. It is an important feature that the folder is constructed of strong, durable material since the same record is in continuous use throughout the child's school life and is then filed as his permanent record. A folder less strong and durable would quickly become worn and illegible.

9. As the Cumulative Record often becomes the permanent record, many school officials prefer that certain parts of the information be typed. Cognizant of this fact the North Carolina State Department of Public Instruction so constructed the folder and the spacing that a typewriter may be used in recording these items.

10. The Cumulative Record provides not only a record of full information concerning the pupil's entire school experience but also makes provision for a record of data relative to post-school training and employment for a limited time. This follow-up record after graduation provides the school official with an opportunity to judge to what extent the school has been successful in preparing its pupils for the future and to determine whether the school is meeting the needs of the community.

If the school is failing in its duty to the community, changes can be made in the curriculum to remedy the situation.

11. The meaning of each item in the record is clear and can be easily interpreted. The folder is legible and can be easily read. Because of its legibility and because much of the data entered has been recorded on various forms prior to the introduction of the cumulative folder, people have little trouble in recording data.

12. The individual sections of the folder have been prepared in such manner as to require only a minimum amount of writing to record all necessary information. This is an important feature since most of the teacher's time is taken up with teaching duties leaving very little for records and bookkeeping.

#### Negative Criticisms

Although the North Carolina Cumulative Record is generally recognized as being a good cumulative record, it does not meet with the approval of the entire school personnel of the state. Much of its effectiveness is lost because of the lack of uniformity in its use in the public schools of the state. Because of this and many weaknesses in the folder itself, some schools refuse to adopt it as their record system. They have either devised a record of their own which they consider superior to the state form; or they still use the old type pupil record envelopes containing the yearly sheets from the register.

Among the less desirable aspects of the North Carolina Cumulative Record are the following:

1. As the cumulative record system is set up on a voluntary basis, this makes for confusion since the type of pupil record form used may vary from school to school. This condition also necessitates

the printing and distribution of many different forms, several of which could be eliminated if the use of the cumulative record folder were compulsory.

2. The location of the cumulative record kept by the schools also varies greatly from one school to another. One of the requisites of a good record is its easy accessibility. Records should be so located that they will be accessible at all times, yet be kept in a place where they are safe from fire or from the indiscriminate handling by pupils. In the 92 schools included in the record of the questionnaire, 68 reported that the folders were kept in the principal's office, 4 in the superintendent's office, and 20 in the individual teacher's classroom. It is generally known that there are few schools in North Carolina with classrooms equipped to store, for safekeeping, any record as important as the cumulative record. The practice of keeping records in the classrooms encourages unscrupulous pupils to destroy the folders, or make a revision of grades or other data in their favor.

3. Perhaps the greatest weakness of the record system at the present time is the lack of uniformity and clearness in the treatment of the records of transfer students. Often schools within the same administrative unit do not follow the same procedure. Few schools have sufficient clerical help to make duplicate records for pupils transferring from one school to another. Consequently only a minimum amount of information is sent to the new school. The questionnaire showed that only 66 of the 92 schools using the folder retain the cumulative record folders of the transfer pupils and place them in the school's permanent files. There are 25 schools which send the record folders to the school to which the pupil transfers and one school goes so far as to destroy the

cumulative records of all pupils transferred from that school.

It is interesting to note the type of record which is sent by those 67 schools which do not send the cumulative records. Six of the schools send duplicate copies of the record folder and 12 send the yearly sheets from the register. Letters are sent by 12 of the schools and a regular transcript of credits is sent by the remaining 37 schools. These transcripts are in the form of printed cards which were prepared and distributed among the schools by the State Department of Public Instruction.

4. The questionnaire also revealed a wide diversity among the persons making entries in the folders. In 43 schools the principals make entries in the folders. Office help is used for this purpose in only 10 schools. Health officers make entries in the folders in 23 of the schools. Teachers record entries in all 92 schools using the folder. It is only in the teacher group that there is complete uniformity among the schools in this respect.

5. There is also lack of uniformity in the policy of the schools regarding the examination of records by pupils. Sixty-six schools do not permit the pupils to examine them. Two schools failed to answer this question. Due to the personal nature of some of the information included in the record, there is a wide difference of opinion among school officials in the matter of permitting the children to examine their record. Many teachers and administrators contend that the pupil should not be allowed to know how he ranks with respect to the economic status of his family and the level of his I. Q. Others contend that this information is not harmful to the child as he already has a clear impression concerning his status.

6. The folder duplicates several existing records, thereby causing increased demands upon the teachers and other school personnel. The scholastic record for each child is duplicated by identical entries made in both the register and the cumulative folders. The information recorded on the health cards and the census cards is also identical with that which appears on the cumulative folder.

7. There is no assurance whatever that school officials in all the schools of the state will use the same yardstick for evaluation, or place the same value on the data recorded in each individual section of the folder. The home conditions or economic status of the family checked as good in one vicinity may be checked as low or moderate in another section of the state.

8. Although planned so that the entries might be typewritten, either single spaced or double spaced, the folder is too wide to be inserted in a typewriter with a standard width carriage which is owned by most schools. This prevents the making of typed records.

9. The North Carolina Cumulative Record fails to provide space for recording special achievements and honors earned by the pupil while in school. This feature is found on many cumulative records and is considered an excellent means of determining the activities in which a pupil has excelled.

10. The place for the photograph is poorly located. Placed as it is on the outside of the folder, it hampers free and easy filing and can easily be torn loose in an overcrowded file.

11. The lines separating the sections of the folder are not uniform in size or in number; this is noticeably true in Sections I, II, and III.

12. Section III, entitled *Secondary School Progress* is poorly arranged. There is space provided for recording only four years of work in the unit summary. Since provision is made for recording the scholastic marks for six years, in order to be consistent, space should be provided for recording all six years of work in the Unit Summary.

As a pupil rarely enrolls in more than five subjects each year, there are unused spaces in each of the sub-sections which might be transferred to another section of the folder for more profitable use.

The width of the columns in each sub-section is not adaptable to the amount of necessary information; the columns headed *Periods Per Week* and *Units* are wider than necessary and the three columns under *Marks* are inadequate for recording the needed information.

This section of the folder could be placed in one compact unit extending across the entire width of the folder, if the column entitled *Teachers* were omitted from each of the six divisions.

13. In **S**ections IV, V, VII, VIII, IX, and X different codes are used for recording the data; numbers or letters in some, and in others, such code words as *Superior*, *Above Average*, *Below Average* and *Low* are used. This is confusing to those making entries in the folder.

## CHAPTER V

### RECOMMENDATIONS

Upon the basis of the findings of this study the writer seems justified in making the following recommendations:

1. That the State Department of Public Instruction make the use of the state folder mandatory in all of the public schools of the state.

2. That the State Department of Public Instruction, in order to insure greater uniformity of practice in the use of the Record, send to the schools printed instructions regarding the installation and use of the Record; and also increase the size of its staff to include travel consultants who would be available to the schools for personnel record work.

3. That the public schools of the state provide adequate secretarial help for recording much of the routine or mechanical data, thereby freeing the classroom teacher from this task.

4. That the schools of the state make the Cumulative Record the official record for every school pupil.

5. That the register be revised in such manner that it be considered only an attendance record.

6. That the use of all other records superceded by the Cumulative Record be discontinued.

7. That there be provided, in the office of the superintendent of every administrative unit, a central fireproof record bureau with an official registrar in charge; and that the cumulative record of every graduate in the administrative unit as well as the folder for every pupil

who has dropped out of school be filed in the bureau at the end of each school year.

8. That the record of transfer pupils be administered in the following manner:

a. When a pupil transfers to another school in the same administrative unit his record be sent to that school, and a record of the transfer be filed in the school from which he transferred.

b. When a pupil transfers to a school outside the administrative unit, the original record be kept in the permanent files of the school and a photostatic copy or duplicate of the original be sent to the school to which the pupil is transferring.

9. That the following revisions be made in the folder:

a. Make the lines separating Sections I, II, and III more distinct, and uniform with the lines separating all other sections.

b. Provide a place for the photograph as near the top as possible on the inside of the folder.

c. Expand the over-all width of Section II in order to eliminate crowding when entries are made.

d. Place the section, Secondary School Progress, directly below the section, Elementary School Progress, and include it in one division extending across the entire width of the folder.

e. In the division, Unit Summary, of Section III, make provision for two additional years in order that this record may be consistent with that provided for recording yearly scholastic marks.

f. Eliminate all unnecessary subject spaces in Section III.



g. In Section III widen the columns headed Term Average and Yearly Average to provide space for the necessary data and reduce the width of the columns headed Periods Per Week and Units.

h. Devise a single code for recording data in Sections IV, V, VII, VIII, IX, and X.

i. Allow more space in Section I for recording additional data concerning the home conditions of the child.

j. Add a new section, "Achievements and Honors Earned", to the folder.

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APPENDIX A

LETTER SENT TO SCHOOL SUPERINTENDENTS

The following is a copy of a letter sent to each of twelve superintendents to secure information not found in the Annual Reports of the principals of certain schools in their units.

Summerfield, N. C.  
June 19, 1946

Mr. J. R. Brown, Superintendent  
Hertford County Schools  
Winton, N. C.

Dear Mr. Brown:

In connection with a study I am making under the Direction of Dr. F. H. McNutt, Associate Dean of the Graduate School of the University of North Carolina, I have had occasion to check those files of the State Department which relate to the use of the North Carolina Cumulative Record. I find no data on the following schools. I shall be indebted to you if you will check such of these schools as are using the folder:

- ( ) Ahoskie Elementary
- ( ) Harrellsville Elementary
- ( ) Mufreesboro Elementary
- ( ) Winton

Very truly yours,

Grady E. Love

APPENDIX B

QUESTIONNAIRE

The following is a copy of the Questionnaire sent to 150 teachers and principals in North Carolina:

AN EVALUATION OF THE NORTH CAROLINA  
CUMULATIVE RECORD, GRADES I-12

I. GENERAL INFORMATION: (Please fill in the blanks or check the place which applies to you).

- A. Name \_\_\_\_\_
- B. Name of school in which you teach \_\_\_\_\_
- C. Address of school \_\_\_\_\_
- D. Type of school: ( ) Elementary ( ) High School ( ) Union.
- E. Position in school: ( ) Sup't. ( ) Principal ( ) Teacher.
- F. Do you use North Carolina Cumulative Record? ( ) Yes ( ) No.

II. SPECIFIC INFORMATION:

- A. Please check the sub-divisions of the cumulative folder that you actually fill out in your school:

- ( ) 1. Personal and Family Data
- ( ) 2. Elementary School Program (Scholastic Record)
- ( ) 3. Secondary School Program " "
- ( ) 4. Evaluation of Social and Personal Assets
- ( ) 5. Extra-Curricular Activities
- ( ) 6. Standard Test Record
- ( ) 7. Attendance Record
- ( ) 8. Library Record
- ( ) 9. Withdrawal Record
- ( ) 10. Re-Entry Record
- ( ) 11. School Physical Examination
- ( ) 12. Graduation Facts
- ( ) 13. Photograph
- ( ) 14. Follow-Up Record
- ( ) 15. Interests
- ( ) 16. Significant Notes

- B. Please check the answer or answers that apply:

1. In what grades do you use the state folder? (Please

- Circle) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
2. How many of the following make entries in the folder?
    - Principal
    - Teacher
    - Office Help
    - County or city health officers
  3. Which of the following have access to the folder?
    - Superintendent
    - Principal
    - Teacher
    - Supervisor
    - Health Officers
    - Parents
    - Pupils
  4. At what time or times are entries made in the folders?
    - First of the year
    - During the year
    - Close of the school year
  5. Where are the folders kept during the school year?
    - Principal's office
    - Sup't. office
    - Elsewhere
  6. Where are the folders kept during the summer?
    - Sup't. office
    - Principal's office
    - Teacher's classroom
    - Elsewhere
  7. Are the pupils permitted to examine the folders?
    - Yes
    - No
  8. At the end of the school year what is done with the individual pupil sheets in the register?
    - Left in the register
    - Torn out and placed in individual envelopes
  9. What types of supplementary material do you place in the folder?
    - Anecdotal record
    - Disciplinary actions
    - Current after-school employment facts
    - Profile chart from standardized tests
    - Reports and records brought from other schools
    - Record of fees paid
    - Conduct grades
  10. What is done with the folder of pupils transferring to other schools?
    - Placed in the school's permanent files
    - Sent to the new school
    - Destroyed
  11. If the folder is not sent to the new school what is sent?
    - Duplicate folder
    - Sheets from the register
    - Letter
    - Regular transcript of credits

12. Are you in favor of continuing the use of the folder in your school?

Yes

No

C. Please check all the sub-divisions that you think are essential to a good cumulative record:

- 1. Personal and Family Data
- 2. Elementary School Program (Scholastic Record)
- 3. Secondary School Program " "
- 4. Evaluation of Social and Personal Assets
- 5. Extra-Curricular Activities
- 6. Standard Test Record
- 7. Attendance Record
- 8. Library Record
- 9. Withdrawal Record
- 10. Re-Entry Record
- 11. School Physical Examination
- 12. Graduation Facts
- 13. Photograph
- 14. Follow-Up Record
- 15. Interests
- 16. Significant Notes

D. Please list any changes you would recommend in a revision of the folder:

1.

2.

3.

4.

5.

6.

7.

The following is a copy of the letter accompanying the Questionnaire:

Summerfield, N. C.  
November 1, 1946

Dear Sir:

As a part of the requirements for a Master's degree in Education I am making an evaluation of the North Carolina Cumulative Record as it is used in the public schools of North Carolina.

Won't you please check the answers to the inclosed checklist, as they apply to your school, and return it to me as promptly as possible. All of your replies will be held in strictest confidence.

I assure you of my appreciation for your assistance, and if I can furnish you any information from the study, which will be of interest, I shall be happy to do so.

Enclosed you will find a stamped self-addressed envelope for your convenience in replying.

Very truly yours,

Grady E. Love

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## APPENDIX C

### CUMULATIVE RECORDS

The following is a list of cumulative records examined by the writer and used in his study and evaluation of the North Carolina Cumulative Record:

North Carolina Cumulative Record, Grades 1 - 12.

Cumulative Record - Craven County, N. C.

Cumulative Record - Rocky Mount High School, Rocky Mount, N. C.

Cumulative Record - Lindley Junior High School, Greensboro, N. C.

Cumulative Record - Boyden High School, Salisbury, N. C.

Cumulative Record - State of Michigan

Cumulative Record - State of Maryland

The Uniform School Accounting System. Heck and Reeder. Public School Publishing Company, 1929.

Pupil's Cumulative Record for Secondary Schools. Heck and Reeder. Public School Publishing Company, 1929.

Pupil's Cumulative Record for Elementary Schools. Heck and Reeder. Public School Publishing Company, 1929.

Cumulative Record - Form U. S. E. S. 317. Washington, D. C.: U. S. Government Printing Office.

Cumulative Record Folder for College Students. Washington, D. C.: American Council on Education.

Cumulative Record Folder for Secondary School Students. (Provisional Form). Washington, D. C.: American Council on Education.

Cumulative Record Cards for Junior and Senior High Schools. 1941 Revision. Washington, D. C.: American Council on Education, 1941.

Elementary and Secondary School Cumulative Record. Lewis and Dressendorfer. Educational Test Bureau, Inc. Minneapolis: Educational Test Bureau, Inc.

APPENDIX D

COPY OF THE NORTH CAROLINA CUMULATIVE  
RECORD, GRADES 1 - 12

# NORTH CAROLINA CUMULATIVE RECORD — GRADES 1-12

## XI. SCHOOL PHYSICAL EXAMINATION

(This is a reproduction of Form No. 217, N. C. State Board of Health.)

Grade	School				
Age	Date of Exam.				
Grades repeated					
Height and weight	In.      Lbs.	In.      Lbs.	In.      Lbs.	In.      Lbs.	
Weight deviation (- or +)					
Hearing	R.      /20    I.      /20	R.      /20    I.      /20	R.      /20    I.      /20	R.      /20    I.      /20	
Vision	R. 20/      I. 20/	R. 20/      I. 20/	R. 20/      I. 20/	R. 20/      I. 20/	
Vision with glasses	R. 20/      I. 20/	R. 20/      I. 20/	R. 20/      I. 20/	R. 20/      I. 20/	
Nutrition					
Posture					
Orthopedic					
Skin and scalp					
Glands					
Eyes and Conjunctivae					
Teeth	T      P	T      P	T      P	T      P	
Oral Hygiene					
Throat and tonsils					
Nasal passages					
Heart					
Parent present					
Examiner					

Code: O—satisfactory; 1, 2, and 3—slightly, moderately or markedly unsatisfactory; X—correction recommended; dash—no information available; CO—correction.

IMMUNIZATIONS AND IMMUNITY TESTS			DISEASE EXPERIENCE			
Date and result	Date and result	Date and result	Date	Date	Date	Date
Diphtheria			Scarlet Fever		Typhoid Fever	
Smallpox			Whooping Cough		Epidemic Parotitis	
Typhoid			Mumps		Measles	
Scarlet			Chicken Pox		Tuberculosis	
Tuberculin			Syphilis			
			Polio			

Significant facts from past and family history:

Date	REMARKS, SPECIAL RECOMMENDATIONS AND FIELD VISITS	Where

XII. GRADUATION FACTS		XIII. PHOTOGRAPH
GRADUATED SENIOR HIGH SCHOOL		<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;"></div>
Year	Month	
Number of Credits		
Quality Point (out of 4.0)		
Grade		
Score		
Grade		
Score		
Grade		
Score		

XIV. FOLLOW-UP RECORD	
EDUCATIONAL	
Elementary School	To (School)
Date Entered	Date Entered
High School	Date Entered
Date	Report
Date	Report
Date	Report
Date	Report
Date	Report

EMPLOYMENT		
Date	Year    Mo.	Year    Mo.
Employed	Yes ( ) No ( )	Yes ( ) No ( )
Full or Part Time		
Name of Employer		
Address of Employer		
Type of Work		
Wages (Wk., Mo., or Yr.)		
Hours Per Week		
Opportunity for Advancement	Good ( ) Fair ( ) Poor ( )	Good ( ) Fair ( ) Poor ( )
Working Under Employer's Supervision	Yes ( ) No ( )	Yes ( ) No ( )





Record of interests for grades 7-12 (under XVI below)

Grade	Vocational Plans	Educational Plans	Work Experience (Away From Home)	Travel and Vacation Experiences	Special Interests and Hobbies	H. R. Teacher
7						
8						
9						
10						
11						
12						

XVI. SIGNIFICANT NOTES

Grade and Date	Teacher or Counselor	OBSERVATIONS, SUGGESTIONS, RECOMMENDATIONS AND SPECIAL INTERESTS	FOLLOW-UP	Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				