

ing picture of a student. In general, we have had complimentary reports on our records from investigators who checked on students. Charles H. Beauchamp, Retail Credit Association, Tulsa, who is an investigator for the War Department, said of our record: "I have never seen records that in any way compare with yours so far as getting an idea about a student. You can take your over-all picture on achievement scores, intelligence ratings, attendance record, and teacher comments, and this complete picture will in almost every case correlate with what our investigation reveals. It is remarkable."

In another case he commented: "I have a list of sixteen people to interview regarding a War Department employee who is being considered for the handling of confidential information. I will see them but I know from

past experience that your record gives the information I will find after I have interviewed all these people."

Oklahoma schools (University of Oklahoma, Tulsa University, Oklahoma A. & M. College) and other colleges which accept a blueprint of our permanent record, have the advantage of all the information we have. Since many schools send their own blanks for transcripts, these are used. Colleges have accepted the "S" and "U" grades and the graduates of Tulsa Central High School have been admitted without examination wherever graduates of accredited high schools have been accepted. In general, the average percentile rank on standard tests has been used to place the student in his class—upper fourth, tenth, etc.—Joyce Saunders, *Assistant to the Principal, Central High School, Tulsa, Okla.*

Recording Student Progress

DOCTORS HAVE LONG recognized the importance of having a complete medical history of a patient before diagnosing his ailment or prescribing a course of treatment. Educators, however, have been much slower in recognizing the need for a record of the educational experiences of the child and of his successes and failures with those experiences.

Today, the value of such a record is no longer questioned. Furthermore, the acceptance of the philosophy that the school is concerned with the total development of the child and that individuals differ markedly in ability, interests, social, mental, and emotional maturity, and in the social-economic environ-

ment in which they live makes it necessary for the school to accumulate and keep data on all aspects of the child's background and development. This is imperative if the school is to plan educational experiences to meet the needs of its pupils and if it is to do an effective job in guiding and counseling the individuals who pass through its classrooms.

The need for adequate records of pupil development has grown as educators have become increasingly aware of the guidance aspects of their work. This need has been met in part by the development of guidance records in many school systems, but the interest commanded by the subject of records indicates that complete satisfaction of the need remains to be achieved.

The California School Supervisors Association has offered a contribution to the solution of this problem in the *California Cumulative Guidance Record for Elementary Schools*.¹ This record grew out of three years of work by the Association, and its history is typical of the processes through which most adequate record systems are developed. Likewise, the California Cumulative Guidance Record for Junior and Senior High Schools is the out-

Alvin E. Rhodes, curriculum director, San Luis Obispo County, California, describes the work of the Committee of the California School Supervisors Association in developing a Cumulative Guidance Record for Elementary Schools. The form for use in the secondary schools was developed by a committee of the California Secondary School Principals independent of the Supervisors and is gradually being adopted by many schools throughout the state. Harold B. Brooks, chairman of the Committee and principal of George Washington Junior High School, Long Beach, Calif., describes the record developed by his committee.

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growth of a number of years of experimentation and research on the part of a committee appointed by the Association of California Secondary School Principals. The experience

of this Committee and the Record which it developed should be valuable to other communities in developing cumulative guidance records.

The California Cumulative Guidance Record for Elementary Schools

ALVIN E. RHODES

Most elementary schools in California use guidance records which have been developed to meet their own needs. The content of these records is generally similar, but differences in form and organization have prohibited effective exchange. California has a mobile population, and as pupils have moved from school to school records could not effectively follow them.

To provide for statewide exchange of guidance data and to promote general improvement of guidance records, the California School Supervisors Association undertook to develop a record system which could be recommended for use in the elementary schools of the state. This project, initiated in 1942, was planned to utilize the cooperative efforts of supervisors, administrators, teachers, guidance workers, nurses, attendance and welfare supervisors, curriculum specialists, and other persons in all parts of the state who would be concerned with use of the records.

Nature of Record

The California Cumulative Guidance Record for Elementary Schools as adopted by the Association consists of a vertical file folder, three inserts, a manual, and a request card. The folder is of standard letter size. The basic form, which is printed on all four pages of the folder, includes four major divisions: identification data, home environment, personality development, school experiences. The nature of these divisions is suggested by the topics within each. "Identification Data" includes such items as the pupil's name, sex, present school, and birth record. Under "Home Environment" are found data concerning present and past home and school residence, nature of home community, parents or guardians, and other members of the family. "Personality Development" is represented by records of health and physical development, mental development, and social

and emotional development. Included under "School Experiences" are records of units of work, and of growth in skills as measured by achievement tests.

There are many unique features of the California Cumulative Guidance Record for Elementary Schools which cannot be described within limits of this article, but attention should be given to one feature which makes it possible to adapt the records to a wide variety of school situations. Some schools are very small, with no clerical help and little opportunity to obtain or use detailed guidance data. Others are large and have specialized guidance services. Any record which would be useful throughout the state would be adaptable to all types of situations.

Adaptability is achieved through the use of inserts which supplement the basic form. This form, printed on the folder, is intended for use with all children, and contains only those items which are commonly needed in most schools. It may be completed in detail or only in part as opportunity permits. If provision is needed for recording more detailed information, either throughout a school system or for individual pupils, any or all of the supplements may be used in place of the sections of the basic record which they represent. These are inserted in the folder and become a part of the basic record. The three supplements are "Health and Physical Development," "Curriculum Experiences," and "Adjustment Factors." Provision is made for the addition of other supplements which may be developed in individual school systems to meet special needs.

Principles Represented by Record System

Early in its work the committee formulated a statement of principles and criteria which should serve as a blueprint for the record system to be developed. Because

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