bership in general might be advised of any new ways and means of meeting budget cuts without the necessity of waiting until the time of the next annual meeting.

4. That efforts to obtain legislation relative to centralization of defunct institutions' records be continued and that when such legislation is enacted in any state, the state depository be made a matter of record on the state report on accredited institutions.

5. That Bulletin 6 of the National Committee on Standard Reports be endorsed by this Association, and that members be encouraged to try out the proposed methods of enrolment recording during the coming year with a view to a thorough discussion of the problem at the 1934 annual meeting.

Respectfully submitted,

R. M. west, Chairman
IRA M. SMITH
F. L. KERR
K. P. R. NEVILLE

REPORT OF THE COMMITTEE ON PERSONAL
DATA RECORDS
IRA M.

At the nineteenth national convention of the American Association of Collegiate Registrars, held in Buffalo in 1931, it was voted that a study should be made "of the present practice of member institutions relative to the assembling and recording of character traits and personal data, other than course grades, from faculty members."

At our meeting in Boulder in 1925, Mr. James C. Littlejohn, Registrar of Clemson Agricultural College, in his report on personal rating systems, made the following prediction: "I believe that the day is not far distant when the transcript of record as we know it will no longer serve the purpose. This prediction is proving to be a true one personal record card recommended by the American Council on Education and adopted by many colleges is one proof of the trend. It is significant to note that the preliminary study of the situation was authorized by the Council in 1925 (almost simultaneously with Registrar Littlejohn's statement to this Association) and reported in the Educational Record for October, 1926.

As you know, the committee in charge undertook to prepare "(1) a complete educational personal record to contain items of record covering a student's school life from the seventh grade through college, including personal items and extra curriculum and academic records; (2) a college personal record, including items selected because of their immediate utility in the care of individual students at the college level, items from the secondary school record, the college record (personal, extra curriculum, and academic). This card is intended to be the key personnel card of the college, distinct from the record kept for admission or for the cumulative records of grades."

In a recent letter from the American Council on Education, it appears that "it is difficult to give accurate statistics on the number of institutions using the personal record card devised by the committee of the Council, because a number of institutions have taken the suggestions of the original card and worked out cards with some slight changes to meet their own requirements. We know of some 120 institutions which are using the American Council Card."

President David Allan Robertson of Goucher College in commenting on this record card said that "the important thing is to get a continuous record of comparable items useful in the educational guidance of each student. The committee will welcome every criticism and suggestion for improvement."

President George F. Zook of the University of Akron says that "Educational Record, January, 1933, pages 89-93."

---

American Association of Collegiate Registrars
the registrar’s problems on the part of other members of the faculty would aid in securing that co-operation which is essential to smooth administration."

In Mr. Littlejohn’s report of 1925 he mentions the fact that of the 110 institutions circularized, about 20 maintained some kind of “personal or personnel records.” It appears from his report that only a very few gathered personal information from the college instructors, which is the main theme of this report.

The request for copies of blanks used in securing special reports on students was sent to each member institution of the American Association of Collegiate Registrars on May 10, 1932. This inquiry brought in about fifty replies, a few indicating that no such information is called for by the college, some inclosing forms of blanks used in connection with admissions, and a very few inclosing blank forms used in securing supplementary data from the college instructors in addition to the usual report of grades. Again in the January, 1933, number of the Bulletin of the American Association of Collegiate Registrars (page 110), another request for such blanks did not bring in many additional reports. From these meager reports one is forced to the conclusion that the general run of colleges and universities holding membership in this association do not follow any definite plan of procedure in assembling information about students from the instructors, other than the final grades for the term or semester.

From the few replies which your committee has received from member institutions, we are reporting the

ROLLINS COLLEGE

The Dean of Rollins College replied to our original letter of inquiry by submitting a complete file of the forms used in connection with their curriculum plan.

I. Admissions

The forms used in admissions include:

2. Questionnaire for parents—four pages
3. Certificate of secondary school credits—one page
4. Principal’s report on applicant—two pages
5. Three personal rating blanks, one of which covers two pages
6. Certificate of health—two pages
7. Entrance questionnaire—eight pages
8. Preliminary Credit Blank

II. Registration

The forms in this group contain the

1. Report on students for the adviser
2. Adviser’s report (lower division students)
3. Adviser’s report (upper division students)
4. Student’s plan sheet
5. Class registration cards; one coupon for the Dean, one for

III. Admission to Upper Division

The following forms are

1. Outline of major
2. Acknowledgment of application for upper division
3. Memorandum from Board of Admissions to the upper division
4. (a) Certificate of admission to upper division

IV. Final Reports and Records

The following explanation is furnished the instructor to aid him in filling out the rating card. (Exhibit A)

Accomplishment

This item is intended as a purely quantitative measure of all work done in a given course.

Scholarship
done in a given course without regard to the accomplishment.

**Application**

This item is intended as a measure of the industry which the student exhibits in a given course.

**Attitude**

This item is intended as a measure of the cooperation and conduct of the student in a given course.

**Development**

This item is intended as a measure of the improvement of the student in a given course.

**Mental Ability**

This item is intended as a measure of the aptitude of the student in a given course.

**Integrity**

ST. MARY'S UNIVERSITY OF SAN ANTONIO

The forms submitted by St. Mary's University of San Antonio are quite similar in many respects to the forms in use at Clemson College. At the risk of duplication, however, we are submitting Exhibits AA and BB for the benefit of the members of the Association.

Exhibit AA shows the form used in the request for personal data. It will be observed that this form is not signed by the instructor. The twelve items on which the instructor is asked to rate the student are fully outlined in a printed memorandum distributed to the instructors. The memorandum reads as follows:

**PERSONAL DATA, CHARACTER AND PERSONALITY TRAITS**


2. **MORAL CLEANLINESS AND TEMPERANCE**-Does not curse or swear? Is not vulgar? Does not say unclean things, or tell lie?


11. STANDING IN CLASS—In highest, second, middle, fourth, last fifth of class?


INSTRUCTIONS

1. The questions tabulated under the heads of Honesty and Truthfulness, etc., have been assembled not to exhaust the possibilities of analysis of the topics but to facilitate reaching a fairly common understanding of the meaning of the respective captions. It is not intended that each question be considered separately. Read them all over and synthesize them into one complex notion. However, decided superiority or inferiority in one detail should outweigh merely general notions about other details under the same caption.

2. For ranking the students make use of any direct knowledge you may have obtained whether in the classroom or in informal contacts and of any indirect knowledge that has come from reasonably reliable sources. In lieu of actual knowledge and observation a shrewd estimate or personal opinion based on conviction derived from intangibles should be stated. It is realized that this data is fallible but it is felt that the consensus of opinions of the various teachers under whom the student will have studied in the course of his college career will constitute a more reasonably accurate description of the individual’s character and personality than any other means now available.

3. If you feel that you have no basis at all for ranking the student in regard to a certain characteristic, rank that student as M (medium, average) in regard to that characteristic.

4. If you have the student for more than one course, report on him in each course. It is presumed that your knowledge will be the more reliable the more often you come in contact with him.

5. It is suggested that all members of the class be graded on one characteristic before commencing on another.

6. In ranking students please use the following system:
   - E. Quite exceptional, superior
   - A. Above the average
   - M. Medium, average
   - B. Below the average
   - I. Decidedly

7. Grade students by comparison with the other members of the same class, and, except in class standing, men with men and women with women; NOT by comparison with any arbitrary theoretical “average student.” Use M (medium, average) as the basis and point of departure of the ranking.

8. The more care and thought exercised in ranking students the more useful the information will be to the administration. All information will be held strictly confidential. The instructor’s name will not be divulged; in fact no record will be kept of the report of any individual instructor and the necessary clerical work will not be entrusted to the student assistants of the registrar. Only the student himself on proper occasion and other authorized parties, such as future employers, will be informed of an individual’s standing in these character and personality traits.

Inasmuch as the request cards are made out from the class rolls, it therefore happens that some instructors report twice on the same student. The University believes this to be logical, “since a double contact seems to warrant a double vote.” The items called for in Exhibit BB which are not included in Exhibit AA, such as extra-curricular activities and the like, are collected only once a year, whereas the personal data (Exhibit AA) are assembled each semester of each year.

It is the policy of the University to discuss the value of the personal data records at the faculty meeting in which the request cards are distributed, citing cases of general interest and pointing out particular advantages which will interest the faculty without endangering the confidence in which the record should rest.

These records are kept confidential and it is impossible for
faculty. The records are open only to the administrators, and all others must have special permission for cause before being allowed access to them. Every student, however, has the right to call for his own personal record at any time he sees fit. The cumulative record is made by merely inserting a dot by a rubber stamp in the proper column so that inspection of his record does not inform the student of the origin of his ratings.

Although the system has been in operation for only two years, they have already found it of great value. Dean-Registrar Fred J. Junker lists the following various uses which have been made of the data, or uses which they are immediately contemplating:

1. The information allows us to issue very definite and clear recommendations for teachers applying for positions, as well as for other students who refer their future employers to us. Instead of the usual vague generalities, or possibly superlatives, based only on personal recollection, we have now less fulsomely laudatory, but more exact, character descriptions to offer. It seems to us that the latter are having more weight with future employers than the old type of recommendation.

2. Similar to the use in wording recommendations is the use in making reports to bonding firms. This is done a little more mathematically, inasmuch as we give a mere statement of the number of ratings recorded in each trait and their distribution over the five grades in each trait, adding thereto a summary of the individual’s extra-curricular activities, etc.

3. Positions of honor or trust, the appointment to which lies either wholly or partly within the faculty’s jurisdiction, are first checked with the personal data record of the individual and action taken accordingly. The editorial staff for the school paper and commissions in the R. O. T. C. serve as examples. A similar action is taken after organizations under student control make requests for data about future members or future officers. In the latter case, the particulars of the individual standing are not given, but a general statement of the character of the individual is made, provided the administration feels that the organization can be trusted to put the information given only to conscientious use.

4. Naturally, the Dean, Registrar, Dean of Men, and the various faculty advisers find the information gathered on the personal data records to be of immense value. However, we are not allowing indiscriminate use of the information even by these, our whole policy being rather over-carefulness in protecting the student’s name rather than complete service to minor officers of the administration.

5. Individual students, as has been mentioned above, may call for their own records, or may be called in for conference with the proper official when their personal data seem to show the need of counsel, of direction, or of disciplinary action. These students whose scholastic record is somewhat poor, but who seem, according to the data gathered from the faculty and accumulated on the personal record, to be really industrious and to be doing their best are “given another chance” in virtue of their character rating, for it is felt that sterlingness of character may compensate for slight scholastic weakness.

Mr. Junker states that “at present, let me repeat, we are well satisfied with the results of our initial efforts and feel encouraged to carry on with confidence what was begun with a bit of misgiving.”

SAINT XAVIER COLLEGE

Saint Xavier College of Chicago started two years ago to assemble personal information about their senior students. This year they have similar reports on their freshmen, "with the hope of diagnosing some of their difficulties, and of giving them greater guidance."

The Registrar makes the following significant statement: "Although the assembling of the material has placed extra work upon the instructors and upon the office of the registrar, it has been of service in answering requests for information with regard to certain students; also, we have found them invaluable in directing students as to whether..."

UNIVERSITY OF DUBUQUE

The University of Dubuque has adopted the Ott System of Grading for Personality, and it is now in the sixth year of operation. Under this system each faculty member is expected to report at least once during the semester on each student in his classes. Faculty members may also report on other students not in their classes with whom they are well acquainted. These reports are on any significant activity of the student from which personal traits may be established.

The reports are collected once a week and, after being...
board separately under a secret number, known only to the student concerned. Freshmen receive considerable information concerning the system as a part of the work of the orientation course. During the year, numerous consultations occur. These are initiated by the individual students and are with any member of the faculty in whom the student concerned may have special confidence.

During the period of the student's attendance in the University, while the record is being made, the student has the opportunity of considering various abilities, handicaps, dispositions, and general traits of character and habits. After the student graduates and leaves the University, these personal data records are on file for future use in furnishing information.

COLORADO SCHOOL OF MINES

The Colorado School of Mines has recently adopted a system for collecting personal data. The plans call for reports from instructors, thus providing a yearly record on character, ability, leadership, personality, and type of mind.

Registrar T. C. Doolittle states that the plan has been tried for only one year, "but," he says, "it is our intention to have a complete record of every student during the entire four years of the course. We feel that the information obtained in this manner will give us a pretty good line on a student so that when he graduates we will be in a position to know whether or not we can recommend him for a position. Heretofore, we have had nothing of this character, but as I have been here at the institution for about thirty years and knew every student, the job of recommending naturally fell on my shoulders. With a

UNIVERSITY OF MICHIGAN

School of Business

Administration

The School of Business Administration of the

information about their students. When the student first enters the School, he is asked to fill out a blank calling for the fol

B. Personal Interests and Occupational Preferences

1. Vocational interests-22 items
2. Avocational and social interests-8 items
3. Interests of relatives and friends-6 items

The questions raised and the answers given are primarily for the benefit of the student in order to help him understand his abilities and weaknesses and to aid him in discovering those occupations which will give him increasing pleasure and profit. This recorded information enables the instructors to be of greater assistance in the furtherance of the student's plans.

The students are urged to ask for conferences with faculty members on any points that occur, such conferences to be as private as desired.

In addition to the personal record blank which the student fills out soon after his enrollment, he is also asked to take a psychological test during his first semester, and the results are included in his confidential information file which is kept in the Dean's office.

About the middle of the student's last year in the School personal information is obtained from each instructor who has had him in an advanced course. This is confidential for the placement service only. This blank calls for personal data, including the following questions:

Do you consider that this student has a prepossessing appearance?

Does he meet people well?

Is he mentally alert, average, or slow?

Apart from this student's quickness of reaction, do you consider him mentally above average, average, or below average?

Is he lazy, normally industrious, or more than normally industrious?
Does he actively participate in discussion?

Is he consistently prepared, or is his work "spotty"?

What types of work do you consider him best fitted for? (In order of his fitness).

How strongly are you willing to recommend this student for a position in your field?

REMARKS (Give your reaction as to his adaptability to an othersometimes graduates of fifteen and twenty years ago -
and, unless the directors of the bureaus find on file letters of
recommendation from the professors who had the stu-
dents in class, all that they have to go by is the transcript
of grades received. This does not always tell the full story.
Many times a student of high intellectual capacity receives
only mediocre grades on account of sickness, or necessity
for doing outside work to help defray expenses in college,
or for a number of other legitimate reasons which might
operate to keep his grades low. In fact, many students are
advised by former graduates to go out for extra-curricular
activities to the extent even of risking relatively low
grades in college courses.

The importance of collecting personal data is indicated by
reports from higher institutions, from many college and
university placement bureaus, as well as such
organizations as the Educational Records Bureau, the
American Council on Education, the Progressive
Education, and the Carnegie Foundation for the
Advancement of Teaching in its work on the study of
relations of secondary and higher education in
Pennsylvania.

From official reports of these organizations, as well as
from reports directly from colleges and universities, your
committee is impressed with the feeling that the leaven is
beginning to work, and that we can advance the cause best
by giving publicity to what has been reported and by en-
"A college owes it to the parents who intrust students to its care, to
the students themselves, and to other institutions to which trans-
scripts are sent, that COMPLETE records pertaining to each stu-
dent be made out and permanently protected from the possibility of
either damage by fire or tampering by irresponsible individuals."

Respectfully submitted,

IRA M. SMITH, Chairman
HENRY G. ARNSTORF

Zook, George F., "Student Records and Accounting," Higher Edu-
cation in America, (1930), Pp. 460-487.
EXHIBIT A

This exhibit shows the reports from the instructors for the first term of attendance. These grade reports from the instructors are filed permanently in the Registrar’s Office and are arranged chronologically so as to be ready for reference when the student applies for entrance into the Upper Division and for graduation. These reports are much more comprehensive than a mere final grade report. In sending a transcript, the report cards are used as bases for additional information giving the essential characteristics of the student, something in the manner of a recommendation to a future employer. This is done because it is felt that the transcript does not give the complete picture of a student.

Donald

EXHIBIT B

Scott High

6-10

English 4 206 140

Latin 2 12-25-29--Placed on probation for poor scholarship by action of Committee on Student.

History 3-20-30--Removed from probation.

Physics 1

Econ. & Sociol. 1

Spanish 202w 5

Physics 102Mw 1

Spanish 307f 5

Physics 102w 5

Chemistry 104w 5

Spanish 203Mw 1

French 104w 5

Spanish 201w 5

Sociology 101s 5

Physics 104Mw 1

S Spanish 353s 2

Physics 103Ms 1

EXHIBIT A (cont.)

This subject is difficult and lacks interest for this boy but he has worked hard and has shown improvement but not enough to warrant transfer of credit.

EXHIBIT B (cont.)

RolleIN COLLEGE-Lower Division

1929-30

English 10

French 101

Spanish 104

History 104

Mathematics 104

Physics 102

Chemistry 104

Econ. 104

Sociology 101

Physics 103
BULLETIN OF THE

EXHIBIT B (Cent.)

1741 Ymelewood A. Tol

Frame
Weiher
Harris
applied 4-29-33
Accepted 5-20-W

EXHIBIT C

requirements and is a copy of his plan as he has achieved it. These cards are 5' x 8' in size.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

EXHIBIT C

Exhibit B shows both sides of the permanent record card 9' x 8'. These cards are kept in a Cardex file and are used as the basis for the transcript of the scholastic record.
<table>
<thead>
<tr>
<th>PERSONAL DATA REQUEST</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Truthfulness and honesty</td>
<td></td>
</tr>
<tr>
<td>2. Moral cleanliness and temperance</td>
<td></td>
</tr>
<tr>
<td>3. Regard for others</td>
<td></td>
</tr>
<tr>
<td>4. Sterlingness of character</td>
<td></td>
</tr>
<tr>
<td>5. Address and Manner</td>
<td></td>
</tr>
<tr>
<td>6. Disposition</td>
<td></td>
</tr>
<tr>
<td>7. Leadership</td>
<td></td>
</tr>
<tr>
<td>8. Native intelligence</td>
<td></td>
</tr>
<tr>
<td>9. Judgment</td>
<td></td>
</tr>
<tr>
<td>10. Energy and industry</td>
<td></td>
</tr>
<tr>
<td>11. Standing in class</td>
<td></td>
</tr>
<tr>
<td>12. Health and physical energy</td>
<td></td>
</tr>
</tbody>
</table>

GRADES: E, (quite exceptional, superior); A, (above the average); M, (medium, average); B, below the average); I, (Decidedly inferior. very poor):