

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

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

Educational Record. Januarv. 1933. pages 89-93.

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:

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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

1. Rating card used by instructor in reporting the student's "grade" or rating (See Exhibit "A")
2. Permanent record card, kept in a Kardex file (See Exhibit "B")
3. Student's progress report card for both lower and upper divisions (See Exhibit "C")
4. Mid-term reports on students.

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

1. HONESTY AND TRUTHFULNESS-Is absolutely fair in dealings with others? Always believes in fair play? Obeys the rules of the game? Upright in every respect? Thinks it wrong to cheat, give or take help in examinations? Has sense of honor? Can be trusted? Would never be dishonest, steal? Is not open to temptation? Is not hypocritical? Is just? Truthful? Reliable? Sincere?

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

posite sex? Has wholesome outlook on life? Is temperate? Shows no evidence of dissipation or immorality? Has good habits? Does not drink intoxicating liquors? Does not use tobacco excessively?

3. REGARD FOR OTHERS-Is kind? Respects rights of others? Is considerate of others? Considerate of the other fellow? Forgives easily? Is not revengeful? Is not mean or cruel? Is unselfish? Tolerant? Sympathetic? Is anxious to help others? Does not think others have it in for him? Is not greedy?

4. STERLINGNESS OF CHARACTER-Has self-respect? Is self-reliant? Follows a serious purpose? Has well-formulated objectives? Is not aimless, no trifler? Is trustworthy? Makes excuses? Fulfills obligations well, scrupulously? Is loyal? Dependable? Punctual? Obeys rules and regulations? Has moral courage? Stands up for what is right? Wants to do right and lets others know it? Actively stands for high ideals? Does not defend loose morals or any wrong, in the slightest?

5. ADDRESS AND MANNER-Has a good bearing? Has poise? Has a pleasing approach? Is repellent? Likable? Sought by others? Tolerated? Avoided? Is careful of personal appearance? Neat and clean? Dresses tastefully? Has good manners? Is polite and courteous? Talks well? Speaks distinctly and forcefully? Uses good language?

6. DISPOSITION-Is cheerful and pleasant? Amenable to reason? Can work with others? Cooperates or obstructs? Goes out of way to assist others? Congenial and tactful? Uses suggestions and criticism properly? Self-controlled? Not grouchy, surly, temperamental, subject to fits of depression, anger, etc.? Interested in his work? Tries to be interested? Attentive? Willing to learn? Neither apathetic nor stolid? Responsive? Has sense of humor?

7. LEADERSHIP-Commands respect and inspires confidence? Not a follower? Precedes others? Leads sometimes, often? In minor affairs? In important affairs? Can organize and direct others? Has initiative? Is self-starter? Reasonably aggressive? Has original ideas and can apply them? Is self-confident? Sets good example? Is independent thinker and has good imagination? Has sense of responsibility?

8. NATIVE INTELLIGENCE-Can learn easily? Rapidly? Naturally bright and quickwitted? Anticipates new ideas? Is mentally alert? Can remember long and well? Can grasp new ideas and situations? Has clear mental vision?

9. JUDGMENT-Has common sense? Is observing? Has reasoning power? Foresight? Has good sense of proportion and values? Recognizes essentials? Thinks logically and clearly? Analyzes? Bases decisions on facts? Does not jump at conclusions? Tries to reason

²Proceedings, 1925, pp. 216-218.

10. ENERGY AND INDUSTRY-Is hard worker? Persistent? Is a steady worker? Does work thoroughly and accurately? Is active and enthusiastic? Does work promptly? Willing to do extra work? Makes proper use of time? Concentrates well? Is earnest and conscientious? Is not content to "get by"? Not lazy? Does not need prodding? Does not depend upon others? Develops his assigned field of work? Sets himself additional tasks? Completes suggested supplementary work? Achieves up to his capacity?

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

12. HEALTH AND PHYSICAL ENERGY-Sufficient for regular school work? For some added activities? Apparently unlimited? Is robust? Energetic? Has good physical habits of posture in walking, standing, sitting? Appears to be well nourished? To have sufficient sleep? Is free from facial blemishes indicating indigestion, or other trouble? Breath is sweet? Is active in sports? In outdoor activities? Has good color? Is not nervous, fidgety? Rarely, never suffers from colds or minor ailments? No apparent physical defect or malady? Does not require the attention of a physician?

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

mation 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 or-

From the student's scholastic record, his personal record filled out at the time of admission, his psychological test record, and the reports from the instructors who have had him in advanced courses, a summary blank is prepared to send to prospective employers. This blank includes (1) a small photograph, (2) a brief summary covering personal, educational, and outside interests, and (3) a general summary of previous experience and estimate of faculty. While the replies from the member institutions relative to the collection of personal data from college instructors about students does not indicate a generally adopted policy of assembling such data, nevertheless these responses have indicated that our colleges and universities are in process of growth and transformation. The institutions cited in this report are widespread geographically. Realizing the great inertia which must be overcome in establishing new processes in educational institutions of long standing, it is not greatly surprising that so few have adopted any new system for collecting personal data.

It appears that the college placement bureaus make an effort to assemble personal data concerning each student who enrolls. Similar data are not gathered, however, for the student who does not enrol with the bureaus. There is some question as to the fairness of securing personal information about a few of the students in an institution merely because such students enrol with the placement bureau, and not securing like information concerning other students of the institution who also graduate and receive diplomas.

ates-sometimes 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 students 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 transcripts are sent, that COMPLETE records pertaining to each student 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 C. ARNSDORF

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BULLETIN OF

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.

KAM

COU

TERM YEAR Biology 101f

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.

THIS COURSE OF SUCH A NATURE AS TO WARRANT TRANSFER OF CREDIT IN THIS CASE.

O O

To The Instructor indicate position of check
 Check with...
 CHECK WITH...

SIGNATURE OF

ROLLINS

MAK

COU

10. M. I. EAA

Donald.

English 101f

I 101f

REMARKS
 (ADDITIONAL DATA WHICH SHOULD BE KEPT ON THE RECORD)

Shows good preparation and potential ability

Rollins

ROLLINS

NA

GOU•N

TERM

REMARKS

(ADDITIONAL DATA)

Lacks ability to concentrate and master subject. Perhaps due to poor preparation rather than lack of interest

00

TO THE INSTRUCTOR WITH

Signature

EXHIBIT B

m. T. Max

Scott High School
 - Leida, Ohio
 6-10

Charlaa • 151 W
 1741 Maplewood r. To

edo Min

English 4 WS 206 140

Latin 2 ..GK*.
 Spanish 2 12-25-29--Placed on probation for poor scholarship by action of
 Mathematics Committee on Student To*.
 History 3-20-3p--Removed from probation.
 Physics 1
 General Science 1
 Econ. & Social. 1

Certificate - UPPER DIVISION
 5-28-31--spanieh--Tomb
 w.Ge>..rw 10-3- Social Badanaa..e..

31

16

ROLLINS COLLEGE-LOWER DIVISION

1929-30	3D-3	
English 101f	5 P trench 101f	5 P
Biology 101f	6 I Mathematics 104f	6 P
Physical Ed. 101Mf	5 J Spanish 307f	5 F
English 102w	1 P Physical Ed. 201Mf	1 P
Spanish 202w	5 P French 102w	5 P
Chemistry 104w	5 P Sociology 201w	5 P
Physical Ed. 102Mw	5 P Spanish 300w	5 P
English 206a	1 P Physical Ed. 203Mw	1 P
Spanish 203a	5 P French 103s	5 P
Sociology 101a	5 P Sociology 203a	5 P
Physical Ed. 103Ms	5 P Spanish 353a	2 P
	1 P Physical Ed. 203M@	1 P

SMITH. DOLM

..(.)AM

BULLETIN OF THE

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

EXHIBIT B (Cent.)

EXHIBIT C

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 Accepted 5-30-W

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 W..... J

19S1-32
 Eistory 210f 5 P Economics 307f 5 p
 German 101f 6 P Economics 2-f 5 p
 Economics 201f 5 P .Government.305f 5 p
 Franc* 401f 2 p Economics 401f 2 p
 physical Ed. 30W 1 C
 81story 2119 5 F Economics 3069 5 P
 German 3029 5 P Government 4010 5 P
 iconomics 2049 6 P Economies 4029 2 p
 French 4029 2 P GOTerrndat 3529 1 p
 1 physical Ed. 30ow 1 P PhYsical id. 4029m 1 p
 Hconomia 309E - 5 p Government x32a 5 p
 Economics 303a 5 P English 369a 5 P
 French 403* - 2 P Hconocdes 403a 1 P
 - German 405a 2 P Physical =d. 40311s 1 F
 Physical Ed. 303Ma 1 p a w vRe..wa

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

WWM IRV1910N-ACAO4MIC
 ACHIEVEMENTS IN SFOCIFIC
 R9GUREMENTS AFV...e
 Short-enereteia
 French 101f 2020 2022
 sec. Seb. Mite
 Sec. Sch. Mite 4 English
 101f 1020 206a
 Chemistry
 Hiolo6y 101t--minimva
 achievement
 Cosmopolitan
 Club Spanish
 bah. VANS algebra--1
 Pl. .beam. 1 Sol.
 boom.-}
 Mathematics 104f
 .aa4.e ~weveHS x+~mr.a. Sec.
 Sch. vans 1
 Socioloov 101e 2010 203*
 placed on probation because of
 failure in History-evidently -
 week in mod. d. end. history.
 Planning to enter diplomatic
 Sec. Sch. Units 21
 United States, Civic,
 General, Latin
 American
 Registered in courses
 Eistory 3041-unsatisfactory
 10-331
 OFFER DIVISION-
 9117TH. DMMT&BDM
 Social Sci-0oe .oa.b wwu 72
 Sociology 101a
 ACNIVEMa"TS FOR
 QRAOVATION AF
 Loereteia
 France
 History-22of. 2110 Government 305f,
 4011ri 3520. 312a. Frenodr 401f.
 4029, 403a
 German 101f, 1020, 4036
 Economics 201.. 204-, 3099. 20s
 30R. 2021. 3060 401f.
 4021i. 403a

Exhibit B shows both sides of the permanent record card 9' x 8'. These cards are kept in a Bardex file and are used as the basis for the transcript of the scholastic record.

Work ip

-8 e.*.

English Club, Cosmopolitan 010

ST. MARY'S UNIVERSITY
OF SAN ANTONIO

Name

PERSONAL DATA REQUEST

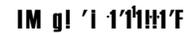
RANK

- 1. Truthfulness and honesty
- 2. Moral cleanliness and temperance
- 3. Regard for others
- 4. Sterlingness of character
- 5. Address and Manner
- 6. Disposition
- 7. Leadership
- 8. Native intelligence
- 9. Judgment
- 10. Energy and industry
- 11. Standing in class
- 12. Health and physical energy



6

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



Date