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COMMISSION ON THE RELATION OF SCHOOL AND COLLEGE

PROGRAM

ANNUAL CONFERENCE

DIRECTING COMMITTEE AND HEADS OF SCHOOLS

October 12 - 15, 1938

Haddon Hall Atlantic City

Nednesday 11:00 a.m.

A Review of the Work of the Commission Wilford M. Aikin

The American Youth Commission Homer P. Rainey, Director

2:30 p.m.

An Analysis and Illustrations of Curriculum Developments

H. B. Alberty, Ohio State University Schools, Columbus
Herbert J. Abraham, George School, George School, Pa.

Lavone Hanna, Central High School, Tulsa, Okla.

Theodore Rice, East High School, Denver, Colo.

Derwood Baker, Lincoln School, New York, N.Y.

8:00 p.m. The Work and Problems of the Curriculum Assistants
S. P. McCutchen

Foreign Languages in the Curriculum Walter V. Kaulfers

Thursday 9:00 a.m.

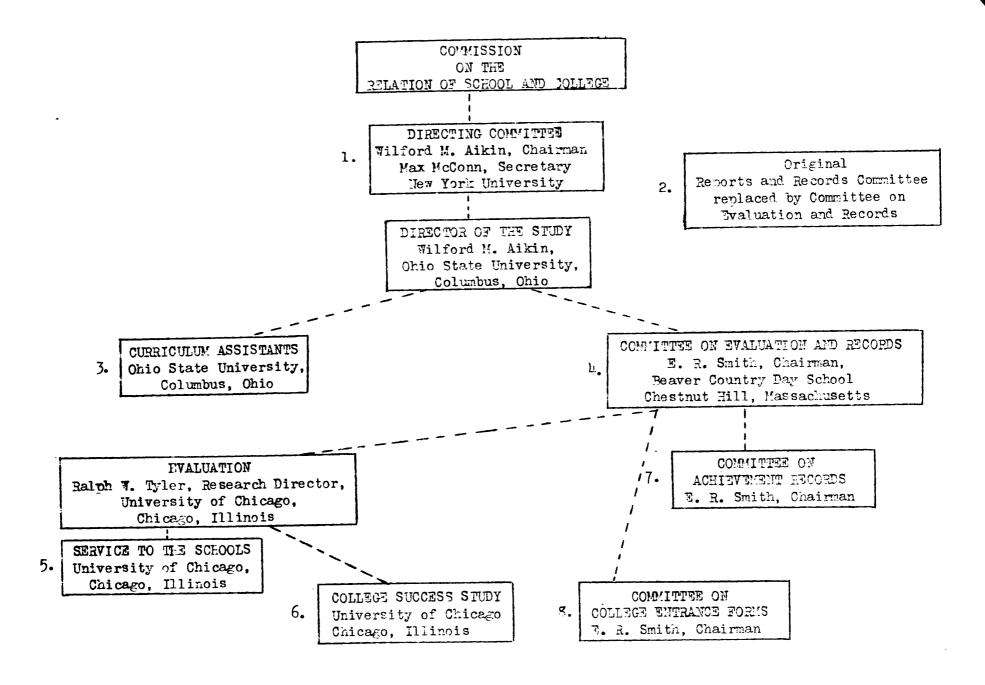
Significant Curriculum Changes in Liberal Arts Colleges
Herbert E. Hawkes

2:30 p.m. Meeting of the Directing Committee

The Heads of Schools will be free Thursday afternoon for consultation w ith each other, with staff members who are studying the work of our students in the colleges, and with members of the Curriculum and Evaluation Staffs.

8:00 p.m. The Significance of the Motion Picture and Radio for Education
W. W. Charters, Director, Bureau of Educational Research
Ohio State University

Charles F. Hoban, Director, Motion Picture Project of
the American Council on Education
I. Keith Tyler, Director of Evaluation of School
Broadcast, Ohio State University



(Figures refer to committee lists on following pages.)

COMMISSION ON THE RELATION OF SCHOOL AND COLLEGE

Directing Committee

1.

2.

3.

Wilford M. Aikin, Ohio State University, Columbus, Ohio, Chairman Max McConn, New York University, New York City, Secretary
Willard W. Beatty, Office of Indian Affairs, Washington, D. C.
Boyd H. Bode, Ohio State University, Columbus, Ohio.
Carl C. Brigham, Princeton University, Princeton, N. J.
Burton P. Fowler, Tower Hill School, Wilmington, Del.
Will French, Teachers College, Columbia University, New York, N. Y.
H. E. Hawkes, Columbia College, Columbia University, New York, N. Y.
Robert D. Leigh, Bennington College, Bennington, Vt.
John A. Lester, Friends Educational Council, Doylestown, Pa.
Jesse Newlon, Teachers College, Columbia University, New York, N. Y.
Marion E. Park, Bryn Mawr College, Bryne Mawr, Pa.
Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass.
J. E. Stonecipher, Theodore Roosevelt High School, Des Moines, Iowa.

Original Reports and Records Committee Replaced by Committee on Evaluation and Records

Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass., Chairman.

Helen Atkinson, Horace Mann School for Girls, New York City Gordon Bill, Dartmouth College, Hanover, New Hampshire Cecile Flemming, Horace Mann School for Girls, New York City Anna Rose Hawkes, The Dean's Residence, West 117th Street, N.Y.C. Frances Knapp, Wellesley College, Wellesley, Massachusetts Robert D. Leigh, Bennington College, Bennington, Vermont John Lester, Turk Road, Doylestown, Pennsylvania Rollo Reynolds, Horace Mann School for Girls, N.Y.C. John Tildsley, Board of Education, Park Ave. & 59th St., N.Y.C. Ben Wood, Cooperative Test Service, 500 W. 116th St., N.Y.C. Stanley R. Yarnall, Germantown Friends School, Philadelphia, Pa.

Curriculum Assistants Ohio State University Columbus, Ohio

H. H. Giles, The Arts
Walter V. Kaulfers, Foreign Languages
John A. Lester, English (Doylestown, Pa.)
S. P. McCutchen, Social Studies
A. N. Zechiel, Science, Mathematics

Evaluation and Records Committee

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass., Chairman

Helen M. Atkinson, Horance Mann School for Girls, New York City F. H. Bair, Superintendent of Schools, Bronxville, N. Y. E. Gordon Bill, Dartmouth College, Hanover, N.H. B. P. Fowler, Tower Hill School, Wilmington, Delaware Frances Knapp, Wellesley College, Wellesley, Massachusetts Robert D. Leigh, Bennington College, Pennington, Vt. Max McConn, New York University, New York City J. W. Rothney, Harvard Univ., Cambridge, Mass., Research Assistant on Recording.

Ben Wood, Cooperative Test Service, New York, N. Y.

Evaluation

R. W. Tyler, Research Director University of Chicago Chicago, Illinois

5. Service to Schools

4.

M. L. Hartung, Associate Director, University of Chicago, Chicago, Illinois

Charles Boye, Science
Lily Detchen, Tests and Measurements
Paul B. Diederich, Language, Arts
Wilfred Eberhart, English
Louis M. Heil, Science
Christine McGuire, Social Studies
Donald McNassor, Work Habits and Study Skills
Hilda Taba, Social Studies
George Sheviakov, G.E.B. Fellow, Evaluation of Emotional Maturity

6. College Success Study

William E. Scott, University of Chicago, Chicago, Illinois, Chairman

Dean Chamberlin, Dartmouth College, Hanover, N. H.
Enid Straw Chamberlin, 3 Smith Road, Hanover, N. H.
Neal Drought, University of Chicago, Chicago, Illinois
H. H. Threlkeld, G.E.B. Fellow, University of Denver, Denver,
Colorado.

Committee on Achievement Records

7.

8.

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass., Chairman.

Helen Atkinson, Horace Mann School for Girls, New York City Genevieve Coy, Dalton School, 108 East 89th Street, New York C. H. H. Herron, New Trier Township High School, Winnetka, Illinois G.H.V. Melone, John Burroughs School, Clayton, Missouri Edith Penney, Bronxville High School, Bronxville, New York Arthur Traxler, Educational Records Bureau, New York City

Committee on College Entrance Forms

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass., Chairman.

Victor L. Butterfield, Wesleyan University, Middletown, Conn. Genevieve L. Coy, Dalton School, 108 East 89th Street, N. Y. C. Albert B. Crawford, 44 Grove Street, New Haven, Connecticut Ruth W. Crawford, Smith College, Northamoton, Massachusetts Burton P. Fowler, Tower Hill School, Wilmington, Delaware Elmina Lucke, Lincoln School, 425 W. 123rd Street, N.Y.C. Herbert W. Smith, Francis V. Parker School, Chicago, Illinois Arthur Traxler, Educational Records Bureau, New York City.

ATLANTIC CITY CONFERENCE

Commission on the Relation of School and College

Chalfonte-Haddon Hall

October 12-15, 1938

Wilford M. Aikin, Chairman Commission on Relation School and College, Ohio State University, Columbus, Ohio.

Harold Alberty, University School, Ohio State University, Columbus, Ohio

Miss Helen Atkinson Horace Mann School, Teachers College, Columbia University, New York, N. Y.

Miss Helen Babson, Eagle Rock High School, Los Angeles, Calif.

Frederick H. Bair, Bronxville High School Bronxville, N. Y.

Derwood Baker, Fieldston School, Fieldston Road, New York, N. Y.

Willard Beatty, Office of Indian Affairs, Washington, D. C.

Charles E. Beury, President, Temple University, Philadelphia, Pennsylvania.

Prof. Boyd H. Bode, Professor of Education, Ohio State University, Columbus, Ohio. Emilie C. Bradbury, Germantown Friends School, Germantown, Pennsylvania.

Prof. Carl C. Brigham, Princeton University, Princeton, New Jersey.

Mr. and Mrs. Dean Chamberlin, Dartmouth College, Hanover, N. H.

Henry Chauncey, Assistant Dean, Harvard University, Cambridge, Massachusetts.

Dr. W. W. Charters, Director, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

John Clark, Lincoln School, New York City.

Miss Virginia Corwin, Class Dean, Smith College, Northampton, Massachusetts.

C. L. Cushman, Denver Public Schools, Administration Building, Denver, Colorado.

Dr. E. E. Day, President, Cornell University, Ithaca, N. Y.

Lester Dix, Lincoln School 425 W. 123rd St., New York, N. Y. Neal Drought, 1206 Washtenaw, Ann Arbor, Michigan.

W. L. W. Field, Milton Academy, Milton. Massachusetts.

Eli C. Foster, Central High School, Tulsa, Oklahoma.

Burton P. Fowler, Tower Hill School, Wilmington, Delaware.

Will French, Teachers College, Columbia University, New York, N. Y.

Matthew P. Gaffney, New Trier Township Figh School, Winnetka, Illinois.

Mrs. Mary Garrett, Director of Admissions, Bennington College, Bennington, Vermont.

Levi Gilbert, Altoona Senior High School, Altoona, Pennsylvania.

H. H. Giles, Curriculum Assistant, Ohio State University, Columbus, Ohio.

H. W. Gowans, Central High School, Tulsa, Oklahoma.

Charles E. Greene, Denver Public Schools, Denver, Colorado.

Leonard D. Haertter, John Burroughs School, Clayton, Missouri.

Roswell Gray Ham, President, Mt. Holyoke College, South Hadley, Massachusetts. Miss Lavone Hanna, Central High School, Tulsa, Oklahoma

Miss Mary Harden, Horace Mann School, 551 W. 120th Street, New York City

Mourice Hartung, Eight Year Study Evaluation, University of Chicago, Chicago, Illinois

Dr. Robert J. Havighurst, General Education Board, 49 W. 49th Street, New York, N. Y.

Dean Herbert 7. Hawkes, Columbia College, Columbia University, New York, N. Y.

Dean Radcliffe Hermance, Princeton University Princeton, New Jersey

Charles F. Hoban, American Council on Education, 744 Jackson Place, Washington, D.C.

P. B. Jacobson, University School, University of Chicago, Chicago, Illinois.

Walter A. Jessup, Carnegie Foundation, New York City.

Miss Elizabeth F. Johnson, Baldwin School, Bryn Mawr, Pa.

Barclay L. Jones, Friends Central School, Overbrook, Pa.

Walter V. Kaulfers, Curriculum Assistant, Ohio State University, Columbus, Ohio. Charles R. Keller, Director of Admission, Williams College, Williamstown, Mass.

F. P. Keppel, Carnegie Corporation, New York City.

I. R. Kraybill, Cheltenham Township High School, Elkins Park, Pa.

W. S. Learned, Carnegie Foundation, New York City.

Dr. Robert D. Leigh, Bennington College, Bennington, Vermont.

Dr. John A. Lester, Turk Road, Doylestown, Pa.

Rudolph Lindquist, Cranbrook School, Bloomfield Hills, Michigan

A. K. Loomis, Shaker High School, Shaker Heights, Ohio.

Miss Katharine Lord, Winsor School, Boston, Massachusetts.

Dr. Henry N. MacCracken, Vassar College, Poughkeepsie, New York.

Gordon N. Mackenzie, Wisconsin High School, Madison, Wisconsin.

Joseph N. Maddocks, Altoona Senior High School, Altoona, Pa.

George W. McClelland, Vice-President, University of Penn. Philadelphia, Penn. Dean Max McGom, Now York University, Washington Square, New York, N. Y.

S. P. McCutchen, Curriculum Assistant, Ohio State University Columbus, Ohio.

Nicholas M. McKnight, Associate Dean, Columbia University, New York City.

Dean George H. Nettleton, Yale University, New Haven, Connecticut.

Dr. Jesse Mewlon, Teachers College, Columbia University, New York City.

Marion E. Park, President, Bryn Mawr College, Bryn Mawr, Pennsylvania.

J. Cecil Parker, Department of Public Instruction, Lansing, Michigan.

Miss Helen Parkhurst, Dalton Schools, 108 E. 89th Street, New York, N. Y.

R. B. Patin, Shaker High School, Shaker Heights, Ohio.

Irwin C. Poley, Germantown Friends School, Germantown, Pennsylvania.

Miss Edith M. Penney, Bronxville Senior High School, Bronxville, New York.

Dean Scott Porter, Amherst College, Amherst, Massachusetts. Dr. Homer P. Rainey, American Youth Commission, 744 Jackson Place, Washington, D.C.

Frederick L. Redefer, Progressive Education Association, 310 W. 90th Street, New York, M. Y.

R. G. Reynolds, Horace Mann School, Teachers College, Columbia University, New York, N. Y.

George A. Rice, University High School, Oakland, California.

Theodore Rice, East High School, Denver, Colorado.

Sydney V. Rowland, Radnor High School, Wayne, Pennsylvania.

Carson Ryan, Progressive Education Association, 310 W. 90th Street, New York, N. Y.

H. H. Ryan, State Teachers College, Upper Montclair, New Jersey.

William E. Scott, University of Chicago, Chicago, Illinois.

Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass.

Herbert W. Smith, Frances W. Parker School, 330 Webster Avenue, Chicago, Illinois.

Perry Dunlap Smith, North Shore Country Day School, Winnetka, Illinois. A. J. Stoddard, Superintendent of Schools, Denver, Colorado.

J. E. Stonecipher, Roosevelt High School, Des Moines, Iowa.

V. T. Thayer, 33 Central Park West, New York, N. Y.

I. Keith Tyler, Radio Division, Page Hall, Ohio State University, Columbus, Ohio.

Dr. Ralph W. Tyler, Evaluation in the Eight Year Study, University of Chicago, Chicago, Illinois.

Carl Van Ness, Appleton Century Company, 35 W. 32nd St., New York, N. Y.

George School, George School, Pennsylvania.

Professor Herbert West, Dartmouth College, Hanover, N. H.

Miss Alice I. Wood, Director of Personnel Bureau, Wellesley College, Wellesley, Mass.

Stanley R. Yarnall, Germantown Friends School, Germantown, Pa.

A. N. Zechiel, Curriculum Assistant, Ohio State University, Columbus, Ohio.

Ronald Currie, Tower Hill School, Wilmington, Delaware.

COURSE ACCOMPLISHMENTS

I. This column lists the fields in which the candidate has worked. Spaces are left for subdivisions of a field, or analysis of it into more detailed subheadings. Many schools, for instance, provide special opportunity for intensive work in music or sculpture or some other specialized art medium. Many have divided the conventional English into communication (or expression) and appreciation. Under foreign languages, the scarate languages, German, French etc. should be listed, but a single language might itself be analyzed, as into reading, oral and aural use. If the Social Studies or the Science is organized in separate divisions, such as Ancient History or Chemistry, these divisions should be listed.

THE SCHOOL SHOULD ATTACH A SHEET GIVING BRIEF DESCRIPTIONS OF ANY COURSES OR SUBHEADINGS NOT ADEQUATELY EXPLAINED BY THEIR TITLES, AS WHEN THE CONTENT, ORDER, OR TIME ALLOTMENT IS NOT THE USUAL ONE.

- II. Section II is intended to give the college information on two points about each field studied:
- (A) The degree of success which the candidate is likely to have if he or she <u>continues</u> advanced work in a particular field at the college in question. The letter <u>C</u> (continues) appears in the column that gives the school's prediction about success in that field.
- (B) The degree of success which a pupil who does not specialize in a field is likely to have in using it for the ordinary needs of college life or in fields for which it is not a special prerequisite. The letter \underline{U} (use) appears in the column that gives the school's prediction about such use. \underline{U} should be omitted if \underline{C} is in one of the first three columns since ability to continue to this degree would imply successful use in other situations.

Example: A school might not recommend that a candidate take any beyond the required English in college, showing this by placing C under "lack of achievement". If the pupil had sufficient skill in reading and in communication, however, to meet all the demands of college life and the work of other departments, U might be placed under "fairly well" or even under "very well" to indicate this fact.

Under the heading "with serious difficulty" the first column is used to show that the candidate did not reach high enough achievement in school to justify prediction of success in continuing the subject in college. This might be due to lack of ability, poor effort, or other causes. The second.

column indicates that the candidate did not take the complete prerequisites for advanced work. This does not necessarily indicate lack of ability, as it might well be caused by preference for other fields.

Example: A student might have taken a very thorough course in practical mathematics that would qualify him for all personal and business uses, but have omitted algebra and geometry. If he had done well in the mathematics taken, the school would put \underline{U} under "very well" and \underline{C} under "prerequisites not taken".

III. A school should indicate each year during which the candidate studied a subject or division of it either by checking the appropriate years, or by entering the marks obtained by the candidate if the school uses such marks. "Ex" is for entering an extra year spent on a subject-field taken either during a course of usual length or while continuing in school an extra year. This column should not be used to record time spent in repeating a course in which the pupil failed unless this is explained in the notes. A subject-field should be checked or marked opposite the general heading unless some purpose is served by indicating the time spent or the success achieved in a particular part of it.

Under "Equivalents" a school will enter a number to show the approximate equivalent (in terms of accepted standards and content of full year courses) of what the candidate has accomplished and therefore his stage of readiness for further work. For example, a 3 year equivalent would mean that its satisfactory completion prepares a pupil to take a fourth year course in school, or a college course requiring 3 years of preparation. Where courses are terminal rather than preparatory, the school will give an estimate of equivalent total content. Note that the judgment concerning equivalents is not necessarily dependent on the number of grades during which the study has been carried on in the school or the time allotment in these grades. For example, a student might reach a 4 year accomplishment in three years because of special opportunities, such as travel or out-of-school study. Also 4 year courses may be spread over 5 years. Where there is an apparent inconsistency, it should be explained under "Notes".

IV. Under "Notes" the school should explain anything affecting the candidate's acceptability or his placement in college courses that might not be clear to one reading the table.

ACADEMIC POSITION IN CLASS.

In estimating a candidate's academic position in the class a school may report in upper seventh, in quartiles, in percentiles, in exact position or in any other way that suits the college in question and the school's method of marking. If the college wishes a statement concerning academic position among the girls (or boys) in the class, it can be written on the line following the word "class".

TEST RECORD

The spaces are wide enough to allow the typewriting of long test names on two lines in one space.

If the same test is used through the upper three grades, its name should be ontered in the first column and not repeated.

If different tests are used in successive years in the same field, or for some general purpose, they should be entered under the appropriate grades on the same line. It seems advisable to group together, so far as this is practicable, tests given for the same purpose as attitude tests, or tests in the same field.

Under "Group" enter the group for which the norm is compiled, as E.R.B., Public Schools, Local etc.

The blank space is for any other information a school considers important as when two percentiles, local and for a large group, are used, or for entering the pupil's standing on the newer distribution scale now being introduced.

Under "Notes" any information that modifies or explains the record should be given, as that the candidate took the test without having studied a course preparing for it. If there have been changes in personnel for the administering and scoring of tests, indicate such changes under "Notes".

*BEHAVIOR DESCRIPTION

The characteristics listed and the headings used as types under them are chosen from the report of the Records and Reports Committee of the Progressive Education Association in which these types are defined. The last four characteristics have not yet been analyzed into types because it seemed to the committee working on them that it might be sufficient to recognize a marked degree of development or a marked lack of development. Unless a school chooses to analyze further, therefore, the first three columns may be considered to indicate high degree of development (H), usual development for age (U), and low degree of development (L). Only the initial letters of high, usual, and low are used in order to leave space for a school to write in some other

^{*} Those schools which do not believe in using any classified form of description or prefer to make use of forms they have themselves developed to suit their particular situations, should omit this section. This particular form is included because it is the belief of many educators that some such abbreviated method of recording has great value, and that the use of terms that have been carefully defined, as these have been, may have more meaning than unguided and undefined description.

classifications if it wishes to do so. The extra spaces below allow for additions of other characteristics on which a school may wish to report.

In using the first part of the table, M (mode) indicates the most common judgment of those describing the candidate. It would therefore be assumed to describe the most common behavior. A number following M shows that this number of teachers concur in the judgment. When there is no number, the judgment may be that of a supervisor or principal. If in an unusual case there is no single description that is most common, the number of those making various judgments might be recorded under the appropriate headings.

Judgments showing what seem to be the greatest variations from M should be shown by writing under the appropriate headings the subject fields in which the extremes in behavior occur. Another relationship (homeroom teacher, athletic coach, dramatic coach, faculty advisor) which the one making such a judgment has to the candidate, may be used instead of a subject field. For example, in describing responsibility, M-6 might be written under "Conscientious" to show that six of those making descriptions believe this heading describes the candidate best, while "English" might be written under "Responsible and Resourceful" to show the judgment of the English teacher, and "Athletics" might be written under "Unreliable" to show the judgment of the one in charge of athletics. Such differing judgments often have great significance. In fact they may give additional evidence as to whether or not the candidate is well fitted for a particular college, or for the courses he plans to take there. by showing which experiences or relationships seem to be most or least stimulating to him.

GENERAL COMMENT

This should include a statement of anything significant about the candidate's health, family background, social relationships or whotever else makes the description more complete. It should include the entire personality description if the school prefers not to use the Behavior Description table.

PRINCIPAL'S RECOMMENDATION

What has the head of the school or the officer in charge of this department to say to the college concerning the candidate's fitness for this particular college? This is intended to be a brief and definite statement of the degree of recommendation the school can give the candidate.

TEAC	CHERS	REPORT											
Pupil's Name		. de des contres e		Ī	ate	·····							
(This form is to be used by teachers i Reports of Progress to be sent to par	in re rents	cording inform, and for incl	nation Lusion	for u	ise in ie pup	prepa	aring Cile.)						
Teacher	Subj	ect		G	rade		· · · · · · · · · · · · · · · · · · ·						
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PROGRESS IN LEARNING HOW TO THINK		·					·						
EFFECTIVENESS IN COMMUNICATING IDEAS:				ļ	<u> </u>		<u> </u>						
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GENERAL HABITS OF WORK (Check the following only if seriously	w hal	otronea na wo	hle et	ander	1 . F								
Accuracy in following directions		Persistence i				(
Efficient use of time and energy		Thoughtful par					ion						
Neatness and Orderliness		Conscientious											
Self-reliance		Reading											
GENERAL COMMENT: This section may be limitations, contril jectives of the sche and parents as to he weakness indicated	butic	ons, general c and, particul	oöpera arly,	tion advic	for the	ne ob- pupils							
						•							
RECOMMENDATIONS FOR NEXT YEAR (check	the	description w	hich a	pplie	ន)								

RECOMMENDATIONS FOR NEXT YEAR (check the description which applies)
This pupil seems, in this subject
Likely to profit by continuing it.
Able to complete the course but with question of the value of
continuing it for another year.
Likely to be unsuccessful in completing the course.
(for upper classes only) To show promise for continuing the
work successfuly at an advanced institution.

MEMORANDUM:

SUGGESTED ADMISSION PROGRAM FROM DEAN MCCONN

- I. Recommendation of principal to a particular college and possibly a particular course in a sollege
- II. Statement of accomplishment in consecutive subject matter
- III. Accomplishment on achievement test
- IV. Accomplishment on language test

or second

MEMORANDUM:

SUGGESTED ADMISSION PROGRAM FROM DEAN MCCONN

- I. Recommendation of principal to a particular college and possibly a particular course in a sollege
- II. Statement of accomplishment in sonsecutive subject matter
- III. Accomplishment on achievement test
- IV. Accomplishment on language test

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DATE OF BIRTH		YEAR O	F ENTRA	ANCE		PLAN OF	ADMIS	SION							SCHOOL AND ADDRESS	
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FIELD	DISTINCTION	WELL	FAIRLY	GRADES ONLY	ACHIEVEMENT	DDC.	7	8	9	10	11	12	EXTRA	EQUI- VALENTS	OR ANY OTHER POINTS THAT MAY NEED ELUCIDATION. THESE MAY BE CONTINUED UNDER "GENERAL COMMENT"	_
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WHAT IS CALL													ISF (*) TO	O INDICATE T	TESTS NOT SCORED BY OUTSIDE \	_
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					SUMM	ARY IN	TERP	PRET	ATIC	ON C	OF C	тн	ER N	EW-TY	PE TESTS	_

CONFIDENTIAL REPORT TO THE COMMITTEE ON ADMISSIONS ON

PARTICULAR ACTI	IVITIES:			, s)										
SPECIAL INTERES	TS AND ABILITIES:														
SIGNIFICANT LIMI	TATIONS (PHYSICAL, S	OCIAL, MENTAL):													
EMOTIONAL STABI	ILITY:														
PUPIL AS	E FOLLOWING CHARACTERIZATIONS ARE DESCRIPTIONS, THEY ARE NOT RATINGS. SUPPLEMENTARY OR ALTERNATIVE DESCRIPTIONS WILL FOUND UNDER "GENERAL COMMENT." M (MODE) FOLLOWED BY A NUMBER INDICATES THE MOST COMMON BEHAVIOR OF THE PIL AS JUDGED BY THAT NUMBER OF TEACHERS. SIGNIFICANT DEVIATION FROM THE COMMON BEHAVIOR IS SHOWN BY THE NAME A SUBJECT-FIELD OR OTHER PUPIL-TEACHER RELATIONSHIP IN THE APPROPRIATE SPACE. HIGHLY EFFECTIVE ADEQUATE PROMISING LIMITED INEFFECTIVE														
WORK	HIGHLY EFFECTIVE	ADEQUATE	PROMISING	LIMITED	INEFFECTIVE										
HABITS															
SERIOUS	PURPOSEFUL.	LIMITED	POTENTIAL	UNRELIABLE	VAGUE										
PURPOSE															
RESPONSIBILITY DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE									
CREATIVENESS	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE									
AND IMAGINATION															
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE										
INQUIRING	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIVE										
MIND															
POWER AND HABIT	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING								
OF ANALYSIS							· · · · · · · · · · · · · · · · · · ·								
CONCERN FOR OTHERS	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED										
PERSONAL	SECURE	UNCERTAIN	NEUTRAL	WITHDRAWN	NOT ACCEPTED										
ADJUSTMENT															
SELF	нісн		USUAL		LOW										
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AESTHETIC	нівн	1000	USUAL		LOW										
APPRECIATION							711								
	F FACULTY MEMBERS R			<i>t</i>	BASED?										
DEFINITION	S OF THESE HEADINGS	MADE BY RECORDS A	ND REPORTS COMMIT	TTEE7YES	ON	ANECDOTAL RECORDS	57								
WHAT OTH	IER BASIS7			YES	NO										

DEFIN	HONS C	F THESE	HEADINGS MADE B	Y RECORDS AND REPO	RTS COMMITTEE?			ON ANECDOTAL	RECOR
						YES	NO		
WHAT	OTHER	BASIS7_							
		·····							
			CENTEDAT	COLALIENIT					
			GENERAL	COMMENT	(MADE BY)				

THE FOLLOWING INFORMATION AMPLIFIES THE DESCRIPTION OF THE CANDIDATE.
IT SHOULD INCLUDE THE CHARACTERISTICS UNDER "BEHAVIOR DESCRIPTION" IF THE TABLE ABOVE IS NOT USED, AND SHOULD ADD ANYTHING IMPORTANT ABOUT FAMILY BACKGROUND, POSSIBLE FINANCIAL NEEDS, AND ACCOMPLISHMENT IN TERMS OF SPECIAL OBJECTIVES OF THE SCHOOL.

PRINCIPAL'S RECOMMENDATION

STUDENT'S NAME	IS ENTITLED TO HONORABLE DISMISSAL FROM THE SCHOOL.
GRADUATION IS EXPECTED IN	MY SUMMARIZED RECOMMENDATION OF HER FOLLOWS:

DATE

SIGNATURE

OR SUBJECT MARK	SEE ALSO A IKELY DEG S IN GRADE	CCOMI REE OF	SUCCE	G SHEE	T OF EXPL GENERAL I	ANATION USE IN T	NS) THE COL FOR "	LEGE	(C)	INDIC S'', SE	ATES I	LIKELY ET OF	DEG EXPL	REE OF S	SUCCESS IF	CANDIDA	TE CONTINUES	TO WORK	N THE FI	ELD. II	CHECK
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WHAT IS CAND	DIDATE'S	ACA CANE	DEMI	C PCS	ITION II	HIS	CLASS	ING	HIS	LAST	YEA	k IN	SCF						HIS FI	RST Y	EAR I
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SIGNIFICANT INTERESTS:

REPORT TO THE COMMITTEE ON ADMISSIONS OF_____

SPECIAL ABILITIES	:						
SIGNIFICANT LIMIT	FATIONS:						
		В	EHAVIOR D	ESCRIPTION	I		
TIONS WI	LOWING CHARACTE ILL BE FOUND UNDI UPIL AS JUDGED B' E OF A SUBJECT-FI	THAT NUMBER	OF TEACHERS, SI	GNIFICANT DEVIA	TION FROM THE	OMMON BEHAVIO	
RESPONSIBILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE	
DEPENDABILITY CREATIVENESS	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE	
AND IMAGINATION	GENERAL						
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE		
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIVE		
POWER AND HABIT	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING
OF ANALYSIS SOCIAL	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED		
CONCERN SELF	Н	U	L				
RELIANCE							
SOCIAL ADJUSTMENT	Н	U	L				
AESTHETIC	Н	U	L				
APPRECIATION SERIOUS	Н	U	L				
PURPOSE							
			,				
		1				<u> </u>	
	OF FACULTY MEMBERS						
	HER BASIS?		YES	NO			
			-				
	GEN	ERAL COM	MENT (MADE	BY)			
	THE FO	OLLOWING INFOR	MATION AMPLIFIE	S THE DESCRIPTI	ON OF THE CAND	IDATE	

PARTICULAR ACTIVITIES:

PRINCIPAL'S RECOMMENDATION

DATE

TO ORDER: RESPONDS EMOTIONALLY TO PERFECTION OF FUNCTIONING AS IT IS SEEN IN ORGANIZATION, MECHANICAL OPERATION OR LOGICAL COMPLETENESS.

SCHOO

THIS REPORT DESCRIBES THE CHARACTERISTIC BEHAVIOR OF THE STUDENT IN A NUMBER OF IMPORTANT AREAS.

IT SHOULD NOT BE INTERPRETED AS A RATING. INSTEAD ONE SHOULD READ THE DESCRIPTIONS AND ATTEMPT TO GET FROM
THEM AN UNDERSTANDING OF THE PERSON DESCRIBED, AND OF HIS FITNESS FOR PARTICULAR OPPORTUNITIES AND
UNDERTAKINGS.

DIRECTIONS:

- (1) IN GENERAL THE INITIALS OF SUBJECT OR ACTIVITY FIELDS ARE USED IN THE RECORDING IN ORDER TO IDENTIFY THE RELATIONS BETWEEN THE OBSERVERS AND THE STUDENT. A COMPLETE KEY IS GIVEN AT THE TOP OF THE FOLDED OVER SHEET.
- (2) THE SPACES FROM LEFT TO RIGHT, BEING CHRONOLOGICAL, SHOW THE CHANGES OR CONTINUITY IN BEHAVIOR DURING THE PERIOD COVERED BY THE RECORD.
- (3) WHILE AGREEMENTS IN DESCRIPTION MAY SHOW A STUDENT'S MOST COMMON BEHAVIOR, THEY MAY NOT BE MORE IMPORTANT THAN AN ISOLATED JUDGMENT WHICH OFTEN HAS GREAT SIGNIFICANCE BECAUSE OF A BETTER BASIS FOR JUDGMENT, OR BECAUSE IT INDICATES A RESPONSE TO SOME PARTICULAR CONDITION, FIFLD, OR PERSONALITY.

BE MORE IMPORTANT THAN AN ISOLATED JUDGMEN BETTER BASIS FOR JUDGMENT, OR BECAUSE IT II						
FIELD, OR PERSONALITY. RESPONSIBILITY—DEPENDABILITY	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
RESPONSIBILITY—DEPENDABILITY RESPONSIBLE AND RESOURCEFUL: CARRIES THROUGH WHATEVER IS UNDERTAKEN, AND ALSO SHOWS INITIATIVE AND VERSATILITY IN ACCOMP-						
LISHING AND ENLARGING UPON UNDERTAKINGS. CONSCIENTIOUS: COMPLETES WITHOUT EXTERNAL COMPULSION WHATEVER IS ASSIGNED BUT	- Marin - Brosser are resistant in No. 3 - Promission of Co.	The second secon				
IS UNLIKELY TO ENLARGE THE SCOPE OF ASSIGNMENTS. GENERALLY DEPENDABLE: USUALLY CARRIES THROUGH UNDERTAKINGS, SELF-ASSUMED	with the control of the company of the control of t	7 - Mary Inhart-ma-hasin-fatimining people, har beauth-character (fatigite)				
OR ASSIGNED BY OTHERS, REQUIRING ONLY OCCASIONAL RE- MINDER OR COMPULSION.	une (under h. 10) marchinere anno anno anno anno anno anno anno ann	alt vollanten de side versteln delste de 11 Manhammannen van medianen (18				
SELECTIVELY DEPENDABLE: SHOWS HIGH PERSISTANCE IN UNDERTAKINGS IN WHICH THERE IS PARTICULAR INTEREST, BUT IS LESS LIKELY TO CARRY THROUGH OTHER ASSIGNMENTS.						
UNRELIABLE: CAN BE RELIED UPON TO COMPLETE UNDERTAKINGS ONLY WHEN THEY ARE OF MODERATE DURATION OR DIFFICULTY AND THEN ONLY WITH MUCH PRODDING AND	The second secon	A CONTRACTOR OF CONTRACTOR CONTRA	- Andrew or A water to recommend the product of the second			
SUPERVISION. IRRESPONSIBLE: CANNOT BE RELIED UPON TO COMPLETE ANY UNDERTAKING EVEN WHEN CON-	The distribution produces or control points of 1 contributions in application in the control to	AND THE PROPERTY OF THE PARTY O	A SAME AND		-	
STANTLY PRODDED AND GUIDED.					,	* 1/4
CREATIVENESS AND IMAGINATION GENERAL: APPROACHES WHATEVER HE DOES WITH ACTIVE IMAGINATION AND ORIGINALITY, SO						
THAT HE CONTRIBUTES SOMETHING THAT IS HIS OWN.	The state of the s	in gent inggespring out untippergengenen in der der der segningen	SOURCE TO Show and applicate to design, to design the design and applicate to the source of the sour	THE RESERVE THE PROPERTY OF TH		
SPECIFIC: MAKES DISTINCTLY ORIGINAL AND SIGNIFICANT CONTRIBUTIONS IN ONE OR MORE FIELDS.	i aj majaraka kan i maga kan anga kan	er i kans i romm – i se vannam gelan i kristian me	emphilipe and the control of the con	Mrs. water than calabor 16.0" Northwest introduction inflammation calculations		
PROMISING: SHOWS A DEGREE OF CREATIVENESS THAT INDICATES THE LIKELIHOOD OF VALUABLE ORIGINAL CONTRIBUTION IN SOME FIELD, ALTHOUGH THE CONTRIBUTIONS ALREADY MADE HAVE NOT PROVED TO BE PARTICULARLY SIGNIFICANT.						
LIMITED: SHOWS THE DESIRE TO CONTRIBUTE HIS OWN THINKING AND EXPRESSION TO SITUATIONS, BUT HIS DEGREE OF IMAGINATION AND ORIGINALITY IS NOT IN GENERAL HIGH ENOUGH	a garage year of the second se	and the transplanter of the second desired and second second second second second second second second second	aus de la la company de la com	et a versuur van versuur naams an ook maande er maake de soon anneel andere en ook on ook versuur versuur versuur van de soon andere en ook ve		
TO HAVE MUCH INFLUENCE ON HIS ACCOMPLISHMENTS. IMITATIVE: MAKES LITTLE OR NO CREATIVE CONTRIBUTIONS, YET SHOWS SUFFICIENT IMAGINATION TO SEE THE IMPLICATIONS IN THE CREATION OF OTHERS AND TO MAKE USE OF	4) - MA PRIMA CURRET STOLLINGE, GALLIFERNA CHERCE FOLLINGE FOLLINGE	, e nga er e engelen jenne en en en en en antage en antagen a jenne d'enne e	. In residency and residency to the section of the residency and the section of t			
THEIR IDEAS OR ACCOMPLISHMENTS.	and the state of t	ya a garanga a angana a angana a angana a angana a angana angana a angana a angana a angana a angana a angana a	Section of the second of the s			7,
UNIMAGINATIVE: HAS GIVEN PRACTICALLY NO EVIDENCE OF ORIGINALITY OR CREATIVENESS IN IMAGINATION OR ACTION.						
INFLUENCE						
CONTROLLING: HIS INFLUENCE HABITUALLY SHAPES THE OPINIONS, ACTIVITIES, OR IDEALS OF HIS ASSOCIATES.		The second of th	www.com.com.com.com.com.com.com.com.com.com	The State of the S		
CONTRIBUTING INFLUENCE: HIS INFLUENCE, WHILE NOT CONTROLLING, STRONGLY AFFECTS THE OPINIONS, ACTIVITIES, OR IDEALS OF HIS ASSOCIATES.		To the county is introduced.	The second control of the second of the seco	and control of the co	A STATE OF THE STA	
VARYING: HIS INFLUENCE VARIES, HAVING FORCE WHEN PARTICULAR ABILITY, SKILL, EXPERIENCE		तर के कारण प्रस्ता है कि स्वाप्त के कारण के कि के कि स्वाप्त के कि कि स्वाप्त के कि कि स्वाप्त के कि कि स्वाप्त स्वाप्त के कि स्वाप्त के क	appendix is related more than the course that course manager is appeared by	IN THE THEORY OF THE CHINGS HAVE HARMONING THEORY AND AND A CHINGS AND	to the second process of the second s	
OR CIRCUMSTANCE GIVES IT OPPORTUNITY OR VALUE. CO-OPERATING: HAS NO VERY DEFINITE INFLUENCE ON HIS ASSOCIATES, BUT CONTRIBUTES TO		A TO THE PROPERTY OF THE PARTY	The second secon	an agent on the contract and the contract of t	V medianis (canalis mil 1 m) v mananista (pr. vascinistaminatur)	
GROUP THINKING AND ACTION BECAUSE OF SOME DISCRIMINATION IN REGARD TO IDEAS AND LEADERS.	A MARIE CONTRACTOR OF THE CONT	to grow the sector of the section of	ili e - Novi (1835) - Nobel e en lestados - 1150 a enceles maior (maioramente	Anter the grant requirement and the second of the second o		
PASSIVE: HAS NO DEFINITE INFLUENCE ON HIS ASSOCIATES, BEING CARRIED ALONG BY THE NEAREST OR STRONGEST INFLUENCE.		Annual Annual Control of the Control	apple a series of the series o			1
INQUIRING MIND						
GENERAL: RESPONDS WITH CONSISTENT, ACTIVE AND DEEP INTEREST TO ANY INTELLECTUAL STIM- ULUS AND USES TO GOOD ADVANTAGE VARIOUS SOURCES OF INFORMATION.						
SPECIFIC: RESPONDS WITH CONSISTENT, ACTIVE AND DEEP INTEREST ONLY TO STIMULI ARISING	A The Control of the	A CONTROL OF THE CONTROL OF T	терите по тем предел не упирате уде подате уде подате довате, спорежения до претиналний до поставления до пост В претинения по претинения до претинения до поставления до	THE SECOND STATE OF THE PROPERTY OF THE SECOND STATE OF THE SECOND		+==#
IN SPECIFIC FIELDS OR PROBLEMS. USES EFFECTIVELY THE SOURCES AVAILABLE FOR SUCH PURPOSES. I IMITED: SOMEWHAT SENSITIVE TO STIMULI ARISING FROM LIMITED FIELDS, BUT ENGAGES IN EX-	e e e e e e e e e e e e e e e e e e e	AN THE RESIDENCE OF THE PROPERTY OF THE PROPER	ar an ar remaining a grant man relativistic part to the distribution and	- placed and activities are as a second or a participation of the second or an activities of the second or an activities of the second or an activities of the second or a		
PLORATION AND INVESTIGATION ONLY WHEN A GENERAL PLAN OF ATTACKING THE PROB- LEM IS INDICATED TO HIM.	1	Oranic make: Nr. 1 to his notificione government, need, 1	merjaander han vord daar verschie medischer in com vinker verschied dat maande delde.			1
DIRECTED: RESPONDS TO STIMULI IN A LIMITED FIELD OF INTERESTS BUT IS IMPELLED TO ACT ONLY WHEN BOTH THE PLAN AND THE DETAILS OF PROCEDURE ARE DEFINITELY OUTLINED FOR HIM.						
UNRESPONSIVE: RARELY SEEMS TO BE SENSITIVE TO ANY INTELLECTUAL STIMULUS AND SHOWS LITTLE OR NO ABILITY TO USE THE TOOLS AND METHODOLOGY OF EXPLORA-	e ng Mara a sawa a sa Sawakin sa an ayung gan saman ining palipunahan aning masaw	- форму при стомен в димениция мерене по стору — Ф. г. Основаненность —	on demonstrations are product that he electronic formation	AND THE PERSON NAMED IN COLUMN TO TH		
TION AND INVESTIGATION. OPENMINDEDNESS						
DISCRIMINATING: WELCOMES NEW IDEAS BUT HABITUALLY SUSPENDS JUDGMENT UNTIL ALL THE AVAILABLE EVIDENCE IS OBTAINED.						
TOLERANT: DOES NOT READILY APPRECIATE OR RESPOND TO OPPOSING VIEWPOINTS AND NEW	AND THE RESERVE OF THE PROPERTY OF THE PROPERT	Annual responsibility to the control of the second second of the second	an period periodes or period part of the contract of the contr			
IDEAS, ALTHOUGH HE IS TOLERANT OF THEM AND CONSCIOUSLY TRIES TO SUSPEND JUDGMENT REGARDING THEM. PASSIVE: TOLERANCE OF THE NEW OR DIFFERENT IS PASSIVE, ARISING FROM LACK OF INTEREST OR	The second secon	SALE AND ARCHITECTURES SUCH THAT I THE TRANSPORT STATES AND ACCORDING	2011 Manifest of the Colombias in Administra (in 1841 Mail of Manifestory and	Physician and the Primary per lander transport and the delegate surrodges additional.		
CONVICTION. WELCOMES, OR IS INDIFFERENT TO CHANGE, BECAUSE OF LACK OF UNDER- STANDING OR APPRECIATION OF THE NEW OR OF THAT WHICH IT REPLACES.		The second of th	· · · · · · · · · · · · · · · · · · ·			
RIGID: PRECONCEIVED IDEAS AND PREJUDICES SO GOVERN HIS THINKING THAT HE USUALLY ENDS A DISCUSSION OR AN INVESTIGATION WITHOUT CHANGE OF OPINION.	(And Prop. 4 (Magnet) (Angele (Merrique)	PERSONAL PROPERTY OF THE PERSONAL PROPERTY OF	The state of the s	de la servicio de region influenzamento.	,	
INTOLERANT: IS ACTIVELY INTOLERANT; RESENTS ANY INTERFERENCE WITH HIS HABITUAL BE- LIEFS, IDEAS AND PROCEDURES.		p on participi pod signapana nakonistici ista ki interiori istanti.	Januaria ya Masaasa kake ja wakeeni sa sa ka ka ka ka ka saabahaha shi	- Name and American and American Company of American Company of American Am		
THE POWER AND HABIT OF ANALYSIS; THE HABIT OF REACHING CONCLUSIONS ON THE BASIS OF VALID EVIDENCE						
HIGHLY ANALYTICAL: HABITUALLY MAKES AN ANALYTICAL APPROACH TO HIS PROBLEMS, ASSEMBLING THE FACTS, SHOWING A CLEAR PERCEPTION OF THEIR RELATIONSHIPS AND IMPLICATIONS, AND THINKING THROUGH THE				•		
SITUATION TO WELL FOUNDED CONCLUSIONS. INCOMPLETE: MAKES AN INTELLIGENTLY ANALYTICAL APPROACH TO HIS PROBLEMS BUT IS MORE	Car has the same of the same o	The major that the tell and the section of the sequence of the section of the sec	And the second s			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
LIMITED IN ABILITY TO ASSEMBLE THE FACTS COMPLETELY, AND TO SEE THEIR RE- LATIONSHIPS OR THEIR IMPLICATIONS.	Ministral Sistems State that a viscon Shantering	The state of the second	COLOR PROGRAMMENT AND AND AND THE SECOND PROGRAMMENT AND			
IRREGULAR: ON OCCASION SHOWS UNUSUAL ANALYTICAL POWER BUT DOES NOT DO SO HABIT-UALLY.						
UNDEVELOPED: SHOWS SIGNS OF ANALYTICAL POWER, BUT BECAUSE OF FEARS, THE DOMINATION OF OTHERS, OR SOME OTHER INHIBITING AGENCY HAS NOT YET DEVELOPED IT TO ANY HIGH DEGREE.		Marie Control of the Art of the Section of the Sect	The second of th			
IT TO ANY HIGH DEGREE. LIMITED: IS ABLE TO PURSUE REASONING PROCESSES IF AIDED BY SOME GUIDANCE AND DIRECTION.	ZAGANIAN I ZIR NI ZIPE SIAMPANETPE I CHARLANETPE (SAM) Z	randon's N. Ale. The Editoria attachments of electrical parameteristics. It	Swame's approximate fractions and the state of the state			
PASSIVE: HIS APPROACH TO A PROBLEM IS NOT AN ANALYTICAL ONE, THOUGH HE MAY BE ABLE TO	The state of specific transfer and state of the specific	calendar on all half organic colour for all alternative in a calendary of taken	Mention demonstrates of demonstrates and demonstrates of the commencement of the			
APPRECIATE A TRAIN OF REASONING OR TO FOLLOW ONE LAID OUT BY SOME ONE ELSE. UNREASONING: SEEMS UNABLE TO ANALYZE EVEN A FAIRLY SIMPLE SITUATION, TENDING RATHER	The Committee of the Section (Section Committee)	To a serior of the serior of t				
TO RELY ON MEMORY AS A SUBSTITUTE FOR LOGIC. ACCEPTS STATEMENTS AND RESULTS WITHOUT ATTEMPTING TO REASON ABOUT THEM.						
SOCIAL CONCERN GENERALLY CONCERNED: SHOWS AN ALTRUISTIC AND GENERAL SOCIAL CONCERN AND IN-						
TERPRETS THIS IN ACTION TO THE EXTENT OF HIS ABILITIES AND OPPORTUNITIES.	The second secon					
SELECTIVELY CONCERNED: SHOWS CONCERN BY ATTITUDE AND ACTION ABOUT CERTAIN SOCIAL CONDITIONS BUT SEEMS UNABLE TO APPRECIATE THE IMPORTANCE OF OTHER SUCH PROBLEMS.	No. of the last of	and the second s				
PERSONAL: IS NOT STRONGLY CONCERNED ABOUT THE WELFARE OF OTHERS AND RESPONDS TO SOCIAL PROBLEMS ONLY WHEN HE RECOGNIZES SOME INTIMATE PERSONAL RELA-	in the state of the control of the c	gundyste sie gewindigen is not in ste gewindigen gen kommunitieren.	A-100-1-10-1-10-1-10-1-1-1-1-1-1-1-1-1-1			
TIONSHIP TO THE PROBLEM OR GROUP IN QUESTION.	The state of the s	у точна вышения поста техного віднять снязь насерення і та та гейта.	Padalagua alan-casa Alamanian an Israela antara da			
INACTIVE: SEEMS AWARE OF SOCIAL PROBLEMS, AND MAY PROFESS CONCERN ABOUT THEM, BUT DOES NOTHING.						
UNCONCERNED: DOES NOT SHOW ANY GENUINE CONCERN FOR THE COMMON GOOD.	And the first was remainded to the control of the c	Zeonger in grant of the desired section of the sect				
EMOTIONAL RESPONSIVENESS AND CONTROL						
TO IDEAS: IS EMOTIONALLY STIRRED BY BECOMING AWARE OF CHALLENGING IDEAS.		The state of the s				
TO DIFFICULTY: RESPONDS EMOTIONALLY TO A SITUATION OR PROBLEM CHALLENGING TO HIM BECAUSE OF THE POSSIBILITY OF OVERCOMING DIFFICULTIES.	a particular control of the control	The state of the s				
TO IDEALS: RESPONDS EMOTIONALLY TO WHAT IS CHARACTERIZED PRIMARILY BY ITS PERSONAL OR SOCIAL IDEALISM.	70 POTENCIA I COSTICIO PER PROBATO A COMPANSAMENTO APPARATO ARRA ANALIA	also are conspirate a manimistra in the Motale expension to a con-	er i entre trobins i i i i i i i i i i i i i i i i i i	-5		
TO BEAUTY: RESPONDS EMOTIONALLY TO BEAUTY AS FOUND IN NATURE AND THE ARTS.						
TO ORDER. RESPONDS EMOTIONALLY TO PEDEFCTION OF FUNCTIONING AS IT IS SEEN IN ORGANIZA.					+	

NOTE: ANY ENTRY IN RED INK IS A SECOND JUDGMENT MADE LATER IN THE YEAR.

KEY TO OBSERVERS MAKING THE DESCRIPTIONS

THE FOLLOWING ABBREVIATIONS HAVE BEEN USED: IN THE SPACES BELOW ENTER THE TEACHERS' INITIALS. AD -ADVISOR E -ENGLISH F -FRENCH D --- DRAMATICS A-ARTS M -MATHEMATICS L -LATIN MU-MUSIC N.S.—NATURAL SCIENCE G-GERMAN S.S.—SOCIAL SCIENCES P-PHYSICAL TRAINING H.R.—HOME ROOM TEACHER 19 19 19 19 19 THE PRESENCE (P) OR ABSENCE (A) OF THE FOLLOWING BEHAVIOR CHARACTERISTICS, TO ANY MARKED DEGREE, IS SHOWN BY RECORDINGS IN THE APPROPRIATE SPACES. NO IMPLICATION IS ASSUMED AS TO DESIRABILITY OR UN-DESIRABILITY FOR THE PARTICULAR INDIVIDUAL. ANY QUALIFICATIONS OR FURTHER COMMENT SHOULD APPEAR **UNDER "GENERAL COMMENT."** GRADE 8 GRADE 9 GRADE 7 P BEHAVIOR IN RELATION TO VIGOR **PHYSICAL ENERGY** AND ENDURANCE. P ABILITY TO MEET SITUATIONS AND **ASSURANCE** PEOPLE EASILY. A Р SELF THE HABIT OF DEPENDING ON ONE'S RELIANCE SELF RATHER THAN ON OTHERS. P **EMOTIONAL** ABILITY TO RETAIN POISE AND CONTROL SELF CONTROL. P IN ANSWERING THE FOLLOWING QUESTIONS, G IS USED TO INDICATE THE TYPE OF EXPERIENCES IN WHICH THE PUPIL HAS HAD THE GREATEST SUCCESS; P TO INDICATE THAT SUCCESS IS PRESENT IN THAT AREA; A TO INDICATE THE ABSENCE OF ANY PRONOUNCED SUCCESS. ABSTRACT IDEAS AND SYMBOLS? PEOPLE WHAT HAS BEEN THIS STUDENT'S SUCCESS IN DEALING WITH PLANNING AND MANAGEMENT ? THINGS AND MANIPULATION **GENERAL COMMENT** THE FOLLOWING INFORMATION AMPLIFIES AND SYNTHESIZES THE DESCRIPTION OF THE STUDENT. IT IS INTENDED TO BE AN INTERPRETATION OF THE RECORDS AND TO ADD ANY INFORMATION NECESSARY TO GIVE A COHERENT PICTURE OF THE INDIVIDUAL. (AMONG IMPORTANT CHARACTERISTICS THAT HAVE NOT BEEN COMPLETELY DEALT WITH BEFORE ARE SOCIAL ADJUSTMENT, PLEASINGNESS OF PERSONALITY, ESTHETIC APPRECIATION, PURPOSEFULNESS, AND POSSESSION OF STANDARDS OF EXCELLENCE AND DETERMINATION TO ACHIEVE THEM.)

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Reports and Records Committee of the Progressive Education Association. Printed in U. S. A. RKB-953

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STUDY OF THE DEVELOPMENT OF______ IN SOCIAL STUDIES

INDICATE YOUR JUDGMENTS CONCERNING THIS PUPIL TOWARD THE OBJECTIVE NAMED BY CHECKING () UNDER H (HIGH), M (MODAL ORUSUAL FOR AGE), OR L (LOW). USE AN X IN THE L COLUMN IF THE STUDENT IS FAILING SERIOUSLY TO COMPLETE THE REQUIREMENTS OF THE COURSE, WHERE THERE IS INSUFFICIENT EVIDENCE ON WHICH TO MAKE A JUDGMENT USE A ZERO. USE A VERTICAL LINE IF THE ITEM IS INTENTIONALLY OMITTED IN MAKING THIS RECORD, WHEN LACK OF TIME OR OTHER FACTORS MAKE IT IMPOSSIBLE TO USE THE SUB-HEADINGS, CHECK ONLY UNDER THE MAIN HEADINGS.

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STUDY OF THE DEVELOPMENT OF _ LAST NAME INDICATE YOUR JUDGMENT CONCERNING THIS PUPIL TOWARD THE OBJECTIVE NAMED BY CHECKING (V) UNDER USE AN X IN THE L COLUMN IF THE STUDENT IS FAILING SERIOUSLY TO COMPLETE THE REQUIREMENTS OF THE DENCE ON, WHICH TO MAKE A JUDGEMENT USE A ZERO. USE A VERTICAL LINE IF THE ITEM IS INTENTIONAL OF TIME OR OTHER CACTORS MAKE IT MADDECINE TO USE THE COLUMN IS INTENTIONAL OF TIME OR OTHER FACTORS MAKE IT IMPOSSIBLE TO USE THE SUB-HEADINGS, CHECK ONLY UNDER THE MA TEACHERS INITIALS **OBJECTIVES** GRADE AND YEAR 19 6R 19 GR. 19 GR. 19 GR. TECHNIQUES SPECIFIC TO SCIENCE ABILITY TO WORK EFFECTIVELY IN SHOP AND LABORATORY SKILL IN USING MATHEMATICS REQUIRED IN SCIENCE WORK HABITS AND STUDY SKILLS EMPLOYS TIME EFFECTIVELY INDEPENDENCE PERSEVERANCE ACCURACY CHECKS RESULTS THOROUGHNESS MASTERY OF PROCESSES REFLECTIVE THINKING RECOGNIZES AND DEFINES PROBLEMS OBSERVES ACCURATELY COLLECTS SELECTS AND ORGANIZES DATA ABILITY TO INFER ABILITY TO INTERPRET DATA ABILITY TO MAKE, USE STEST HYPOTHESES AND GENERALIZATIONS COMMUNICATION SKILL IN HEARING AND READING UNDERSTANDINGLY SKILL IN CLEAR, PRECISE ACCURATE ORAL ENGLISH
SKILL IN CLEAR, PRECISE ACCURATE WRITTEN ENGLISH APPRECIATIONS AND UNDERSTANDINGS APPRECIATES LIMITATIONS OF SCIENTIFIC ACCURACY IS SKEPTICAL OF UNFOUNDED BELIEFS, SUPERSTITIONS AND MYSTERIES AND SUBSTITUTES CAUSE & EFFECT PRINCIPLES. UNDERSTANDS ASSUMPTIONS AND LIMITATIONS OF SCIENCE AND THE INCOMPLETE TENTATIVE NATURE OF ITS FINDINGS. IS DEVELOPING STRONG INTEREST IN SCIENTIFIC METHODS AND MATERIALS WHICH GO FAR BEYOND SCHOOL REQUIREMENTS INCREASING SOCIAL SENSITIVITY RECOGNIZES AND IS CONCERNED ABOUT SOCIAL PROBLEMS CREATED BY MODERN SCIENCE AND TECHNOLOGY UNDERSTANDS THE CONTRIBUTION OF SCIENCE TO CHANGE AND DEVELOPMENT IN CIVILIZATION A FUNCTIONING PHILOSOPHY OF LIFE DEVELOPING SENSITIVENESS TO VALUES USES SCIENTIFIC KNOWLEDGE SUCH AS EVOLUTION RELATIVITY ETC. ASAN AID IN DEVELOPING A CONSISTENT PHILOSOPHY OF LIFE YR GRADE YR GRADE WITH DISTING WITH DISTING w VERY GARELY VERY REDIT BARELY CREDIT DIST ABLY WELL PASSING TION WELL PASSING KNOWLEDGE OF ESSENTIAL MATERIALS OF THE COURSE EXTENT OF FACTUAL INFORMATION UNDERSTANDING AND APPLICATION OF CONCEPTS PREDICTION OF FUTURE SUCCESS (SUMMARIES) GRADE GRADE GRADE GRADE

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THIS REPORT HAS BEEN PREPARED FOR THE PURPOSE OF PRESENT. ING INFORMATION ABOUT THE DEVELOPMENT OF THE PUPIL. IT IS AN ANALYSIS OF STRENGTHS AND WEAKNESSES MADE BY ALL THE PUPIL'S TEACHERS AND IS INTENDED TO PROVE HELPFUL FOR PRESENT AND FUTURE GUIDANCE OF THE PUPIL CONCERNED. THE SYMBOLS USED ARE ABBREVIATIONS OF THE FOLLOWING DESCRIPTIONS OF DEVELOPMENT.

- O. THE PUPIL HAS REACHED AN OUTSTANDING STAGE OF DEVELOP-MENT IN THE FIELD AND CHARACTERISTIC INDICATED: THAT IS, A STAGE DISTINCTLY ABOVE THAT USUAL FOR PUPILS OF THE SAME AGE AND SIMILAR OPPORTUNITIES.
- H. A STAGE OF DEVELOPMENT SOMEWHAT HIGHER THAN USUAL, PERHAPS WITH PROMISE OF EVENTUALLY REACHING A SUPPERIOR LEVEL.
- U. APPROXIMATELY THE USUAL STAGE OF DEVELOPMENT FOR AGE AND OPPORTUNITY.
- L. SUFFICIENTLY BELOW THE USUAL STAGE TO NEED PARTICULAR HELP FROM HOME AND SCHOOL OR GREATER EFFORT ON THE PART OF THE PUPIL.
- S. THE PUPIL IS SERIOUSLY BELOW AN ACCEPTABLE STANDARD.

ADVISERS AND SUBJECT TEACHERS ARE GLAD TO EXPLAIN OR SUPPLEMENT THIS REPORT BY CONFERENCE WITH PARENTS. PLEASE ARRANGE APPOINTMENTS BY TELEPHONE.

ATTENDANCE REPORT THROUGH
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EXPLANATIONS OF SYMBOLS: (SEE COMPLETE DESCRIPTION ON FRONT COVER).

O, IS OUTSTANDING: H, IS ABOVE USUAL: U, IS AT USUAL STAGE: L, IS BELOW THE USUAL STAGE: S, SERIOUSLY BELOW USUAL STAGE SPECIFIC WORK HABITS ARE CHECKED ONLY WHEN THEY ARE SERIOUSLY BELOW AN ACCEPTABLE STANDARD.

	ENGLISH	SOCIAL STUDIES	MATHE- MATICS	SCIENCE				
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			REPORT	S AND RECORDS COMM	ITTEE OF THE PROGRES	SIVE EDUCATION ASSO	CIATION. PRINTED IN	U.S.A. R.F.B. 1024

RECOMMENDATIONS FOR NEXT YEAR (USED ONLY ON THE NEXT TO THE LAST REPORT).

AT THE PRESENT STAGE OF THE WORK THE PUPIL SEEMS, IN THE SUBJECTS LISTED:

LIKELY TO PROFIT BY CONTINUANCE OF THE SUBJECT
ABLE TO COMPLETE THE COURSE BUT WITH QUESTION OF THE VALUE OF CONTINUING IT FOR ANOTHER YEAR
LIKELY TO BE UNSUCCESSFUL IN COMPLETING THE COURSE
(FOR UPPER CLASSES ONLY) TO SHOW PROMISE FOR CONTINUING THE WORK SUCCESSFULLY AT AN ADVANCED INSTITUTION

### **GENERAL COMMENT**

THIS COMMENT IS INTENDED TO GIVE OPPORTUNITY FOR PRESENTING INFORMATION THAT WILL MAKE THE PICTURE OF THE PUPIL'S PROGRESS MORE COMPLETE. WHEN THERE ARE SIGNIFICANT INTERESTS, ABILITIES, LIMITATIONS, OR CONTRIBUTIONS MADE BY THE PUPILS, THEY WILL BE MENTIONED.

ADVISER'S	SIGNATURE	