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NATIONAL EDUCATION ASSOCIATION

American association of school administrators.

Committee on uniform records and reports.

Final Report of the Committee

ON

Uniform Records and Reports

TO THE

National Council

AT THE

St. Louis Meeting

February, 1912

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REPORT OF THE COMMITTEE ON UNIFORM RECORDS AND REPORTS

The committee on uniform records and reports has, since the last meeting of the department, continued its work along the lines indicated in the preliminary report submitted at that meeting. That progress has been made is indicated by statistics which were gathered by the United States Bureau of Education showing that 216 cities are now using the cumulative record card, and that 418 cities are able to report their fiscal statistics on the form which was recommended by this committee in co-operation with the United States Bureau of Education, the Census Office, and the Association of School Accounting Officers. We believe that the work which has been begun by our committee should be continued by a permanent committee whose duty it should be to suggest, from time to time, such improvements in records and reports as may be determined by their study of the situation.

The report which follows is divided into the following sections: (1) records and reports for state school systems; (2) records and reports for city school systems; (3) pupil records with special reference to the cumulative record card; and (4) the report of fiscal statistics. Accompanying this discussion there are presented as separate documents the cumulative record card recommended by the committee; the form for reporting fiscal statistics which was prepared in conference with the Bureau of Education, the Census Office, and the Association of School Accounting Officers, and which is now furnished to cities by the Bureau of Education; and the form for a teacher's register.

STATE REPORTS

In dealing with that section of its work which relates to state accounting and reports the committee appreciates fully that the legislation of the various states has a most important bearing on the practicability of uniformity in matters of detail. On some points this legislation has to do with matters of fundamental concern to the states, and modification of it is extremely unlikely. Such for example are statutes dealing with the distribution of state school funds. Such funds are secured in a considerable variety of ways, and this distribution is arranged on various bases satisfactory to the legislatures of the different states. While there will doubtless be an increasing recognition of the basic principles that should govern such distribution, and this recognition will lead to a certain degree of uniformity in the bases of distribution selected, it is hardly conceivable that local

considerations will not continue to govern largely such plans. Recognizing this and other differences, it is clear that the statistics of the states must in a considerable measure conform to definitions, terms, and methods that comply with local statutes and conditions.

The committee does not regard it as essential to the purposes of this report to deal, beyond this explanatory reference, with these necessary points of difference. The following recommendations it hopes will prove a constructive contribution to the part that may be taken by the state departments in securing reasonable uniformity in reporting and in attaining a more efficient publicity thru official reports.

The forms to be employed by states in gathering statistics should be similar in general form and arrangement to those used by the national bureau.—The committee recognizes that an important step toward uniformity in reporting will be to present to the various reporting officers of the country statistical forms as nearly as practicable, uniform in terms, definitions, and arrangement.

If it could be made possible for the local officer to report both to the state and to the national bureau on practically the same basis, distinct gains both in accuracy and in uniformity would accrue.

The committee recognizes the great desirability of an arrangement whereby the statistics of the Bureau of Education as relating to units within the several states might be gathered thru the various state departments of education. Such a plan would obviate the necessity of a second reporting by local officers, while it should doubtless increase the means at the disposal of the Bureau of Education for securing statistics from the local units. This plan of reporting to the Bureau of Education thru the state offices, the committee recommends for adoption as early as practicable. It sees no reason why it may not be adopted by those states that are in position to make such co-operative arrangements even tho all state departments may not be able to make them at once.

In the meantime it repeats the recommendation of its preliminary report, to the effect that state departments in securing statistics from units within the states conform so far as possible to the forms employed by the Bureau of Education, supplementing the points covered therein with those required for local use. These forms, it will be noted, may be issued both in the "long" and the "short" forms for use, respectively, with larger municipalities and with smaller school systems. These forms, issued by the Bureau of Education and approved in conference with this committee, are submitted herewith and made a part of this report.

Essential points not now reported by all the states should by agreement come under universal reporting.—A careful inspection both of national and of state reports shows that there are various fundamental points of information relative to schools that are reported by a majority of the states but are not reported by all of them. The committee believes that the basis adopted by



the Bureau of Education for all leading items is at once conservative and reasonably comprehensive and that it should be adopted by all the states.

In its preliminary report the committee called attention to various items regarded as fundamental by a majority of the states, but not reported by all of them. In order to collect figures on some of these points, as, for example, the school census (not taken by 3 states), enumeration by sex (omitted by 13 states), school enrollment (only partially taken by 12 states), wages of teachers (not returned for the sexes separately), and private schools (not fully reported), it may be necessary to secure additional legislative authority. The fact that so large a majority of the states have found it desirable to secure these statistics is sufficient evidence of their general interest and value.

Educational reports should be made for the year ending June 30.—There appears to be a considerable variety in the terms for which reports are made. The committee recommends that all school systems, including state systems, make their reports on all educational items for the year ending June 30. It does not appear to the committee that such reports for this period are necessarily inconsistent with a plan of making fiscal reports for a fiscal year terminating on another date.

The scope of the state report should be coextensive with all educational interests of the state.—The committee believes that the educational report of each state should bear the same relation, but more in detail, to the state and its educational activities that the national report bears to the entire country.

A review of state school reports reveals a wide variety of practice in the scope of investigation conducted by state departments. Some of these reports cover only the essential points of public-school conduct required by law to be returned to the state offices, while others aim to report with reasonable fullness all the educational activities of the state.

With regard to the content of state reports the committee commends to the favorable consideration of state officers the proposition that each state report shall be a compendium of all the educational activities of the state for which it is made. As a supplement to this proposition, the committee mentions the following suggestive outline:

1. A review of educational progress of other states, with particular bearing upon forward movements within the state.
2. Detailed statistics of all public schools under local management; (a) elementary; (b) secondary; (c) normal; (d) collegiate; (e) city institutional; (f) for special pupils; (g) vocational; (h) extensional.
3. Summaries of the foregoing.
4. Public schools under direct state management: (a) elementary; (b) secondary; (c) normal; (d) collegiate; (e) technical or vocational; (f) professional; (g) schools for delinquents; (h) schools for defectives; (i) special.
5. Summaries of the foregoing.

6. Schools under private management: (a) elementary; (b) secondary; (c) collegiate; (d) vocational; (e) professional; (f) schools for delinquents; (g) schools for defectives; (h) special.

7. Summaries of the foregoing.

8. Special investigations:

a) Investigations dealing with special problems, such as school mortality, nonpromotion, etc., are most efficiently conducted thru local school systems. The fruits of such investigations should, however, thru the medium of the state report be made available to all the people of the state.

b) State-wide investigations dealing with forward movements affecting a large number of communities, such as school consolidation, conveyance, secondary-school distribution, rural progress, etc., should be made directly by state offices.

Special reports or bulletins should be issued at intervals.—The committee strongly recommends the issuing by the states of bulletins or special reports dealing with particular issues at times separate from that of the publication of the comprehensive state report. Such separate reports may be made timely to the discussion of these special issues and hence may be made more effective in promoting a public understanding of them.

The use of charts, diagrams, and illustrations should be considerably increased.—The committee recommends that the state reports, in common with city reports, make larger use of charts, diagrams, and illustrations for the purpose of presenting with greater force matters of special and timely interest. While these are in the nature of devices and as such are rarely applicable to the same set of statistics each year, yet they undoubtedly make an appeal to the interest of any subject that a verbal or tabular statement fails to effect, with a resultant better understanding of it.

Comparative tables should be arranged covering intervals of several years and certain phases of school activity should be reported for longer periods.—The committee believes that both state and city reports should make comparative tables showing statistics covering intervals of 5 or 10 years. Such tables should appear on many items that are annually reported. The work of gathering statistics would, however, be considerably simplified if statistics on various phases of educational progress should be gathered at decennial periods, and the committee is of the opinion that the purpose for which these statistics are gathered would be fully met by such occasional reporting. The United States Bureau of Education should become the source of suggestions as to what information shall be collected for other than annual periods.

Interpretation of statistics is necessary.—As in the case of city reports, the state report must discharge as fully as possible its chief function as an agent of publicity. The merely formal presentation of figures or tables is only a step toward publicity. The reporting officer should bring his school experience and his larger outlook over the educational field to the

aid of the public thru an adequate interpretation of the statistics presented. Such interpretations should in part be made in the reports themselves, closely connected with tables and their summaries. They will have particular value, however, when presented at opportune times thru special bulletins, exhibits, and the public press. The committee recommends a largely increased attention to that phase of educational reporting that aims to make statistics intelligible to the largest possible constituency.

OUTLINE FORM OF CITY SCHOOL REPORT

- Outline of school system.....
- 1. Normal school (organized 18—).
 - (a) Academic high schools (first organized 18—).
 - 2. High school.....
 - (b) Technical high school (opened Oct., 19—).
 - (c) High school of commerce (opened Oct., 19—).
 - 3. Elementary school.
 - (a) Regular elementary schools (organized 18—).
 - (1) Boys' school (opened 18—).
 - (2) School for deaf (established 18—).
 - (3) Schools of individual instruction (defectives) (opened 18—).
 - (4) Backward schools (organized 19—).
 - (5) School for cripples (opened 19—).
 - (6) School for blind (opened 19—).
 - (7) Elementary industrial school (organized 19—).
 - (b) Special elementary schools.
 - 4. Kindergarten (opened —).
 - 5. Evening school....
 - (a) Evening elementary schools (opened 18—).
 - (b) Evening high schools (opened 19—).
 - 6. Summer school....
 - (a) Summer high school (opened 19—).
 - (b) Summer grammar schools (opened 19—).
 - (c) Summer primary schools (opened 18—).
 - (d) Summer manual-training school (opened 19—).
 - (e) Summer boys' school (opened 19—).
 - (f) Summer kindergartens (opened 19—).
 - (g) Summer playgrounds (opened 19—).
 - Etc., etc.

SUMMARY OF RECOMMENDATIONS RELATING TO STATE REPORTS

A. That the state departments adopt forms for receiving statistics from the units within the state similar, as far as practicable, in arrangement to those used by the Bureau of Education.

B. That all the state departments in gathering information adopt as a basis the items accepted by the practice of a majority of states and of the Bureau of Education.

- C. That educational statistics be reported for the year ending June 30.
- D. That each state report be made the clearing-house of information of all educational institutions and activities within the state.
- E. That the state report give publicity to any local investigations whose findings would have general interest and that it include the findings of state-wide investigations covering matters of state-wide application.
- F. That special bulletins or reports be issued at opportune times.
- G. That tables be arranged to show comparisons covering a range of years and that certain phases of educational activity be reported at decennial or other periods.
- H. That larger attention be paid to the interpretation of statistics.

CITY SCHOOL REPORTS

The need for the gathering of data showing actual conditions in the schools is obvious. If the school is to be scientifically managed, and its effectiveness definitely measured by fixed tests, eliminating mere personal bias and unsupported opinion, facts must be collected and employed as a guide to administration.

For convenience, an outline showing the organization of the school system, together with the date of introduction of various kinds of activities, such as evening schools, summer schools, manual training, etc., should constitute part of a school report. The outline on the opposite page suggests merely one form in which this may be expressed.

TEACHERS' SALARY TABLE

Obviously, the question of salaries is important. For purposes of comparison, it is desirable to gather data showing the number of teachers at the various salary units indicated in the following table:

Number of Elementary-School Teachers with Salaries		Number of High-School Teachers with Salaries	
Below \$350.....	.....	Below \$500.....	.....
\$350 to \$400.....	.....	\$500 to \$600.....	.....
400 to 450.....	.....	600 to 700.....	.....
450 to 500.....	.....	700 to 800.....	.....
500 to 550.....	.....	800 to 900.....	.....
550 to 600.....	.....	900 to 1,000.....	.....
600 to 650.....	.....	1,000 to 1,100.....	.....
650 to 700.....	.....	1,100 to 1,200.....	.....
700 to 750.....	.....	1,200 to 1,300.....	.....
750 to 800.....	.....	1,300 to 1,400.....	.....
800 to 850.....	.....	1,400 to 1,500.....	.....
850 to 900.....	.....	1,500 to 1,600.....	.....
900 to 950.....	.....	1,600 to 1,700.....	.....
950 to 1,000.....	.....	1,700 to 1,800.....	.....
1,000 to 1,050.....	.....	1,800 to 1,900.....	.....
1,050 to 1,100.....	.....	1,900 to 2,000.....	.....
1,100 to 1,150.....	.....	2,000 and above.....	.....
1,150 to 1,200.....	.....		
1,200 and above.....	.....		

The following form of table is used to show the percentage of teachers for the various periods of service:

Percentage of Elementary Teachers for the Period	Percent- age	Percentage of High-School Teachers for the Period	Percent- age
Under 5 years.....		Under 5 years.....	.....
5 to 9 years.....		5 to 9 years.....	.....
10 to 14 years.....		10 to 14 years.....	.....
15 to 19 years.....		15 to 19 years.....	.....
20 to 24 years.....		20 to 24 years.....	.....
25 to 29 years.....		25 to 29 years.....	.....
30 years and above.....		30 years and above.....	.....

UNITS OF COST

Increasing interest centers in cost. It is important that the per capita cost of instruction, on the one hand, and of equipment and supplies, on the other, should be shown not only city wide, but also per building. The per capita cost for each subject in the high school, for example, chemistry, physics, manual training, etc., should be shown for each building, and also city wide. Moreover, for purposes of comparison, these tables of cost should cover a period of 5 or even 10 years. Not only does economy in educational supplies and educational equipment follow such exhibit of tables of cost, but it leads to unification and standardization of educational equipment in the various buildings in a school district. Tables similar to the following will be found helpful:

PER CAPITA COST OF INSTRUCTION

TABLE I

SHOWING COST OF INSTRUCTION IN THE REGULAR DAY ELEMENTARY SCHOOLS, FOR THE YEARS 1903-12, THE ENROLLMENT, THE PER CAPITA COST OF INSTRUCTION, THE INCREASE AND THE PERCENTAGE OF INCREASE IN PER CAPITA COST OF EACH YEAR OVER THE PRECEDING, ALSO THE PERCENTAGE OF INCREASE IN PER CAPITA COST SINCE 1903

Years	Cost of Instruction in Regular Day Elementary Schools	Enrollment in Regular Day Elementary Schools, or Average Daily Attendance, or Both	Per Capita Cost of Instruction in Regular Day Elementary School	Increase in Per Capita Cost over Preceding Year	Percentage of Increase in Per Capita Cost over Preceding Year	Percentage of Increase in Per Capita Cost Since 1903
1902-3.....						
1903-4.....						
1904-5.....						
1905-6.....						
1906-7.....						
1907-8.....						
1908-9.....						
1909-10.....						
1910-11.....						
1911-12.....						

TABLE II—Continued

[illegible]

TABLE III

SHOWING COST OF INSTRUCTION, ENROLLMENT, AND PER CAPITA COST OF INSTRUCTION IN EACH TYPE OF SCHOOL IN THE CITY OF _____, FOR THE YEAR _____

	Cost of In- struction	Enrollment or Average Daily At- tendance	Per Capita Cost of In- struction
Normal.....			
High schools.....			
Academic high school.....			
Technical high school.....			
High school of commerce.....			
Elementary schools.....			
Regular elementary.....			
Special elementary.....			
Backward school.....			
School for blind.....			
Boys' school.....			
School for cripples.....			
School for deaf.....			
Elementary industrial.....			
Special schools.....			
Kindergarten.....			
Evening schools.....			
Evening high schools.....			
Evening elementary schools.....			
Summer schools.....			
Summer high schools.....			
Summer elementary schools.....			
Grammar school.....			
Primary school.....			
Manual-training school.....			
Boys' school.....			
Kindergarten.....			
Playgrounds.....			

The following table is a type by which may be shown various statistical items of interest and value covering a period of years:

TABLE IV

SHOWING ENROLLMENT IN THE REGULAR DAY ELEMENTARY SCHOOL FOR THE YEARS 1903-12, THE NUMBER OF TEACHERS IN THE REGULAR DAY ELEMENTARY SCHOOL, NUMBER OF PUPILS PER TEACHER, THE DECREASE IN NUMBER PUPILS PER TEACHER OVER PRECEDING YEAR, AND THE PERCENTAGE OF DECREASE IN NUMBER OF PUPILS PER TEACHER SINCE 1903

	Enrollment Regular Day Elementary School*	Teachers in Regular Day Elementary School	Pupils per Teacher in Regular Day Elementary School	Decrease over Preceding Year in Number Pu- pils per Teacher in Regular Day Elementary School	Percentage of Decrease in Number Pupils per Teacher since 1903
1902-3.....					
1903-4.....					
1904-5.....					
1905-6.....					
1906-7.....					
1907-8.....					
1908-9.....					
1909-10.....					
1910-11.....					
1911-12.....					

* Exclusive of transfers and the enrollment of all special schools

TABLE V

SHOWING THE ENROLLMENT IN THE REGULAR DAY ELEMENTARY SCHOOLS FOR THE YEARS 1903-12, THE NUMBER OF REGULAR TEACHERS IN THE REGULAR DAY ELEMENTARY SCHOOLS, THE AVERAGE NUMBER PUPILS PER REGULAR TEACHER, THE DECREASE IN NUMBER OF PUPILS OVER THE PRECEDING YEAR, ALSO THE PERCENTAGE OF DECREASE IN NUMBER OF PUPILS PER REGULAR TEACHER SINCE 1903

	Enrollment Regular Day Elementary Schools	Number Regular Teachers Regular Day Elementary Schools	Number Pupils per Regular Teacher Regular Day Elementary Schools	Decrease in Number Pupils per Regular Teacher	Percentage of Decrease in Number Pupils per Regular Teacher since 1903
1902-3.....					
1903-4.....					
1904-5.....					
1905-6.....					
1906-7.....					
1907-8.....					
1908-9.....					
1909-10.....					
1910-11.....					
1911-12.....					

TABLE VI

SHOWING ENROLLMENT IN LATIN, ENGLISH, ALGEBRA, ETC., THE NUMBER DROPPING OUT AND FAILING IN EACH HIGH-SCHOOL CLASS

	Number Enrolled in the Study	Number Dropping Study	Number Remaining	Failures of Number Remaining to End of Year	Total Fail- ing and Dropping Study	Percentage of Failures of Those Remaining to End of Year	Percentage of Total Failures and Drop- ping Study
I Latin...							
II Latin...							
III Latin...							
IV Latin...							
I English.							
II English.							
III English.							
IV English.							
Algebra....							
Etc.....							

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

Every report should contain a table of contents, showing not only the general headings treated in the report, but also the subheads. Such reports should also contain a carefully prepared index. These two items make usable the school report and are important factors in its make-up.

Every annual report of a city superintendent should also contain tables showing enrollment, distribution of enrollment, withdrawals, distribution of withdrawals, nonpromotions, distribution of nonpromotions, etc. Information upon which these figures may be compiled should be gathered on forms similar to those which are named immediately below by title, and

which are printed on the pages following with the exception of all but one of those forms which pertain to high schools. As the high-school forms are similar in all essential respects to those for the elementary schools, it has not seemed necessary to print them. These same forms may also be used in the superintendent's annual report for the presentation of statistics upon these same points.

ELEMENTARY SCHOOLS

PRINCIPAL'S TERM REPORT

- A. Enrollment, promotions, nonpromotions, by grades.
- B. Distribution of enrollment by ages and grades.
- C. Distribution of withdrawals by ages and causes.
- D. Distribution of attendance.
- E. Graduates by years in schools.
- F. Nonpromotions by grades and causes.
- G. Failures, by studies and grades.
- H. Distribution of leavings and withdrawals by ages and grades.
- I. Ages of graduates.
- J. Enrollment and attendance.
- K. Distribution of whole-time teachers.

TEACHER'S TERM REPORT

- L. Enrollment by divisions.
- M. Nonpromotions by grades and causes.
- N. Failures by studies and grades.
- O. Enrollment and attendance.
- P. Distribution of enrollment by ages.
- Q. Distribution of withdrawals by ages and causes.
- R. Distribution of leavings by ages.
- S. Beginners by training.
- T. Beginners by ages.

HIGH SCHOOLS

PRINCIPAL'S TERM REPORT

- AA. Enrollment and attendance.
- BB. Distribution of enrollment by ages and classes.
- CC. Source of new pupils.
- DD. Ages of new pupils.
- EE. Distribution of leavings and withdrawals by ages and classes.
- FF. Ages of graduates.
- GG. Distribution of enrollment, number leaving, withdrawals, by classes and terms.
- HH. Distribution of enrollment, number leaving, withdrawals, by courses and classes.
- II. Distribution of withdrawals by classes, ages, causes.
- JJ. Graduates by year in school.
- KK. Distribution of teachers.
- LL. Enrollment in studies and failures in each.

TEACHER'S TERM REPORT

- MM. Enrollment and attendance.
 NN. Distribution of enrollment by ages and classes.
 OO. Source of new pupils.
 PP. Ages of new pupils.
 QQ. Distribution of enrollment, number leaving, withdrawals, by classes and terms.
 RR. Distribution of enrollment, number leaving, withdrawals, by courses and classes.
 SS. Distribution of withdrawals.
 TT. Distribution of leavings and withdrawals, by ages and classes.
 UU. Age of graduates.
 VV. Graduates by years in school.

PUBLIC ELEMENTARY SCHOOLS

REPORT OF THE _____ SCHOOL, FOR THE TERM ENDING _____, 191-

ENROLLMENT, PROMOTIONS, NONPROMOTIONS, BY GRADES

All percentages will be figured at office of superintendent.

	FIRST GRADE											TOTAL ALL GRADES			
	Divisions									Total			Boys	Girls	Total
	C			B			A			Boys	Girls	Total			
	B.	G.	T.	B.	G.	T.	B.	G.	T.						
Enrollment for term...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
In division first time ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Previously in division..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Leaving.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Withdrawals.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Enrollment at date this report.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage enrollment at date on enrollment for term.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Promotions: One divi- sion only.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage on enroll- ment at date.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage on enroll- ment for term.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Promotions: Two divi- sions.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage on enroll- ment at date.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage on enroll- ment for term.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nonpromotions.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
From in division first time.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
From previously in di- vision.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage nonpromo- tions on enrollment at date.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage nonpromo- tions on enrollment for term.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(Same form for grades second to eighth)

(Same form for grades second to eighth)

DISTRIBUTION OF ENROLLMENT AT DATE OF THIS REPORT, BY AGES AND GRADES*

Ages	GRADES											
	First			Second			Third			Fourth		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 years.....												
7 years.....												
8 years.....												
9 years.....												
10 years.....												
11 years.....												
12 years.....												
13 years.....												
14 years.....												
15 years.....												
16 years.....												
17 years.....												
18 years.....												
19 years.....												
20 years.....												
Total by grades.....												
Below normal age.....												
Normal age.....												
Above normal age.....												

* Give age September 1.

DISTRIBUTION OF ATTENDANCE

Time	Boys	Girls	Total	Percentage of Whole Number
Attending entire term.....				
Attending at least—				
80 days.....				
70 days.....				
60 days.....				
50 days.....				
40 days.....				
30 days.....				
20 days.....				
10 days.....				
Attending less than 10 days.....				
Total (equal enrollment for term).....				

GRADUATES, BY YEARS IN SCHOOLS*

	Boys	Girls	Total
Taking six years.....			
Six and one-third.....			
Six and two-thirds.....			
Taking seven years.....			
Seven and one-third.....			
Seven and two-thirds.....			
Taking eight years.....			
Eight and one-third.....			
Eight and two-thirds.....			
Taking nine years.....			
Nine and one-third.....			
Nine and two-thirds.....			
Taking ten years.....			
Total.....			

* Counting three terms as a school year. Data from promotion record card.

NONPROMOTIONS, BY GRADES AND CAUSES

		Irregular Attendance	Physical Defects	Personal Illness	Incapacity (Mental)	Indiffer- ence
FIRST GRADE*						
C	{ Boys..					
	{ Girls..					
	{ Total..					
B	{ Boys..					
	{ Girls..					
	{ Total..					
A	{ Boys..					
	{ Girls..					
	{ Total..					
Total	{ Boys..					
	{ Girls..					
	{ Total..					
SECOND GRADE						
C	{ Boys..					
	{ Girls..					
	{ Total..					
B	{ Boys..					
	{ Girls..					
	{ Total..					
A	{ Boys..					
	{ Girls..					
	{ Total..					
Total	{ Boys..					
	{ Girls..					
	{ Total..					
THIRD GRADE						
C	{ Boys..					
	{ Girls..					
	{ Total..					
B	{ Boys..					
	{ Girls..					
	{ Total..					
A	{ Boys..					
	{ Girls..					
	{ Total..					
Total	{ Boys..					
	{ Girls..					
	{ Total..					
Grand total	{ Boys..					
	{ Girls..					
	{ Total..					
Percentage of total due each cause						

* Same form used for grades fourth to eighth.

FAILURES, BY STUDIES AND GRADES

		Reading	Spelling	Language	Grammar	Arithmetic	History	Geography
FIRST GRADE*								
C.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
B.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
A.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Total...	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
SECOND GRADE								
C.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
B.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
A.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Total...	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
THIRD GRADE								
C.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
B.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
A.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Total...	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Grand total..	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Percentage failures on enrollment for term.....		.....	.....	.....	.....	.....	.....	.....

* Same form used for grades fourth to eighth.

DISTRIBUTION OF LEAVINGS AND WITHDRAWALS, BY AGES AND GRADES*

AGES	GRADES																	
	First			Second			Third			Fourth			Fifth			Sixth		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 years.....																		
7 years.....																		
8 years.....																		
9 years.....																		
10 years.....																		
11 years.....																		
12 years.....																		
13 years.....																		
14 years.....																		
15 years.....																		
16 years.....																		
17 years.....																		
18 years.....																		
19 years.....																		
20 years.....																		
Total by grades.....																		
Below normal age.....																		
Normal age.....																		
Above normal age.....																		

* Give age September 1.

AGES OF GRADUATES*

[illegible]

* Give age at last birthday.

ENROLLMENT AND ATTENDANCE

	Boys	Girls	Total
Average monthly enrollment			
Average daily attendance			

PUBLIC ELEMENTARY SCHOOLS

TEACHER'S TERM REPORT

.....building Grade.....
Term ending.....191.....Teacher

[illegible]

NONPROMOTIONS, BY GRADES AND CAUSES

		Irregular Attendance	Physical Defects	Personal Illness	Incapacity (Mental)	Indiffer- ence
.....GRADE						
C.....	{ Boys..	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....
B.....	{ Boys..	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....
A.....	{ Boys..	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....
Total.....	{ Boys..	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....
Percentage total nonpromotions due each cause.....		.....	.....	.....	.....	.....

FAILURES, BY STUDIES AND GRADES

		Read- ing	Spelling	Lan- guage	Gram- mar	Arith- metic	History	Geog- raphy
.....GRADE								
C.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
B.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
A.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Total.....	{ Boys..	.....	.....	.....	.....	.....	.....	.....
	{ Girls..	.....	.....	.....	.....	.....	.....	.....
	{ Total..	.....	.....	.....	.....	.....	.....	.....
Percentage failures on enrollment for term.....		.....	.....	.....	.....	.....	.....	.....

Average monthly enrollment..	.....
Average daily attendance....	.....

DISTRIBUTION OF ENROLLMENT AT DATE OF THIS REPORT, BY AGES*

	AGES																		Total
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
Boys.....																			
Girls.....																			
Total.....																			

* This table to be filled in on May report only.

DISTRIBUTION OF LEAVINGS, BY AGES

	AGES																	Total
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Boys.....																		
Girls.....																		
Total.....																		

BEGINNERS I C DIVISION, BY TRAINING

	Boys	Girls	Total
Total number of beginners.....			
a) Number having received kindergarten training....			
b) Number having received no kindergarten training..			
Promotions.....			
a) Number having received kindergarten training....			
b) Number having received no kindergarten training..			
Nonpromotions.....			
a) Number having received kindergarten training....			
b) Number having received no kindergarten training..			

BEGINNERS I C DIVISION, BY AGES

	Boys	Girls	Total
5 $\frac{2}{3}$ up to 6.....			
6 up to 6 $\frac{1}{2}$			
6 $\frac{1}{2}$ up to 6 $\frac{3}{4}$			
6 $\frac{3}{4}$ up to 7.....			
7 up to 7 $\frac{1}{2}$			
7 $\frac{1}{2}$ up to 7 $\frac{3}{4}$			
7 $\frac{3}{4}$ up to 8.....			
8 up to 8 $\frac{1}{2}$			
8 $\frac{1}{2}$ up to 9.....			
9 and above.....			
Total.....			

HIGH SCHOOLS—ENROLLMENT IN STUDIES AND FAILURES IN EACH

STUDIES (SUBJECTS RUNNING MORE THAN ONE YEAR INDI- CATED D. C. B. A.)*	FIRST TERM†														
	Enrollment			Repeaters			Dropping			Remaining			Failures		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Latin.....															
D. Latin.....															
C. Latin.....															
B. Latin.....															
A. Latin.....															
German.....															
D. German.....															
C. German.....															
B. German.....															
A. German.....															
French.....															
B. French.....															
A. French.....															
Spanish.....															
B. Spanish.....															
A. Spanish.....															
Greek.....															
C. Greek.....															
B. Greek.....															
A. Greek.....															
History.....															
American history															
and civics.....															
English history.....															
Ancient history.....															
Mediaeval and mod-															
ern history.....															
Industrial history.....															
Art history (Euro-															
pean).....															
Art history (Ameri-															
can).....															
Economics, com-															
mercial law, and															
local industries.....															

* Other studies included, but not listed here, are English, mathematics, science, drawing, manual training, industrial activities, commercial activities, physical training, and music.

† The same forms are used for the second and third terms.

GENERAL INFORMATION

A page devoted to this subject should be included in each city report. The following subheads are recommended:

1. Legal basis:

a) Independent district or city government; if latter, relation of education department to other departments of the municipal government, especially as to raising of money, erection of buildings, and appointment of members of board of education.

b) Method of voting and paying bonds.

2. Financial basis:

- a) Limits of taxation and bonded indebtedness for school purposes.
- b) Assessed valuation of independent district or municipality.
- c) What percentage of true valuation is the assessed valuation.
- d) Present tax rates for schools.
- e) Amount of bonded indebtedness for schools.
- f) Amount of local school tax paid by owner of real estate whose true valuation is \$5,000.
- g) Percentage of total school moneys received from state, county, municipality, and school district.
- h) Approximate percentage of school moneys paid by business corporations not owned principally by citizens, as railroads and large industrial, mining, and commercial enterprises.

3. a) Population of city compared with population of four preceding censuses.

b) Number engaged in each principal class of occupation—agricultural, professional, domestic and personal, trade and transportation, manufacturing and mechanical, and also number engaged in each of the chief occupations that are represented in the city under each of these classes.

4. School census:

- a) Public-school enrollment.
- b) Private-school enrollment.
- c) Average daily attendance based on number belonging.
- d) Average daily attendance based on enrollment.
- e) Average daily attendance based on school census.

5. Scope of system—number of different kinds of schools, classes, and activities.

6. Organization of administration—relative authority and duties of superintendent, assistant superintendent, supervisors, principals, teachers.

7. Percentage of teachers appointed from outside the city.

PUPIL RECORDS

The foundation of all statistics concerning pupils is established in the records made by teachers in the schoolroom. Unless these records are expressed in common terms having a definite meaning the data gathered from them are not comparable. School statistics as at present compiled and compared are unreliable and of little value, and they will continue to be so until agreement can be reached not only as to terms used and the definite meaning of these terms, but also, to some extent, as to the method of recording and arranging the original data upon which school statistics are based.

The first work of the committee on uniform statistics consisted of a careful investigation of the subject of school records, and this resulted in

the submission of an elementary-school record system, thru the co-operation of the United States commissioner of education, to school superintendents thruout the country. Altho several forms were offered for the purpose of getting criticisms and suggestions and for the sake of illustrating the complete working out of a system of school records, chief emphasis was laid on the cumulative record card which was framed to serve as a permanent and progressive record of the pupil's kindergarten and elementary school career. The form recommended is given on p. 586. The card is 6 inches wide and 4 inches high. Copies may be obtained from the Bureau of Education.

After an examination of more than 500 replies to that part of the commissioner's circular relating to a cumulative record card, the committee finds as follows:

1. That there is substantially unanimous assent to the following general proposition:
A cumulative record card should be kept for every child thruout his entire kindergarten and elementary-school career.
2. That suggestions made by correspondents have not shown a preponderance of opinion in favor of any specific increase or decrease in either the size or content of the card.
3. That in view of those conclusions the card submitted has been adopted as best representing the consensus of opinion on the matter of a cumulative record card, and the committee recommends the general use of this card or one in substantial agreement with it as to the essential facts needed for statistical data and school administration.

The committee desires to call attention to the following suggestive list of uses to which the card may be put:

1. Amount of attendance of individual pupil for one year.
2. Comparative rates of progress in schools having seven-year, eight-year, or nine-year elementary courses.
3. Classification of pupils by age and grade. (Note that a standard date for computing ages is established, viz., September 1.)
4. Classification of pupils for enrollment data:
 - a) Duplicate enrollment in the school.
 - b) From other public schools in town or city.
 - c) From other public schools in state.
 - d) Original enrollment from all other sources.
5. Number of times child has been detained in a grade.
6. Foreign birth as affecting progress.
7. Kindergarten training as affecting progress.
8. Attendance in other schools as affecting progress.
9. Absence as affecting progress.
10. Numerous inquiries having to do with individual school management.

Diverse opinions as to the necessity of certain items on the "admission, discharge, and promotion card," as, for example, item "Conduct," are not necessarily barriers in the way of the uniform use of the form of card recommended; for in any school system such an item may be omitted

[illegible]

(1) 1. Last name.....(2) First name and initial.....		ELEMENTARY SCHOOL RECORD SYSTEM— ADMISSION, DIS- CHARGE, AND PRO- MOTION CARD	
(3) Place of birth.....	(4) Date of birth	(5) Vaccinated..	To be kept for every pupil and sent with the pupil when he is transferred to any school, either public or private, in the city or outside the city. Great care should be used to have the names complete and correct. Write all dates as follows: 1912-9-25.
(6) Name of parent or guardian	(7) Occupation of parent or guardian		
(8) Residence (Use one column at a time. Give new residence when pupil is transferred.)		(9) Date of discharge	(10) Age
			Yrs. Mos.
When a pupil is permanently discharged to work, to remain at home, or because of death, permanent illness, or commitment to an institution, this card is to be returned to the principal's office and a full statement of the cause of the pupil's discharge is to be made in the blank space remaining above.			

by direction of the superintendent or left optional with principals. The value of a uniform card lies chiefly in three considerations:

1. Universal adaptability for use in whatever system of schools the pupil may enter.
2. Decreased cost because of printing in large quantities.
3. Establishment of common practices of record-making and common terms for the expression of facts valuable for statistical investigation.

It is believed that any general record card recommended for universal adoption should not include a detailed statement of facts needed for an adequate study of individual cases of physically abnormal and retarded children. For such a purpose a special form should be used providing for yearly records of defective eye-sight, hearing, condition of teeth, and other physical characteristics, and for records concerning nutrition, environment, specific cases of illness, special aptitudes, and such other facts as are likely to be desired. The exact form of such a card may well be left for future consideration.

The general cumulative record card and this supplementary card will represent the *minimum* and *maximum* requirements of the individual cumulative record.

The daily register or daily summary should show four groups of admitted pupils as follows:

a) Pupils previously enrolled during the year, including transfers, *within the school or school district*. (This item is thrown out in computing the number of different pupils enrolled during the year in a given school or district.)

b) Pupils previously enrolled during the year *in some other school or school district in the town or city*. (This item is thrown out in computing the number of different pupils enrolled during the year in a given town or city.)

c) Pupils previously enrolled during the year *in other towns or cities in the state*. (This item is thrown out in computing the number of different pupils enrolled during the year in a given state.)

d) Pupils *not* previously enrolled during the year *in any town or city in the state*. (These are original enrollments included in all reports.)

It is not useful to attempt a classification of discharged pupils into four groups corresponding exactly to the four groups of admitted pupils. The following classification is suggested as a desirable one:

a) Pupils temporarily discharged, and transferred within the school or school district.

b) Pupils transferred to any other school, public or private. (Graduates separately.)

c) Pupils permanently discharged to go to work. (Schooling discontinued before completion of elementary-school course.)

d) Pupils discharged for other reasons. (A relatively small number whose schooling is discontinued before completion of elementary-school course for accidental reasons.)

More important, at the present time, than forms for recording attendance and enrollment data, is the securing of a common terminology for certain conditions of attendance and enrollment. The following definitions are submitted as representative of the best practice:

1. AGE AND GRADE CLASSIFICATION.—*For this purpose the age on the 1st day of September should be used. This is the age at which, approximately, the pupil enters upon the work of a new grade. There are good reasons for taking it in preference to January 1 the day on which the work of the grade is partially completed, or July 1, the approximate date on which the work of the grade is finished. It is commonly used in school census enumerations, and is conveniently near the time at which a great majority of pupils enter school. If once recorded on the "admission, discharge, and promotion card" it can be made a matter of record for each succeeding year with practically no effort and with little likelihood of error.*

2. NUMBER ENROLLED.—*It is generally understood that this item means the number enrolled exclusive of duplication, in whatever school unit it is reported for. The way in which this number may be ascertained is indicated under "enrollment data," above.*

3. NUMBER BELONGING.—*As soon as a pupil is known to have left the school without intention to return he ceases at once to belong and he is not thereafter included in the number belonging. If absent under any other circumstances he is carried on the rolls as "belonging," and marked absent for three consecutive days (or until he returns if his consecutive absence is less than three days in duration). He is "temporarily discharged" at the end of three consecutive days of absence, and then ceases to "belong" until he returns to school and is "readmitted."*

A period of three days is suggested as the limit of time during which pupils may be counted as "belonging," for the reason that it is believed to represent the common practice in a majority of the states.

N. B.—*"Average number belonging" means the same as "average membership." The average number belonging is found by the same process as the average attendance.*

4. AVERAGE ATTENDANCE.—*The average daily attendance during the school year (which is the average number of pupils actually present each day the schools were in session) may be computed as follows:*

a) *For a single school: Add together the number of days each pupil was present during the year or the number of pupils present each day during the year, and divide the sum (which is the "aggregate attendance in days") by the number of such school days.*

b) *For a group of schools having the same number of days in the year (as the schools of most cities have): Divide the combined aggregate attendance in days of all the schools by the number of days in the school year.*

c) *For a system of schools having different lengths of school year (as, for instance, those of a county): Add together the average attendance of the component schools and groups of the system as ascertained by the foregoing rules. For larger systems, as those of a state, the summing-up process is continued in the same way.*

NOTE.—*In systems of schools where monthly reports of attendance are called for the general principles of (a), (b), and (c), above, apply to the finding of monthly averages. The sum of the monthly averages of attendance in the schools of most cities, divided by the number of months, is approximately the same as the average attendance for the year found by the methods given above.*

5. AVERAGE NUMBER OF DAYS IN THE SCHOOL YEAR.—*In a school system having different lengths of school year in its various units [as in (c), above], the average number of days in the school year is found by dividing the combined "aggregate attendance in days" of all schools of the system by the "average attendance" as ascertained by the method given in (c).*

6. DISTRIBUTED ATTENDANCE.—*Distributed attendance is the attendance of individual pupils distributed by groups according to the number of days they have attended school during the year.*

A record of the number of days attended by each pupil during the year is provided for on the "admission, discharge, and promotion card," and it is believed that such a record, if generally kept, will prove to be of great interest and value in measuring school efficiency.

FISCAL STATISTICS

In order to determine the cost of any particular part of our system of education, it is necessary not only to have adequate statistics concerning pupils and teachers, but also a report of fiscal statistics differentiated, not only with regard to the purpose for which money is spent, but also with regard to the special types of schools which are found in a given city. The form of report recommended by the committee provides for such differentiation as will enable anyone to make adequate comparisons among the several cities of the United States, and at the same time calls for a system of accounts which will make it possible to discover the cost of particular types of schools within the system itself.

The form which follows was agreed upon by a committee of representatives from the United States Bureau of Education, the Census Office, the Association of School Accounting Officers, and the Committee on Uniform Records and Reports of the Department of Superintendence. This schedule for reporting fiscal statistics is the one now sent out by the United States Bureau of Education. It is as follows:

A. PAYMENTS—Continued

II. OUTLAYS (CAPITAL ACQUISITION AND CONSTRUCTION)

47. Land									
48. New buildings									
49. Alteration of old buildings									
50. Equipment of new buildings and grounds									
51. Equipment of old buildings, exclusive of replacements									
52. Total									

III. OTHER PAYMENTS

53. Redemption of bonds	\$	
54. Redemption of short-term loans		
55. Payment of warrants and orders of preceding year		
56. Payments to sinking funds		
57. Payments of interest		
58. Miscellaneous payments, including payments to trust funds, text- books to be sold to pupils, etc.		
59. Total		
60. Balances at close of year at		
61. Total payments and balances		

B. RECEIPTS

REVENUE RECEIPTS

62. Subventions and grants from state	\$	
63. Subventions and grants from county		
64. Subventions and grants from other civil divisions		
65. Appropriations from city treasury		
66. General property taxes		
67. Business taxes (licenses, excise taxes, taxes on corporations, taxes on occupations, etc.)		
68. Poll taxes		
69. Fines and penalties		
70. Rents and interest		
71. Tuition and other fees from patrons		
72. Transfers from other districts in payment of tuition		
73. All other revenue		
74. Total revenue receipts		

NON-REVENUE RECEIPTS

75. Loans and bond sales	\$	
76. Warrants issued and unpaid		
77. Sales of real property and proceeds of insurance adjustments		
78. Sales of equipment and supplies		
79. Refund of payments		
80. Other non-revenue receipts		
81. Total non-revenue receipts		
82. Total receipts		
83. Balances at beginning of year		
84. Total receipts and balances		

C. VALUE OF SCHOOL PROPERTIES

Class of Buildings	Total Value of Sites, Buildings, and Equipment	Value of Sites and Buildings	Value of Equipment	Interest on Value of School Plant
General control.....				
Elementary schools.....				
Secondary schools.....				
Normal schools.....				
Schools for the industries.....				
Special schools.....				

DEFINITIONS OF TERMS USED IN THE SCHEDULE FOR REPORTING
THE FISCAL STATISTICS OF CITIES

HEADINGS

Total.—Under this heading include the sum of all figures in the columns to the right, these columns to contain no duplicates.

Schools for the industries.—Include only those schools which offer training in specific vocations. Do not include those schools in which instruction in hand training is offered with a general educational aim, as, for example, the prevailing type of manual-training high school.

Special schools.—Include schools for blind, deaf, feeble-minded, delinquents, dependents, etc.

Special activities.—Include lectures, playgrounds, social centers, etc.

ITEMS

School year.—Report data for the school year instead of the fiscal year when they conflict, if this is possible without much additional labor.

Net payments and receipts only to be reported.—The receipts and payments to be reported must in all cases be net; i.e., the receipts must always show the total amounts received from all sources less any amounts received in error and later corrected by refund payments; and the payments must always show the total amounts paid for the different objects less any amounts paid in error and later corrected by refund receipts.

EXPENSES

Item 6. Offices in charge of buildings and supplies.—Divide this item into two parts when possible, placing upon the first dotted line expenses of "offices in charge of buildings," including those having charge of the construction and maintenance of physical properties, such as superintendent of buildings, school architects, inspector of buildings, superintendent of repairs, and schoolhouse commission. Payments to special employees engaged exclusively on new work should be charged to outlays. Opposite "offices in charge of supplies" upon the second line, report expenses of the offices of superintendent of supplies, business manager, or other officers whose duties are concerned with the purchase and distribution of supplies.

Item 7. Office of superintendent of schools.—Include all payments for salaries and expenses of the superintendent of schools and of those subordinate administrative officers whose duties are largely administrative and who are not primarily supervisors of instruction, such as assistant superintendent and board of examiners. See Item 11.

Item 8. Enforcement of compulsory-education and truancy laws.—Include salaries and office expenses of truant officers and police officers detailed as truant officers if paid out of school fund. (Payments for expenses of truant and parental schools should not be entered here, but in column headed "Special Schools.")

Item 11. Salaries of supervisors of grades and subjects.—Include salaries of assistant superintendents whose duties are mainly connected with the supervision of instruction and of supervisors of special subjects and of grades, including only those who devote half or more than half of their time to supervision. Include also the salaries of clerks of such officers.

In case an employee renders service in more than one kind of school in the same capacity, as that of a supervisor, prorate his salary, clerk hire, and other expenses between the different kinds of schools according to the amount of time devoted by him to each, charging the expense to the same account under each kind of school.

In case an employee performs one function in one kind of school and another function in another kind of school, as that of supervisor in the elementary schools and that of teacher in the secondary schools, charge his salary, clerk hire, and other expenses to the accounts corresponding to the function to which he gives the major portion of his time (if his time is evenly divided, to the higher function, as supervisor) and to the kind of school in which he exercises such function.

Item 13. Salaries of principals.—This item includes supervising principals, principals of groups and districts, and principals of buildings or similar units, including only those persons devoting half or more than half of their time to administration and supervision of instruction.

Item 15. Teachers.—Include all regular, special, and model teachers who devote more than half of their time to instruction.

Item 16. Textbooks.—Include only the payments for free textbooks furnished the pupils. The payments for textbooks purchased to sell to pupils should be reported under Item 58.

Item 17. Supplies.—Supplies are those things which when once used are actually or constructively consumed, including such items as writing-paper, drawing-paper, blank books, pencils, pens, adhesives, fasteners, carbon paper, rubber stamps, supplies for typewriter, and other mechanical office or school devices; magazines, newspapers, and other printed matter for current use; textbooks (for students, not purchased for library); test tubes, litmus paper, filter paper; polishing and abrading supplies; brooms and scrub brushes; drugs, chemicals, cleansers; laboratory supplies;

wearing-apparel; food supplies; flags; recreational supplies, etc. Include also freight and cartage of such items. Supplies used in instruction should be included under Item 17; those used in operation of plant, under Item 24. See also definition of equipment, Item 50.

Item 18.—Other expenses of instruction.—These items include other expenses incident to instruction, as rent of halls for graduation exercises, diplomas, etc.

Item 21. Fuel.—Include also freight, cartage, and weighing charges.

Item 24. Janitor's supplies.—See Item 17.

Item 27. Repair of buildings and upkeep of grounds.—Include payments for labor and materials incident to the repair of buildings, including painting, glazing, and of plumbing, lighting, heating, and ventilation equipment, and all payments for labor and materials incident to keeping the grounds in normal condition.

Item 28. Repairs and replacement of equipment.—For definition of equipment see Items 50 and 51.

Items 32, 33, and 34. Library expenses.—Payments for these expenses should be distributed according to the kind of school. Payments by school authorities for the maintenance of libraries used principally by the general public and not exclusively by the schools should be reported under "Special Activities."

Items 35 and 36. Promotion of health.—Report all payments for general promotion of health and distribute them among the various kinds of schools and educational activities as far as possible. Among the expenses that should be distributed to the different kinds of schools and special activities are "supervisors of physical training," "care and upkeep of playgrounds," etc. Payments for offices of directors and other overhead charges should be reported on the margin or on separate sheet under proper heads, as "clinic," etc.

Items 40 and 42. Payments to private schools and institutions.—Report all payments by the school system to private schools and institutions for the care and instruction of children in schools and institutions other than those belonging to the school system. These payments should be distributed as called for by the wording of the two lines, according to the kind of school or institution in which the children are kept; if in a day school or night school they should be given in the columns for such schools; while if in an institution furnishing board and clothing they should be placed in the column for special schools.

Item 44. Rent.—Charges for rent of offices used by the general administration should be reported under Item 8.

Items 47-51. Outlays.—Under "Outlays" report payments for lands, new buildings, new equipment, additions to buildings, or extensive alterations that materially change and improve the buildings, classifying these payments as called for by these items. Include with payments for land all

costs of acquiring title, original grading, and improvements to the grounds, artesian wells, etc. Include with payments for new buildings, architects' fees, advertising for contracts, payments on contracts for construction, installation of plumbing, lighting, heating, and ventilation equipment, etc.

All reports of payments for new equipment for general administration offices and all reports of payments for the acquisition, construction, or equipment of new buildings for the general administration should be reported in a column marked "Administration" on the margin or on an extra sheet.

Items 50-51. Equipment.—All things other than buildings, fences, and similar structures which are adapted to continuous use for increasing the efficiency or economy of human effort, including motors, power-operated machinery and accessories, hand tools, clocks, pianos, window shades, laboratory apparatus, furniture and furnishings, desks, globes, maps, charts, and typewriters, blackboards, except when included in contract for new buildings, wagons, harness, and other things used in transportation, fire-fighting apparatus, including hose, extinguishers, etc. (For convenience, lighting, plumbing, heating, and ventilating equipment are considered as part of the building.)

Item 58. Miscellaneous payments.—Include also any excess of the amount paid for supplies purchased for a storeroom over the amount issued on requisition, and expenses for school lunchrooms carried on by school funds.

RECEIPTS

Items 62-64. Subventions and grants.—Include all subventions and grants whether obtained from income from state funds, from leases of school lands, from appropriations, or from general property, business or poll taxes, or from fines and penalties.

Item 65. Appropriations from city treasury.—School systems that are administered as departments of the city government will report after Item 65 the aggregate appropriations from the city treasury for the use of school systems less any amounts that are derived from specific sources and are used exclusively for specific school purposes. These generally include amounts that for independent school districts would be reported after Inquiries 62, 63, 64, 71, 72, and, in some cases, 66. All amounts deducted as above directed from the aggregate appropriations should be reported on these lines as in the case of independent school districts.

Item 78. Sales of equipment and supplies.—Include receipts from sale of textbooks and supplies to pupils; also any excess of the amount of supplies issued on requisition from a storeroom over the amount paid for supplies; also receipts from lunchrooms carried on by school funds, from admission to public entertainments, etc.

DEFINITIONS OF FISCAL ITEMS IN THE SCHEDULE FOR STATE SYSTEMS AND IN
THE ABRIDGED FISCAL SCHEDULE FOR CITIES

The definitions of the items in the standard fiscal schedule for cities apply to the same items in the standard schedule for state systems and in the abridged city schedule, but many of the items in the last two are combinations of one or more items in the first schedule. A table is given below showing how this combination has been made. In order to ascertain the kinds of expenses that should be charged to any item in either of the last two schedules the definitions of all the items in the standard schedule which were combined in order to make the item should be consulted. Thus, to determine the expenses to be charged to Item 10 in the abridged schedule for cities, the definition for Items 22, 23, 24, and 25 in the standard schedule must be followed, as is indicated in the following table. Similarly, the expenses to be charged to 28*b* in the state schedule are given in definitions of Items 21 to 25, inclusive.

TABLE SHOWING MANNER OF "TELESCOPING" ITEMS OF STANDARD
FISCAL SCHEDULE INTO ITEMS OF OTHER SCHEDULES

State Schedule	Abridged City Schedule	Standard City Schedule
26 <i>a</i>	1	$\left\{ \begin{array}{l} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \end{array} \right.$
26 <i>b</i> } 26 <i>c</i> }	2	$\left\{ \begin{array}{l} 7 \\ 8 \end{array} \right.$
27 <i>a</i>	$\left\{ \begin{array}{l} 3 \\ 4 \end{array} \right.$	$\left\{ \begin{array}{l} 11 \\ 12 \end{array} \right.$
27 <i>b</i>	5	15
27 <i>c</i>	$\left\{ \begin{array}{l} 6 \\ 7 \end{array} \right.$	$\left\{ \begin{array}{l} 16 \\ 17 \\ 18 \end{array} \right.$
28 <i>a</i>	8	20
28 <i>b</i>	$\left\{ \begin{array}{l} 9 \\ 10 \end{array} \right.$	$\left\{ \begin{array}{l} 21 \\ 22 \\ 23 \\ 24 \\ 25 \end{array} \right.$
29	11	$\left\{ \begin{array}{l} 27 \\ 28 \\ 29 \\ 30 \end{array} \right.$

are at present in use in our various school systems. That they may be improved upon is fully realized by those who have contributed to the discussion and investigation which has led to the formulation of this report.

PAYSON SMITH, *Chairman*

GEORGE DRAYTON STRAYER, *Secretary*

WILLIAM H. ELSON

E. C. WARRINER

CHARLES M. LAMPREY

BLANK FORMS RECOMMENDED TO ACCOMPANY THE REPORT OF THE COMMITTEE
ON UNIFORM RECORDS AND REPORTS

The following sample forms are submitted as models for use of teachers in keeping the daily register, in making monthly reports to the principal, and for the use of the principal in making the monthly report to the superintendent. The forms submitted represent the minimum requirement. Space is found on both the teacher's monthly report blank and the principal's monthly report for additional local data which may be required in any school system. The recommended forms printed on the following pages are these:

Form I.—Directions to the teacher for keeping the daily register. These directions are to be printed on the title-page of the register, a sample of which is herewith submitted as a separate exhibit. The symbols suggested to be used in marking attendance and tardiness are of course arbitrary, but these are suggested as simple. They also have the advantage of making it easy to turn a supposed absent mark into a tardy mark.

Form II.—Teacher's monthly report to the principal. The explanation printed at the bottom of the sample submitted may be omitted in actual practice and this space used for local items.

Form III.—Principal's monthly report to the superintendent. This is printed as a half sheet leaving sufficient room for special data called for in any given system of schools.

FORM I

Register of Daily Attendance in.....School in the.....
of....., State of.....for the.....beginning
.....191...and ending.....191...Grade.....
.....Teacher.

DIRECTIONS TO THE TEACHER

1. Fill in the heading of the register with the appropriate words for city, village, district, year, term, etc.
2. Write the days of the month in the blank spaces above the letters which indicate the days of the week.
3. Enroll boys and girls separately.
4. Age should always be given as of September 1, preceding the date of enrollment.

5. Pupils admitted (or enrolled) in the school fall within one of four classes, viz.:
- a) Readmitted after temporary discharge, or admitted by transfer from another room in the same school.
 - b) Admitted by transfer from another public school in the same city or system.
 - c) Admitted by transfer from a public school in another city or system in the same state.
 - d) *Original* enrollments from all sources—pupils not previously enrolled in any public school in the state during the current school year.
6. Pupils discharged fall within one of four classes, viz.:
- e) Temporarily dropped (a pupil is temporarily dropped after an absence of 3 consecutive days).
 - f) Transferred to any other school, public or private, or to another room in the same school.
 - g) Permanently withdrawn to work, or because of having passed the compulsory school age.
 - h) Permanently withdrawn for any other reason—death, commitment to an institution, etc.

N.B.—The admission (enrollment) or discharge of a pupil is to be indicated by writing the letter *a*, *b*, *c*, *d*, *e*, *f*, *g*, or *h*, according to the definitions given above, in the space for the day and session in the daily register when said admission (enrollment) or discharge occurs.

SYMBOLS TO BE USED

Absent A.M.	A	Tardy A.M.	T
Absent P.M.	P	Tardy P.M.	P
Absent All Day	A		

FORM II

.....PUBLIC SCHOOLS. TEACHER'S MONTHLY REPORT TO THE PRINCIPAL

.....School.....Sessions Month of.....191.....

III.' Number belonging on the last school day of last month (Item III on last month's report)

Boys Girls Total

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Boys Girls Total

- a) Readmissions and other duplicate enrollments within the school.....
- b) From other public schools in the city.....
- c) From public schools in the state outside of the city.....
- d) *Original* enrollment from all other sources.....

I. Total number admitted. (The sum of <i>a</i> , <i>b</i> , <i>c</i> , and <i>d</i>).....			
	Boys	Girls	Total
e) Temporarily dropped.....			
f) Transferred to another school or room.....			
g) Permanently withdrawn to work.....			
h) Permanently withdrawn for other reasons....			
II. Total number discharged. (The sum of <i>e</i> , <i>f</i> , <i>g</i> , and <i>h</i>).....			
III. Number belonging at the end of this month. ($III' + I - II$).....			
	Boys	Girls	Total
2.' Total number belonging (Total for all sessions)			
3.' Total number present (Total for all sessions)			
4.' Total number absent (Total for all sessions)			
5.' Total number tardy (Total for all sessions)			

The above totals are to be used by the principal in finding attendance data for the school.
(See Principal's Report.)

If desired for any purpose the average for the room may be found and recorded as indicated below.

	Boys	Girls	Total
2. Average number belonging ($2' \div$ the number of sessions).....			
3. Average number present ($3' \div$ the number of sessions).....			
4. Average number absent ($4' \div$ the number of sessions).....			
IV. Per cent of attendance ($3' \div 2'$).....%			
V. Per cent of absence ($4' \div 2'$).....%			
$2' = 3' + 4'$ $2 = 3 + 4$ $IV + V = 100$ per cent. (These checks should be applied before handing in report.)			

Explanation: Items *a*, *b*, *c*, *d*, *e*, *f*, *g*, *h* are to be obtained by counting the number of pupils recorded under each item according to "Directions to Teachers" accompanying the Daily Register.

Items 2', 3', 4', 5' may be summarized daily on the last four lines of the Register.

It is advised that pupils be admitted or discharged only for whole days, i.e., in the morning. The number of pupils belonging for the day will then be doubled to get the number belonging for both sessions. This number minus the number of absences for both sessions will agree with the number present for both sessions.

These daily summaries, added, give the totals required for 2', 3', 4', 5'. Totals 2', 3', 4', each divided by the whole number of sessions for the month, give the averages 2, 3, 4.

(This explanation would be omitted from regular form, and the space used for additional items that might be of local significance.)

.....
Teacher

FORM III

Public Schools

PRINCIPAL'S MONTHLY REPORT TO THE SUPERINTENDENT

.....Sessions Month of.....191.....

III' Number belonging on the last school day of last month

Boys	Girls	Total

a) Readmissions and other duplicate enrollments within the school.

b) From other public schools in the city.

c) From public schools in the state outside of the city.

d) Original enrollment from all other sources.

Boys Girls Total

I. Total number admitted (the sum of a, b, c, and d).

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Boys Girls Total

e) Temporarily dropped.

f) Transferred to another school or from one room to another.

g) Permanently withdrawn to work.

h) Permanently withdrawn for other reasons.

II. Total number discharged (the sum of e, f, g, and h).

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III. Number belonging at the end of this month (III'+I-II).

ATTENDANCE RECORD

The sums of 2', 3', 4' respectively on the teachers' monthly reports, divided by the number of sessions, give the required averages.

2. Average number belonging

3. Average attendance

4. Average absence

5' Total number tardy

KINDERGARTEN			OTHER GRADES		
Boys	Girls	Total	Boys	Girls	Total

Principal

DISCUSSION

PAYSON SMITH, state superintendent of public schools, Augusta, Me.—From this convention the members will return to their several fields of labor bearing new inspiration, new ideals, new methods, new plans. There will not be lacking, either, the opportunity to carry with them new sets of figures quoted here to substantiate every shade of educational opinion.

A saving grace of our school statistics at present lies in their extreme flexibility. They may be utilized to prove whatever premise one chooses for the moment to adopt. The fear persists therefore that educational statistics will not constitute a large part of the mental impedimenta of the return journey.

To the credit of our platform exponents of education let me hasten to say that by common consent they have adopted into their current phraseology such conscience-satisfying, responsibility-dodging introductions as "it is said that" or "someone has estimated" or most commonly "according to a recent school report we learn."

To record the conviction of the Department of Superintendence that reliability is not an impossible ideal of school statistics and to assist in establishing methods that will insure such reliability, the Committee on Uniform School Records and Statistics was authorized in 1910. The preliminary report of this committee was made at Mobile last year by the secretary, Dr. Strayer.

Herewith in the several documents placed in your hands today the committee begs to submit its final report.

In the making of this report, it is appropriate to say, at this time, that your committee has had from the first the cordial co-operation of the Bureau of Education, former Commissioner Brown and Commissioner Claxton having personally attended the meetings. Dr. Updegraff of the bureau has kept in closest personal touch with the work of the committee and has given invaluable assistance to it.

Moreover, I desire to acknowledge appreciatively for the committee the service the superintendents of the country have rendered thru the painstaking care they have taken in examining the various forms submitted for their approval and suggestion. Indeed it is fair to say that the report before you represents not alone the work of the committee and of the bureau, but is a collaboration of these with members of the Department of Superintendence and of school officers thruout the country.

The presentation of the report this morning is the joint production of the members of the committee who are present. My part, which I promise you shall be brief, will be to indicate the general survey of the field attempted to be covered. Others will speak somewhat in detail of the various sections of the report.

At the first meeting of the Committee on Uniform Records and Reports five definite points of attack of the problem were indicated. First, there are the items to be recorded in relation to the individual child, the smallest unit, yet the one for whom, we trust, the system is constructed and run. The result of the discussion on this point was the individual pupil's cumulative record card, which was submitted to superintendents of schools in all states and was very generally approved by them. It was an important part of the preliminary report presented last year at Mobile. Up to this date school systems representing many states of the Union have adopted the card absolutely as reported while many others report that they are using forms identical in all essential points. The issuing of this form by various card-catalog publishers is perhaps satisfactory evidence of the practical appeal it has made.

The second task undertaken was to secure if possible a similar agreement on a uniform teacher's register to the end that a common ground be reached for recording and reporting items of the individual schools. This task has presented unusual difficulties growing out of the varied local requirements in respect to information desired. The forms for this register could not be obtained in season for distribution in advance of this

meeting. They are among the material you have now and will be discussed by Mr. Warriner.

A very large part of the time and attention of the committee has been given to the proposed forms for collecting fiscal and educational statistics from the various school systems. The forms finally adopted you have seen. There has already been a sufficient degree of agreement on these forms by county, city, and state superintendents to warrant the expectation that they will at least provide a most satisfactory basis for the beginning of a uniform statistics collecting agency. Several state superintendents have already undertaken to formulate their own reporting systems on this common basis. A particularly satisfactory development has been that indicated by the suggestion of Commissioner Claxton and agreed to by state officers that thru these forms a system may be devised by which the national bureau will collect its statistics thru the state officers, obviating the necessity of the several reports now required or requested of local officers.

On these three points thus far mentioned it has seemed important to secure agreement not only as to the fundamental facts to be kept and recorded by all school systems but even to prescribe with some detail the manner of their recording. This does not preclude the possibility of such additional statistics gathering as any local officer may desire. Without such agreement, however, the value of statistics for purposes of comparison will be greatly decreased if not entirely lost. The committee appreciates fully the importance of preserving the sequence of items that have always been considered and the forms suggested do not by any means contemplate the ignoring of previous records, however faulty they may have been made.

The fourth and fifth propositions considered were the form and content of city and state reports. The method and form of final publication of statistics, while not presenting the problem of securing accuracy to the same degree as in collecting statistics, are nevertheless of supreme importance as dealing with the ultimate use of it all, the interpretation to the public. It is obvious that there is little use in collecting masses of figures and statistics if they are not to be made available for the practical service of those who seek the improvement and right adjustment of the conditions represented. The committee has of course recognized that the forms of presentation are not to be prescribed on all points of detail. However, if my school reports are to be useful to you and yours to me, then on certain fundamental points of common experience we must speak to each other in the terms of a common language. For this reason your committee has gone so far as to suggest in the sections dealing with city and state reports certain points, tables, and schedules thru which it believes any school report will be made to appeal to a larger constituency.

In closing my part of this presentation, I beg to emphasize the point that the work thus far done in bringing about a partial reformation in our methods of school reporting will increase in value in direct proportion as superintendents bring about the more general adoption and use of these forms that stand as the joint product of yourselves and of the other agencies I have named.

Such uniformity as may be implied in this general adoption of forms or general use of suggested tables is by no means incompatible with originality in report-making. After we have agreed upon the fundamental points of school reporting and accounting to the end that we may have comparable data expressed in similar terms, then the manner of their presentation and interpretation to the public will constitute a constant challenge to the skill and ingenuity of the superintendent who himself knows his schools and desires his public to have the same full information.

HARLAN UPDEGRAFF, Bureau of Education, Washington, D.C.—The committee has made a notable contribution to the progress of educational administration. A complete revision in the recording and reporting of school data is demanded by the conditions which confront us. Our schools have grown in much the same manner as has the business of a

storekeeper in a small town, which increased as the municipality grew, until it became a prominent factor in the commercial life of a large city. When the business was small and its owner could personally supervise all the details of the bookkeeping system he could well regard his entire establishment as a single unit, but as it grew larger and larger and he knew less and less of the details it became necessary for him to adopt a system of accounting which would separate the businesses of the various departments as they increased in number, and which would at the same time by a careful, scientific classification of expense and receipt items reveal leaks, check wastes, and measure profits.

The largest city systems have many different types of schools and activities, and some of these are properly divided into smaller units called departments. Every city and almost every town and village in the United States has an elementary and a high school. Rural schools are expanding, so that they have a high school and departments of manual training, domestic science, and agriculture. A school farm is frequently a source of revenue to the district as well as an educational laboratory. Progressive school boards are demanding that accurate and separate accounts be kept of each unit of school work and in such a way as to show clearly the function served by every expenditure and the source of every receipt. The gain in the increased economy and efficiency will more than repay the increased expense involved in their more detailed accounting and reporting.

The attendance and expense figures for a city school system as a whole are practically meaningless save for the relation they show in a broad way to the relative totals of school expenses as compared with expenses in other civil affairs. Their value in pointing out ways for increased economy and increased efficiency is practically nil. We must have separate figures for elementary schools, high schools, training schools, special schools of various types, and for all the schools included in the city system, and the details with which the expenses of these various types of schools are kept should increase with the amount of money expended for their support.

One of the chief merits of the fiscal forms is that they are all arranged in accordance with the same functional classification of items. The longer schedules may be reduced to the shorter by simple addition of the items involved in each case. In this way the state and the national education offices may collect data from each system of schools on a schedule commensurate with the size of its school system. The data may be reported both in separate tables for each group, as for cities above 10,000, cities from 2,500 to 10,000, and rural districts, and also all together in a fundamental table from which the summaries of the state may be calculated.

Accounting forms for keeping these detailed expenses may be adapted to many different systems of accounting. The essential form is one covering two pages. Upon the left side of the left-hand page should be placed columns for such data as will identify a voucher, followed by a total column. The remaining portion of the left-hand page and all of the right-hand page should contain as many columns as are required—one for each of the various kinds of payments. Such a form may be used as a book of original entry, as a principal or as a subsidiary ledger, or for more than one of such purposes.

It falls to the United States Bureau of Education more than to any other agency to put into effect the recommendations of the committee, if approved by the department. The Bureau of Education asks your full and hearty co-operation. The final result will depend more upon the attitude the school officers take toward the matter than upon the staff of the Bureau of Education.

E. C. WARRINER, superintendent of schools, Saginaw, Mich.—Speaking generally, uniformity in educational matters is not desirable. Uniform courses of study, uniform textbooks thru any wide area, uniform methods of teaching, are alike deadening, stifling to initiative and individual growth, and therefore result in stagnation rather than in progress. In the matter of educational reports, however, the opposite is true. Here

variety tends to chaos and confusion, hence to inactivity, while uniformity permits comparisons to be made, resulting in emulation and progress.

At the Mobile meeting of this department a cumulative record card was recommended by your committee, designed to follow a pupil thru his elementary-school career. That this card fills a place in our record scheme is proved by replies received in the office of the commissioner of education showing that 216 cities have already adopted and are using this card. These replies have not shown a marked demand for any change either in the size or in the contents of this card, and your committee therefore resubmits this card and urges its wide adoption. From this cumulative record card may be learned in what schools the pupil has been enrolled during his elementary-school career and what effect his attendance in these different schools has had on his progress; the card also shows how many times the child has been detained in a grade and the relation between absence from school and retardation; the card will also show the influence of foreign birth and of kindergarten training on school progress. For these reasons your committee strongly urges upon all superintendents present the earnest consideration of the advisability of using the card presented and already in use in 216 cities.

As was pointed out in the report of this committee a year ago at the Mobile meeting, the ultimate basis for all statistics in regard to pupils is the teacher's daily register. From the records found in this register is compiled the teacher's monthly report to the principal, from these the principal's report to the superintendent, and so on to the end. If, then, there can be an agreement as to how the teacher's daily register is to be kept and an agreement as to the terminology therein employed, educational statistics in city and county systems, in states, and ultimately in the nation, will assume a uniformity eminently to be desired.

Your committee made certain definite suggestions a year ago in regard to the definitions to be used in keeping the daily register, which we desire to repeat and urge for readoption with one exception. Our former report recommended that a pupil should be temporarily discharged at the end of five consecutive days of absence. We now recommend that *three* replace *five* in this definition as conforming to the existing practice over a wide area of the country. With this change, your committee suggests that a teacher's daily register should contain the following items.

1. Names of boys and girls, enrolled separately.
2. Age of each pupil as of September 1 of the current school year.
3. Attendance by sessions.
4. Tardiness by sessions.
5. Enrollment, classified as follows:
 - a) Pupils previously enrolled during the year, including transfers within the school or school district. (This item is thrown out in computing the number of different pupils enrolled during the school year in a given school or school district.)
 - b) Pupils previously enrolled during the year in some other school or school district in the same town or city. (This item is thrown out in computing the number of different pupils enrolled during the year in a given town or city.)
 - c) Pupils previously enrolled during the year in other towns or cities in the state. (This item is thrown out in computing the number of different pupils enrolled during the year in a given state. The use of this item will enable state departments to secure an accurate record of the whole number of different pupils enrolled within the state.)
 - d) Pupils not previously enrolled during the year in any town or city in the state. (These are original enrollments included in all reports.)
6. Discharged pupils, classified as follows:
 - a) Pupils temporarily discharged (after an absence of 3 consecutive days) or transferred within the school or school district.
 - b) Pupils transferred to any other school, public or private.
 - c) Pupils permanently discharged to go to work or because of having reached the age limit before completing the elementary-school course.
 - d) Pupils discharged for other reasons.

The above data comprehend the minimum requirement of information to be furnished by a teacher's register. Certain other items obtainable from these data must be recorded daily either in the register itself or on a daily summary sheet. As to where items shall be thus recorded is a matter of detail which is not of so great importance as is the fact that the same definitions be adopted generally. The most important of these definitions are those of the total enrollment, number belonging, and average attendance. It is of prime importance for any comparative use of enrollment statistics that the same meaning of the word enrollment should be generally adopted. Plainly, in reckoning the total number of different pupils enrolled in a given school system, the only fair and honest basis is to exclude all duplications of names within that system. Pupils transferred from one room to another room in the same school or from one school to another school in the same city or school system should be counted but once. All such duplications should be faithfully deducted in making up the enrollment figures for the year, even if the final showing is disappointing from the point of view of numbers. These deductions are provided for in items (a) and (b), under the definition of enrollment above.

Your committee has gone a step farther and provides for the prevention of duplicate enrollments within the state. We believe that this will be hailed by all state superintendents as a forward step. Education is a state function. The state is an important unit in every educational function and statistics should be honest and fair with respect to states quite as much as with respect to individual cities or districts. This recommendation will bring about knowledge of the facts of state enrollment.

The number of pupils belonging is determined by the rules given above for the discharge of pupils. Where funds are distributed on the basis of average membership of the school or average number belonging, it is a matter of justice that the same basis be adopted for deciding how long pupils are to be carried on the rolls. The recommendation of your committee that a pupil be dropped from the rolls after three days of consecutive absence is believed to accord with the most general practice and we hope that it will be universally adopted. To ascertain the average membership or average number belonging, it is only necessary to find the sum of the number belonging for a series of days and divide this sum by the number of days in consideration.

The average daily attendance is found in the same way, by adding together the number of days each pupil was present during the year and dividing the sum, which is the aggregate attendance in days, by the number of school days during the year. In case the percentage of attendance is required, it may be found by dividing the average number of attendance by the average number belonging.

Whether these last-named items are recorded in the teacher's register every day or not, they must be kept and reported at the end of the month and of the year to the principal, superintendent, or board of education. For this purpose your committee submits a model form for the teacher's monthly report to the principal.

It is probable that in different states and in different school systems other and additional items may be recorded in the teacher's register and reported in the teacher's monthly report. This will in no way interfere with the minimum amount of information as here described. Your committee does not include in its model register the residence of pupils or the name of parents, because these are found on the cumulative record card previously recommended and adopted by this department. But if these are added it will only add to the size of the register form. The committee recommends a scheme of symbols for recording different forms of enrollment and discharge. The advantage of the adoption of such a uniform system would be the ease with which teachers moving from one place to another might accommodate themselves to a new system of schools. The work of record-keeping should be made as easy as possible for teachers, and if record-keeping can be standardized, a teacher once having learned to keep a register will be able to keep the register wherever he goes. Under existing conditions a new teacher must spend too much time in learning the red tape of the new system in which he finds himself.

WILLIAM H. ELSON, superintendent of schools, Cleveland, Ohio.—Valuable experiments in education now being made are described in the reports of superintendents. These documents are for this reason becoming increasingly helpful and widely used by students of education. In consequence these reports should be made readily usable by having: (1) a table of contents, showing not only general headings treated, but also the subheads; (2) a carefully prepared index. These are important factors in making the report usable.

The report should contain tables showing the enrollment, the distribution of enrollment; withdrawals, distribution of withdrawals, causes of withdrawals; nonpromotion, distribution of nonpromotion, causes of nonpromotion, failures in studies, for both elementary and high schools.

Increasing interest centers in cost. The increasing cost of education and the limits of taxation make necessary the squaring of every educational measure with money-values. Per capita cost of instruction, on the one hand, and of educational equipment and supplies, on the other, should be shown city-wide and per building. Five- or ten-year tables showing cost should be carried for purposes of comparison. Such tables of cost not only make for economy in educational supplies and equipment but they foster unification and standardization in the various buildings in a school district.

The gathering of data along lines suggested in the forms submitted by this report of the Committee on Uniform Records and Reports will go a long way in placing actual school conditions at the disposal of administrators and make possible the overcoming of such educational waste as the school may be found to be responsible for.

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