GUIDANCE AND COUNSELING PAMPHLETS FOR PROSPECTIVE COUNSELORS AND THE DES MOINES SCHOOL PUBLICS

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GUIDANCE AND COUNSELING PAMPHLETS FOR PROSPECTIVE COUNSELORS AND THE DES MOINES SCHOOL PUBLICS

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CHAPTER I

INTRODUCTION

Des Moines Public Schools have a long history of caring for the individual differences of the students. Visiting teachers and psychologists have been employed for years as members of the regular staff. The homeroom, the student counsel, testing programs, cumulative records, remedial and special classes, and individualized educational programs have long been standard policy.

The Board of Education in the spring of 1952 granted released teacher-counselor time. In the fall of 1952, two teacher-counselors in each of the five senior high schools were given released time to counsel with the incoming tenth grade students. Both men and women who had received special training were included in the teacher-counselor personnel. Prior to September, 1952, assigned part-time counseling was included among the many and varied responsibilities of the class and diet advisers. In September of 1950 the Board approved Mr. Howard Lanterman's recommendation to extend the counseling program to the junior high school.

Mr. Lanterman was the director of the 15 junior high schools' study and testing program. Initially, in the 1949-50 school year, all of the junior high schools were given an intensive part to their school with the
minute per day, per student.

Progress was made in improving the guidance services. In the school year 1962-63, eight full time counselors were appointed. An average of four full time counselors was appointed for each of the four senior high schools for the 1964-65 school year. Additional counselors were hired in the spring of 1967 to make a ratio of one counselor for every three hundred secondary school students.

I. THE PROBLEM

Statement of the problem. Counseling and guidance services have become an integral part of the Des Moines Public School System. The goal of the guidance program is to produce, at every level of society, men and women with greater self-respect, more capacity for self-direction, and with the will to make their maximum contribution to society.

The supervisor of the Guidance Department felt that if the services were to function effectively, the philosophy of guidance must be understood by prospective guidance counselors and that this philosophy must be understood by

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2 Ibid., p. 2.
parents and other school publics.

It was the purpose of the study to construct two pamphlets, one for prospective guidance counselors, and one for parents and other interested school publics in order that the guidance program would be understood.

**Importance of the study.** The supervisor of guidance in the Des Moines Schools, as well as several of the guidance counselors, had indicated that such pamphlets were necessary. In answer to a request for samples of such material from supervisors of guidance in other city schools in the United States, the need for such materials was expressed.¹ This study was conducted primarily to build a better relationship between the guidance department and its publics.

II. DEFINITIONS OF TERMS USED

**Publics.** "Publics" in this study refers to the teachers, administrators, parents, and the public at large with an interest in the Des Moines School System.

**Individualized educational programs.** "Individualized educational programs" refers to curricula set up to meet the needs of "special children" in the public schools, that is,

¹Appendix B.
physically and mentally handicapped students.

III. LIMITATIONS OF THE STUDY

The study was limited to the junior and senior high schools in the Des Moines Public Schools and to the publics that were associated with them.

IV. PROCEDURES

Much of the initial planning of this study was done with the assistance and cooperation of Mrs. Gene T. Saal, Supervisor of Guidance in the Des Moines Schools.

A letter was sent to thirty supervisors of guidance of selected city schools in the United States requesting copies of such pr outlets.  These were studied for information on what other schools were doing to bring information to their publics. Information was also collected from

periodicals and guidance books to help determine the areas that were not available to include in the pamphlets.

The investigator used her guidance and counseling office as a laboratory, and from this laboratory she

obtained information from counselors and students that was

of help in constructing the pamphlets, which, with facili-
tation, were approved by the director of staff.
The money required for the printing of the pamphlets was obtained through the Department of Guidance of the Des Moines Schools.
CHAPTER II

REVIEW OF THE LITERATURE

Many writers have expressed their concern about the lack of rapport between school guidance departments and their publics. Lack of understanding or a too rigid adherence to the dictionary meaning of guidance has given a misconception of the guidance function.

I. LITERATURE EXPRESSING CONCERN ABOUT THE LACK OF RAPPORT

Delaney stated that the guidance counselor seemed to belong nowhere. When guidance was first begun it was attacked as an educational frill, guaranteed to waste the taxpayers' money. Later it was labeled as a haven of incompetence. Guidance counselors often tarnish their own image.¹

As guidance moves forward, Leonard predicted the 1975 school counselor would be involved in the counseling of teachers and non-professional school employees. The only disadvantage of this system appears to be the possibility that, in some instances, faculty members have not accepted

their colleagues as their teachers, and personality clashes have occurred which disrupt faculty morale. The counselor must take these necessary steps:

1. Re-direct people's attitudes toward his role and cultivate public understanding and support.
2. Articulate his own identity.
3. Agree with other counselors on their position.

Counselors must communicate their role to their publics. This requires career-long contracts giving counselors time to lucidly and frequently explain the purposes and methods of their work. To do this the counselor must know who he is, what he is, and where he wants to go.\(^1\)

Fla believed that poor relations existed between counselors and their publics because common goals and purposes were not recognized. She maintained that good relations could develop through cooperation, understanding, patience and respect. When she spoke of the teacher counselor relationship, she said, "We are the same team, aiming at the same goals. One should serve as a resource person for the other."\(^2\)

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II. LITERATURE ON LACK OF UNDERSTANDING OF THE GUIDANCE PROGRAM

Peters listed the following steps necessary for the counselor to take to develop understanding: "Re-direct people's attitudes toward the counselor's role and cultivate public understanding and support. Counselors must articulate their own identity. School counselors themselves must agree on their position."¹ "Because guidance is one of the newer aspects of education," Arbuckle said, "it is sometimes subject to criticism as one of the extras in education that could be removed without any adverse effects."²

Public misunderstanding of the guidance program and its purposes is a cause for inconvenience. For too long, guidance workers have assumed that their publics understood the nature and purpose of the guidance function. Recent actions of school workers with industrialists and business men, events, and categories of honored workers have indicated that more in a long road which must be travelled before these tasks are before aware of the meaning.

²Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn & Bacon Inc., 1957), p. 3.
and nature of professional guidance.\footnote{1}

Paulson defined guidance as assistance with the formulation of attitudes, habits, and goals, and the making of choices. Guidance is as old as society. School guidance, however, is relatively new. Counselors work to bring to each individual student all the assistance the school can marshal to help him to interpret his experiences, to gain in self-confidence and self-direction, and to know not only where he is going, but how he expects to get there and what he wants to be as he travels and arrives.\footnote{2}

"The school counselor is a member of a new profession," Hill related. "He is currently experiencing what all new professions experience, lack of understanding as to his function, lack of acceptance in some quarters, a seeming confusion which is both discouraging and harrowing. Even some of his fellow counselors seem to be lacking in understanding."\footnote{3}

Many writers have discussed the need for a better understanding of the guidance program as one parents.

\footnote{1}Herman J. Peters, "Interference to Guidance Program Development," The Personnel and Guidance Journal, XXXII (October, 1963), 121.


School counselors and guidance directors will find parents more and more involved in the child's guidance efforts. Those who work in schools now deal with the best educated body of parents any school has ever had. Thus, their expectations are the best and most demanding of any generation of American parents. The development of sound understanding of the guidance and other pupil services is basic to sound support.¹

Herrick listed the following purposes for reporting to parents:

1. To help teachers and parents both to arrive at a better understanding of the child and his achievements, his needs and his problems.
2. To develop a plan to help him to continue to grow in a desired direction, academically, physically, socially, and emotionally.

In addition to face to face relationships with parents, the counselor can use various written communications such as leaflets suggesting and explaining the means by which parents can enrich the child's school experience through the home.²

¹Ibid., p. 156.
There has been talk for many years about establishing closer liaison between the home and the school. Bernard stated that the need for this liaison is clear to counselors who see that staying in school, selecting a proper course, choosing a career, dating problems, and relating to teachers are all intimately bound up with parent-child relations.

Parents are the most significant adults in the lives of children, according to Boozer. They are primary resources in enabling children to become successful school learners and to develop appropriate life styles.

Finally, in communications with parents, school persistence, career choice, attitudes, and aptitudes of youth must be among the chief concerns of the school counselor. The time to include the parent in the education of the child is now, according to Johnson. There can be no better form of public relations than good two-way communication between the parent and the school.

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CHAPTER III

GUIDANCE AND COUNSELING Pamphlets for Prospective Counselors and the Des Moines School Publics

This chapter contains the two pamphlets developed from this study. The first pamphlet, Your Child and Guidance, deals, in essence, with the role of the guidance counselor in relating to students and parents. It further encompasses such aspects as group guidance, testing, community services, and job placement.

The second pamphlet, Guidance in Greater Des Moines, summarizes the philosophy and objectives, salaries, pupil-counselor ratios, the professional services available to the potential counselor, and pertinent information about the city of Des Moines and its desirability as a place to live. Lastly, it gives a thumbnail picture of what the Des Moines School System expects of its counselors.

Ideas for the content of the pamphlets were selected after careful study of the pamphlets of this nature received in reply to letters sent to city schools in the United States.¹ Ideas selected for use were those most often used in these pamphlets and handbooks.

The final approval for the pamphlets was given by the director of guidance in the Des Moines Schools. The pamphlets follow:

¹Appendix D.
YOUR CHILD AND GUIDANCE
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YOUR CHILD AND GUIDANCE

Introduction

To Parents:

This introductory statement will be written by the supervisor of guidance at the time of the publication of the pamphlet.

Guidance—A Definition

Because every child is unique, school guidance is necessary to meet the needs of the individual. It is the goal of guidance in the Des Moines Schools to produce at every level of society boys and girls with greater self-respect, more capacity for self-direction, and with the will to make their maximum contribution to society. Each student needs to develop an awareness of his abilities and limitations.

Guidance, then, is the means by which the pupil is helped to know himself and to develop attainable educational and vocational goals.

The Guidance Counselor

The guidance counselor is the member of the school staff who is primarily responsible for assisting pupils in making decisions about educational and vocational plans and personal adjustments.
The Guidance Counselors

1. Counsel with students
   a. Help students develop a knowledge of themselves
   b. Help students understand and appreciate others
   c. Aid students in acquiring effective study habits
   d. Assist students to make increasingly mature decisions

2. Counsel with parents
   a. Conduct teacher-parent conferences
   b. Conduct parent-student conferences

Counselors and group guidance
   a. Share responsibility for the group guidance program in the building
   b. Cooperate with teachers in presentation of group guidance units
   c. Work closely with the homeroom teachers on group guidance

Purpose and Techniques of Guidance

Orientation

To leave elementary school and enter junior high school or to leave junior high school and enter senior high school is often a difficult experience for young people.

As a part of the guidance orientation programs the junior and senior high schools plan ways to make the adjustment easier for the pupils. A junior high school counselor visits the 7A classes
in the elementary schools before the end of the semester. In some cases the sixth grade pupils visit the junior high school they will attend the following semester. These occasions give the guidance counselor an opportunity to:

1. tell boys and girls something about the new school they will attend
2. prepare them for some of the new experiences they will have

During the first weeks of junior high school the counselor conducts assemblies designed to help the pupils become adjusted to their new environment. Here students may ask questions about any new situations or puzzling problems.

To make the move as smooth as possible for the junior high school student, a tenth grade orientation day is held prior to the opening of school. This gives the student an opportunity to view his new surroundings and to become acquainted with his curriculum.

Thus, the guidance department of the Des Moines schools helps to make these transitions in the pupil's school progress smoother.

Testing

Testing in the Des Moines schools is on a city-wide basis, with group standardized tests of ability
and achievement assigned at specific grade levels.

What is a standardized test? A standardized test is any well constructed test which has been given with the same directions and the same time limits to thousands of pupils across the country. The test results serve as a guide post for comparison. The following is a list of the tests used in the Des Moines schools group testing program:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test</th>
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<td>Metropolitan Reading Readiness</td>
<td>Reading</td>
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<td>2nd</td>
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<td>Capacity</td>
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<td>Iowa Tests of Basic Skills</td>
<td>Achievement</td>
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<td>4th</td>
<td>Otis Quick Scoring Mental Ability--Beta</td>
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<td>8th</td>
<td>Iowa Tests of Basic Skills</td>
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<td>9th</td>
<td>General Aptitude Test Battery</td>
<td>Aptitude</td>
</tr>
<tr>
<td>10th</td>
<td>Otis Quick Scoring Mental Ability--Gamma</td>
<td>Achievement</td>
</tr>
<tr>
<td>11th</td>
<td>Iowa Tests of Educational Development</td>
<td>Achievement</td>
</tr>
<tr>
<td>12th</td>
<td>Iowa Tests of Educational Development</td>
<td>Achievement</td>
</tr>
</tbody>
</table>
Many other tests are provided for principals and counselors to use at their discretion. External tests, that is, tests given by an outside testing agency such as the College Entrance Examination Board and the American College Testing Program, are administered on a fee basis to high school students desiring to take them. The test scores serve as one criterion for college entrance selection.

Educational Counseling

Throughout junior and senior high school a pupil's course of study is based upon his vocational goals, interests, ability and achievement.

A pupil who is headed for a career requiring college training must pursue high school subjects that will allow him to enter college. Counseling for this individual includes:

1. selecting appropriate secondary school subjects
2. determining realistically, to which colleges he might apply
3. assisting him in making application to the colleges of his choice
4. assisting him in making scholarship and loan applications
5. providing him with information about the various college admissions tests.
For other high school students, the high school course of study must provide training skills that can be used in the world of work. It is the responsibility of the counselor to acquaint these pupils with training opportunities beyond high school such as institutes, business schools, and apprentice programs.

Vocational Counseling

Vocational guidance was the first accepted form of guidance in American education. The guidance counselor provides books, brochures, pamphlets and briefs on vocational guidance for the high school student.

Career days are held in many Des Moines schools. Films, field trips, and posters are used to tell about job opportunities.

Personal Counseling

The door to the guidance counselor's office is always open to discuss the personal problems of the students. The main aim of the counselor is to help the counselee see his problem and help him arrive at his own solution.

Job Placement

The Des Moines guidance counselor works closely with the world of work to alert the student to job
opportunities. Students are notified about job offers that come to the counselor's attention.

Community Services

Community services available to students in Des Moines schools:

(1) Casady Hall--1011 Park Avenue

Provides a religious and moral training for adolescent girls and boys twelve to eighteen years of age, who need help and can benefit from group living.

(2) Catholic Charities--1404 Woodland

Provides case work services to Catholic families and individuals having difficulties, including disturbed parent-child relationships, personality problems, and unmarried mothers.

(3) Child's Clothing Department of Goodwill Industries--304 Locust

Provides school clothing for needy families or families of limited income.

(4) Child Guidance Center--1206 Pleasant

Provides psychological, psychiatric, social services to children with behavior difficulties or personality problems.

(5) Convalescent Home for Children--311 23rd

Serves children during convalescence from an acute illness and also some physically handicapped children.

(6) Day Care Service--309 Forest

Provides service between 8 a.m. to 6 p.m. for children between two and fourteen years of age, whose mothers work.
(7) Des Moines Childrens Home--925 Porter

Provides care for children ages five to fourteen, whose parents are unable to maintain a home for them. This Home is now known as Orchard Place.

(8) Des Moines Health Center--700 6th

A clinic which concentrates its program in the field of preventive medicine. Parents with limited income may take their children of their own accord or be referred by private or public agencies.

(9) Family Service--Travelers Aid--700 6th

Offers case work service to families and individuals desiring assistance with family and personal problems.

(10) Iowa Childrens Home Society--2203 Grand

A state-wide child-caring and child-placing agency. Functions include: casework service for dependent and neglected children presenting personality and behavior problems; casework service and assistance for unwed mothers; adoption program.

(11) Iowa Society for Crippled Children and Adults--401 N.E. 60th

Provides material assistance for physically handicapped children under sixteen years of age and adults not eligible for retraining for employment.

(12) Juvenile Bureau (Police Department)
7. 1st and Court

Works in coordination with the Juvenile Court and social agencies to prevent and control juvenile delinquency.

(13) Juvenile Court (Polk County)--Court House

Has jurisdiction to inquire into cases of delinquent, neglected and dependent children as referred by agencies.
(14) Juvenile Home (Polk County)--1546 Hull

Provides a temporary home for those children who need either shelter care or secure custody.

(15) Legal Aid Society--700 6th

Provides legal services to persons requiring legal assistance who are not able to pay customary fees.

(16) Polk County Society for Crippled Children and Adults--2920 30th

Services include casework, medical and dental care, braces and equipment.

(17) Polk County Welfare--701-715 5th

Administers Old Age Assistance, Aid to Dependent Children, Aid to the Blind.

(18) Public Health Nurses--E. 1st and Des Moines Street

Any sick person under the care of a physician is eligible to receive nursing care on a visiting basis.

(19) Vocational Rehabilitation--145 Bankers Trust Building

Service to individuals, sixteen years of age and over; includes placement, training and services necessary to insure adjustment into self-supporting employment.

(20) Des Moines Comprehensive Vocational Training Facility--2403 Bell

Supported by the Manpower Development Training Act; training unemployed seventeen and older.

(21) Young Men's Christian Association--101 Locust

Provides educational and recreational facilities for children and adults.
(22) Young Women's Christian Association
9th and High

Provides educational and recreational
facilities for children and adults.

The school counselor can make these facilities
available for your child through the following staff
members of the Pupil Personnel Services:

(1) Supervisor of Special Education
(2) Visiting Teacher
(3) Psychologist
(4) School Physician
(5) School Nurse
(6) Speech and hearing Therapist
(7) Audiologist

The Parents' Role in Guidance

The counselor needs your assistance in helping your
child reach his greatest potential. Some things you, as
the child's parent or guardian, can do are:

1. show a sincere interest in your child's school work
2. help your child realize what he really can accomplish
3. attend school conferences and programs
4. read and respond to all printed materials sent home
   with your child
5. provide a space for home study
6. recognize and encourage your child's right to make
   his own choices and decisions, and to accept responsi-
   bility for his decisions and actions.
7. Call on the guidance counselor as the need arises.

Guidance, as the term implies, is essentially a service designed to promote and benefit the student. Its scope is great but its goal remains constant, that is, the welfare of the child.
GUIDANCE IN GREATER DES MOINES

In the spring of 1956, the Board of Education of the Des Moines School, approved a formula of one minute per day, per student, of released counselor time for all students in grades seven through twelve. The guidance movement, like the city of Des Moines, has grown and expanded since then. The best qualified people available are sought each year to staff our schools. For example, in the school year 1961-62 Des Moines Schools had 42,294 students. This has grown to 46,043 students in 1966-67. In the school year 1967-68 there will be sixty-five certified counselors in greater Des Moines. The Department of Guidance is constantly seeking new people and new ideas.

Philosophy and Objectives

Guidance is that integral part of the total educational program which attempts to provide sustained concern for the worth and dignity of the individual. The guidance goal in our schools is to produce at every level of society a citizenry with greater self-respect, more capacity for self-direction, and with effective motivation to make its maximum contribution to society.
Recent Growth and Improvements

A. Our twelve junior high schools and six senior high schools maintain a ratio of one counselor per 300 students.

B. The range in salaries in our schools is from $5,700 to $11,060. The average salary of a faculty of 1,758 for the 1966-67 school year was $7,680.

C. Sixteen out of eighteen of our secondary schools use data processing. This permits more counselor time to be devoted to counseling, and less time to clerical tasks.

D. Each senior high school guidance center has one half-time clerk to assist with clerical duties.

Professional Growth

In the city of Des Moines there are many possibilities for the counselor to grow professionally:

A. Professional Organizations
   1. Iowa Personnel and Guidance Association
   2. Des Moines Personnel and Guidance Association
   3. Iowa State Education Association
   4. Des Moines Education Association
   5. Iowa Federated Teachers
   6. Des Moines Federated Teachers
   7. Iowa Vocational Association
   8. Local and state branches of the Council for Exceptional Children

B. Several community agencies make their services available to our schools. The schools of Des Moines have psychologists and social workers regularly employed on their staffs.
C. Colleges and Universities in Iowa offer graduate courses in guidance. The following schools are located in or within driving distance from Des Moines:

1. Drake University
   Des Moines, Iowa

2. Iowa State University
   Ames, Iowa

3. University of Iowa
   Iowa City, Iowa

4. University of Northern Iowa
   Cedar Falls, Iowa

Recreation in Des Moines

Greater Des Moines boasts one of the finest art centers in the United States. Other places of cultural interest are the State Capitol and Historical Building, Salisbury House of the Iowa State Education Association, Drake University, the Des Moines Community Playhouse, and other fine theaters. For the outdoorsman there are 1617 acres of city parks and seven public outdoor swimming pools. Boating, swimming, skiing and fishing are available at nearby lakes and streams.

Des Moines Expectations

Greater Des Moines has much to offer. In turn, as a guidance counselor in Des Moines we expect a great deal of you.

First, we expect you to meet counselor approval
standards established by the State Department of Public Instruction. To meet the Des Moines School's standards you must have satisfactorily completed a guidance practicum.

Secondly, we strongly urge you to continue advanced study and work toward a state specialist certificate.

Finally, we expect an efficient and competent professional counselor who will assist the student in reaching his greatest potential.

The following are senior schools:

- Des Moines Technical High School
  1600 Grand Avenue--50307

- East High School
  815 East Thirteenth Street--50316

- Hoover High School
  4627 Madison Street--50310

- Lincoln High School
  2600 Southwest Ninth Street--50315

- North High School
  501 Polkcomb Avenue--50313

- Roosevelt High School
  4701 Center Street--50312

- Joseph Brody Junior High School
  2501 Park Avenue--50321

- James Callanan Junior High School
  3010 Center Street--50312

- Benjamin Franklin Junior High School
  4601 Franklin Avenue--50310

- Jay Goodsrill Junior High School
  110 East 29th Street--50317
If you would like further information about guidance in greater Des Moines, feel free to contact the Supervisor of Guidance.

You'll like living in Des Moines!
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Since counseling and guidance services have become an integral part of the Des Moines Public School System, the supervisor of guidance and several guidance counselors, including the investigator of this study, felt that if the services were to function effectively, the philosophy of guidance must be understood by prospective guidance counselors as well as by parents and other school publics. In answer to the request for samples of similar pamphlets from supervisors of guidance in other city schools in the United States, the need for such materials was expressed. The problem was to prepare two pamphlets, one for the prospective guidance counselor and one for parents and other school publics in order that the philosophy of guidance could be understood.

Much of the initial planning of the pamphlets was done with the assistance and cooperation of Mrs. Ione T. Neal, Supervisor of Guidance in the Des Moines Schools.

A letter was sent to thirty supervisors of guidance. This letter was a request for samples of similar pamphlets from these schools. This material was studied for information on what other schools were doing to bring information to their school publics. Data were collected from
periodicals and guidance books to determine the areas that were most profitable to include in the pamphlets. The investigator of this study used her guidance and counseling office as a laboratory and gathered information from parents and students helpful in constructing the pamphlets.

Based upon the information obtained from the sources consulted, two pamphlets were prepared. Your Child and Guidance was planned to aid the parent and other school publics toward a better understanding of the guidance program. This pamphlet includes (1) a definition of guidance, (2) the history of guidance in Des Moines, (3) the guidance counselors' duties, including orientation, testing, educational counseling, vocational counseling and job placement, (4) a list of special school and community services, and (5) the role of the parent in guidance.

Guidance in Greater Des Moines was designed for distribution to prospective counselors and includes (1) an introductory statement, (2) a philosophy and objectives, (3) recent growth and improvements (4) professional growth, (5) recreational facilities, (6) expectations of the Des Moines Guidance Department, and (7) schools included in a Des Moines guidance program.

The money required for printing the pamphlets was raised through the Department of Guidance of the Des Moines Public Schools.
II. RECOMMENDATIONS

It is proposed and recommended that these pamphlets be made available by the Guidance Department to prospective guidance counselors, to parents and other interested publics to assist them in acquiring a better understanding of the guidance program. It is further recommended that these pamphlets be revised as new and additional information warrants their revision.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. LEAGUED SOCIETIES AND OTHER ORGANIZATIONS


APPENDIX A

FORM LETTER SENT TO CITY SCHOOLS

January 23, 1967

Director of Guidance
Minneapolis Public Schools
Minneapolis, Minnesota

Dear Sir:

The Department of Guidance of the Des Moines Schools is preparing a brochure on counseling and guidance. It will contain information of a general nature to counselors new to our system, parents, students and other interested publics.

Recognizing your school to be a leader in this field we would appreciate it if you would send us any relevant materials that you may have published for this purpose. If you will notify us of costs for this material we shall be glad to reimburse you.

Very truly yours,
APPENDIX
APPENDIX B

COPIES OF TYPICAL RESPONSES TO FORM LETTER APPENDIX A

COPY

Omaha Public Schools
Administrative Offices
3902 Davenport Street
Omaha, Nebraska 68131

February 7, 1967

Mrs. Ione Baal
Department of Guidance
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa

Dear Mrs. Baal:

Your letter of February 1, 1967 addressed to Dr. Joe L. 
Vand, Director of Curriculum for the Des Moines Public Schools 
was forwarded to my office for answering. I regret while 
our Guidance Department has made good strides in the area of 
public relations, we have not attempted to put our practices 
into writing. I concur with your efforts in this area. 
Your publication, when completed, should be a valuable 
source to your guidance programs.

Thank you for your courtesy in the contact made to the 
Des Moines Public Schools in this matter.

Sincerely yours,

/s/ Dr. Rene L. Klavac

Dr. Rene L. Klavac
Director
Guidance Division
Public Personnel Services
February 7, 1967

Mrs. Ione Baal
Department of Guidance and Counseling
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50314

Dear Mrs. Baal:

I am glad to send you some brochures we use in interpreting our program of guidance and counseling services. We have resource handbooks for the personal use of counselors and visiting teachers. I regret that we do not have additional copies of the looseleaf handbook for counselors, and the handbook for visiting teachers is undergoing revision.

We are pleased to be asked to send you materials, and we hope they will be of some use to you as you develop your publication.

Sincerely,

/s/ George C. McClary

George C. McClary, Director
Mail Personnel Services

cc/A VN

cc
APPENDIX C

LIST OF SCHOOLS SENT PORK LETTER APPENDIX A

Buffalo Schools
Buffalo, New York

Cedar Rapids Community School District
Cedar Rapids, Iowa

Central High School
Sioux City, Iowa

Chicago City Schools
Chicago, Illinois

Cleveland Public Schools
Cleveland, Ohio

County of Los Angeles Schools
Los Angeles, California

Dade County Public Schools
Miami, Florida

Davenport Schools
Davenport, Iowa

Denver Public Schools
Denver, Colorado

East Irondequoit Central School District
Rochester, New York

Evanston Public Schools
Evanston, Illinois

Indianapolis Public Schools
Indianapolis, Indiana

Iowa City Community Schools
Iowa City, Iowa

Kecskeméti Community Schools
Kecskeméti, Hungary

LeClaire Community School
LeClaire, Iowa
LaSalle Township School
Des Plaines, Illinois

Lason City Schools
Lason City, Iowa

Milwaukee Public Schools
Milwaukee, Wisconsin

Minneapolis Public Schools
Minneapolis, Minnesota

North Fayette County Community School
West Union, Iowa

Omaha Public Schools
Omaha, Nebraska

Phoenix Union High School System
Phoenix, Arizona

Richmond Public Schools
Richmond, Virginia

River Forest High School
Oak Park, Illinois

Rochester Schools
Rochester, Minnesota

Saint Paul Public Schools
Saint Paul, Minnesota

San Jose Public Schools
San Jose, California

Seattle Public Schools
Seattle, Washington

Waterloo Independent School District
Waterloo, Iowa

Waukegan Public Schools
Waukegan, New York
APPENDIX D

LIST OF SCHOOLS THAT SENT REPLIES TO FORM LETTER APPENDIX A

Buffalo Schools
Buffalo, New York

Cedar Rapids Community School District
Cedar Rapids, Iowa

Central High School
Sioux City, Iowa

Chicago City Schools
Chicago, Illinois

Cleveland Public Schools
Cleveland, Ohio

County of Los Angeles
Los Angeles, California

Dade County Public Schools
Miami, Florida

Denver Public Schools
Denver, Colorado

Erie Irondequoit Central School District
Rochester, New York

Indianapolis Public Schools
Indianapolis, Indiana

Iowa City Community Schools
Iowa City, Iowa

Iowa City Community School
Iowa City, Iowa

Maine Township School
Des Moines, Illinois

Milwaukee Public Schools
Milwaukee, Wisconsin
Minneapolis Public Schools
Minneapolis, Minnesota

Omaha Public Schools
Omaha, Nebraska

Phoenix Union High School System
Phoenix, Arizona

Richmond Public Schools
Richmond, Virginia

River Forest High School
Oak Park, Illinois

Saint Paul Public Schools
Saint Paul, Minnesota

San Jose Public Schools
San Jose, California

Seattle Public Schools
Seattle, Washington

Waterloo Independent School District
Waterloo, Iowa

Youquakers Public Schools
Youquakers, New York