PROPOSED MANUAL FOR USE BY COUNSELORS AND TEACHER-COUNSELORS
AT THEODORE ROOSEVELT HIGH SCHOOL, DES MOINES

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Sue Y. Burr
August 1963
PROPOSED MANUAL FOR USE BY COUNSELORS AND TEACHER-COUNSELORS

AT THEODORE ROOSEVELT HIGH SCHOOL, DES MOINES

by

Sue Y. Burr

Approved by Committee:

[Signatures]

Chairman

Dean of the Graduate Division
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the study</td>
<td>1</td>
</tr>
<tr>
<td>Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Background for the Study</td>
<td>3</td>
</tr>
<tr>
<td>Guidance Textbooks</td>
<td>3</td>
</tr>
<tr>
<td>Letters to Forty-five Schools</td>
<td>5</td>
</tr>
<tr>
<td>Personal Interviews Held With Counselors and Teacher-Counselors</td>
<td>10</td>
</tr>
<tr>
<td>II. HISTORICAL DEVELOPMENTS</td>
<td>22</td>
</tr>
<tr>
<td>The Growth of Formal Guidance Services in the Des Moines Secondary Schools</td>
<td>22</td>
</tr>
<tr>
<td>A Description of Theodore Roosevelt High School</td>
<td>24</td>
</tr>
<tr>
<td>III. SUMMARY AND CONCLUSIONS</td>
<td>27</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>29</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The American educational system has as its fundamental objective the optimal development of each individual for membership in a democratic society. In response to this objective, guidance services appeared and are now an integral part of education. Guidance has become increasingly important as life grows more complex and as new vocations develop. Guidance services provide the knowledges, skills, and techniques essential to the realization of this educational objective.

I. THE PROBLEM

Statement of the problem. It was the writer's purpose in this study to prepare a manual for use by counselors and teacher-counselors to provide clarification and direction in the execution of policies and practices of the Theodore Roosevelt High School guidance program.

Importance of the study. It was the opinion of the vice-principal of Theodore Roosevelt High School, Des Moines, that a manual for counselors and teacher-counselors would be useful in three ways: (1) in providing new counselors with a manual of policies and practices at Roosevelt to acquaint them with their functions in the guidance program; (2) in providing clarification of duties at each grade level as the counselors keep the same group of counselees for a three-year period; and
(3) In providing for the need to evaluate and revise the guidance
service forms for purposes of standardization.1

The Department of Guidance, Educational Research and Testing of
the Des Moines Public Schools had made considerable counseling informa-
tion available to the counselors in the system. However, the development
of detailed and specific counseling data to meet the needs of counselors
in a particular school had not been done. Each school’s guidance staff
has this to do for itself.

II. PROCEDURE

In order to accomplish the objectives of this study it was neces-
sary: (1) to present an outline of the study to a Theodore Roosevelt
High School counselors’ meeting to enlist their co-operation; (2) to
interview each counselor, using a structured questionnaire, worked out
with the advice of Dr. Arthur Mullens, Drake University,2 to determine
the functions performed and guidance forms used at each grade level;
(3) to obtain and review guidance manuals for counselors from schools
of comparable size; and (4) to evaluate and organize materials for use
in this manual.

1 Bruce Gardner, Vice-Principal, Theodore Roosevelt High School,
Des Moines, Iowa, personal interview, February, 1963. Permission to
quote secured.

2 See Appendix A.
III. ORGANIZATION OF THE STUDY

In Chapter II there is a presentation of the principal historical developments which contributed to the growth of guidance services in the Des Moines secondary schools. A description of Theodore Roosevelt High School provides further background for the study. The summary and conclusions are presented in Chapter III. A Proposed Manual for Use by Counselors and Teacher-Counselors is presented in Appendix B.

IV. BACKGROUND FOR THE STUDY

Guidance services are a relatively new addition to the total educational program in most schools. As a school progresses in the implementation of a guidance program, there is a need for a clear-cut statement of the ideas and premises on which the program is based.

Todd, Howard, and Grant stated:

In structuring a guidance program, one important aspect of the organizational process is the development of a definite, written outline which sets forth the philosophy and guiding policies that have been agreed upon. It is more beneficial if these statements are written so that all concerned may refer to them, and in order that incoming personnel can obtain an overview of the guidance program's functions and services.¹

Guidance Textbooks

A great amount of research has been conducted; however, very little is pertinent to the problem of a need for a manual describing

the school's guidance program and the pattern of duties and responsibilities of counselors associated with the program. Guidance textbooks have not dealt with this subject except for an occasional reference to the existence of such a need. The writer has cited selected authoritative sources as a basis for validating the development of a manual for use by counselors and teacher-counselors.

Mathewson stated that the functions of the guidance program and the procedures to be followed should be clearly outlined:

In order to inform all staff members of their respective responsibilities, establish understanding of program policies and procedures, and keep personnel up to date on activities in progress, such procedures as regular staff conferences, case conferences, case progress records, staff manuals (loose-leaf), administrative memos, and staff information letters will be necessary.

Difficulty in the organization of the guidance program can develop if the counselor does not understand his function in the program. This situation was described by Arbuckle:

The role of each person in the program must be understood—by himself and by others—if difficulties are to be avoided. The counselor must know what is expected of him, what his responsibilities are, and how much authority he has.  

Several other sources have acknowledged the importance of knowing what the counseling position entails. McDaniel and Williams recommended that job descriptions should be prepared at the senior high school level.

---


which clearly delineate the duties and responsibilities of the counselor.\textsuperscript{1} Kitch and McCreary recognized the clear stating of assigned responsibilities as a means of improving guidance programs in secondary schools.\textsuperscript{2} Crow and Crow presented descriptions of on-going programs of guidance services representing all sections of the country which have included written statements or manuals listing counselor duties and responsibilities.\textsuperscript{3} The secondary schools listed by this source were:

1. Vancouver Junior High Schools, Vancouver, Washington  
2. Kalamazoo Junior High Schools, Kalamazoo, Michigan  
3. Kalamazoo Senior High Schools, Kalamazoo, Michigan  
4. New Castle Senior High School, New Castle, Pennsylvania  
5. Tucson Public Schools, Tucson, Arizona  
6. New Haven Public Schools, New Haven, Connecticut  
7. Birmingham Senior High Schools, Birmingham, Alabama  
8. El Paso Public Schools, El Paso, Texas  
9. Wichita Public Schools, Wichita, Kansas  
10. Des Moines Public Schools, Des Moines, Iowa  
11. San Diego Public Schools, San Diego, California  
12. Pasadena Public Schools, Pasadena, California

Other literature sources used in developing topics contained in the handbook are cited in the handbook proper.

\textbf{Letters to Forty-five Schools}

The writer wrote to the directors of guidance services in forty-five

\begin{flushleft}


\end{flushleft}
schools similar in size to Theodore Roosevelt High School in an endeavor to obtain information as to whether their counselors were provided with a written manual or handbook. If they were, a copy was requested. Five of the directors replied as follows:

Dwight D. Eisenhower High School, Blue Island, Illinois. So, too, at present we are designing a handbook for the district which will explain the goals and objectives as well as the operating procedures of the Counseling and Guidance department. At the time this publication is printed, I will forward the same to you.

Bloomington Public Schools, Bloomington, Minnesota. Your inquiry about a manual or handbook for counselors served as a reminder that this is a project that must receive some attention in our own school system.

Shawnee Mission North High School, Shawnee Mission, Kansas. At this point a handbook for counselors is in the process of being developed but is too inadequate to send to you at this time.

Rapid City Public Schools, Rapid City, South Dakota. Our junior and senior high school counselors are in the process of developing a handbook for the Rapid City counselors for use beginning next fall.

Niles Township High Schools, Skokie, Illinois. We are going to prepare such a handbook this coming summer, however.

---


4 Letter from Mary W. Lark, Counselor, Rapid City Public Schools, Rapid City, South Dakota, March 21, 1963.

5 Postal card from A. H. Ryden, Director of Guidance, Niles Township High Schools, Skokie, Illinois, April 4, 1963.
Replies from eleven directors indicated that the counselors in their schools were provided with a written manual or handbook:

Mason City Senior High School, Mason City, Iowa. A mimeographed handbook was received. It stated that:

The purpose of this handbook is to describe some of the guidance services available in Mason City Senior High School. There is no attempt to advise, direct, or offer recommendations but merely to take note of the program which is in operation. If this proves helpful to teachers and counselors the purpose is resolved.

Washington Senior High School, Cedar Rapids, Iowa. A mimeographed statement was received which outlined the philosophy, objectives, and implementation techniques for guidance in Cedar Rapids high schools.

Fort Dodge Senior High School, Fort Dodge, Iowa. A dittoed handbook was received which described the guidance and counseling program of the Fort Dodge Community School district.

Arlington High School, Arlington Heights, Illinois. A pamphlet entitled "Guidance In Township High School District 214" was received. It stated that "On the following pages we have outlined the role of the counselor and the services available to students at each class level."

Rich Township High School, Park Forest, Illinois. A mimeographed handbook was received which presented the philosophy, policies, and procedures, and counselor responsibilities for the guidance program.

Sioux Falls Public Schools, Sioux Falls, South Dakota. A letter was received which stated that "We do supply our counselors with a manual."1

---

1 Letter from Virginia Feldhaus, Secretary to Mr. Johnson, Supervisor of Guidance Services, Sioux Falls Public Schools, Sioux Falls, South Dakota, March 7, 1963.
Omaha Central High School, Omaha, Nebraska. A postal card was received which stated that "Old one out of date; new one not compiled."

York Community High School, Elmhurst, Illinois. A mimeographed statement was received which presented "An explanation of the functions and activities of counselors, with implications for the continued professional development of the guidance program in York Community High School."

Central High School, Duluth, Minnesota. A mimeographed handbook was received which described the guidance program at Central High School.

Minneapolis Public Schools, Minneapolis, Minnesota. A loose-leaf mimeographed handbook was received. It stated that:

This Handbook has been developed for counselors by counselors. It is a distinct contribution in improving our recognized guidance services. It should prove particularly helpful to new counselors and very useful as a guide or pattern of operation for all guidance personnel.

Sioux City Central High School, Sioux City, Iowa. A postal card was received which stated that "Yes, we do provide our counselors with a manual."

Forty-five schools were contacted by the writer in this study. Guidance manuals for counselors were obtained from eight schools. Three schools stated they had manuals, but did not send them. Five of the schools stated they were in the process or going to develop such a manual.

---

1 Postal card from J. Arthur Nelson, Omaha Central High School, Omaha, Nebraska, April 6, 1963.

2 Postal card from John Weisensee, Sioux City Central High School, Sioux City, Iowa, April 17, 1963.
Five schools returned student handbooks which are entirely different from those relating to the purpose of this study. Twenty-one schools did not provide a manual for their counselors. Four schools did not reply.

**Review of the Handbooks**

The writer reviewed the handbooks for counselors of eight schools for the purpose of determining the topics to be included in a Proposed Manual for Use by Counselors and Teacher-Counselors at Theodore Roosevelt High School, Des Moines. Schools sending handbooks were:

1. Mason City Senior High School, Mason City, Iowa
2. Washington Senior High School, Cedar Rapids, Iowa
3. Fort Dodge Senior High School, Fort Dodge, Iowa
5. Rich Township High School, Park Forest, Illinois
6. York Community High School, Elmhurst, Illinois
7. Central High School, Duluth, Minnesota
8. Minneapolis Public Schools, Minneapolis, Minnesota

A philosophy of guidance was included in the handbooks of six schools. Three schools stated the objectives of their guidance programs as well. None of the schools stated objectives of guidance for each grade level.

The role of the counselor was outlined in every handbook. However, only two schools listed the counselor's duties by grade level. Three schools included a code of ethics for counselors. None of the handbooks mentioned the role of the teacher in the guidance program.
Descriptions of services included in the guidance program were presented. Four schools described their counseling service. The cumulative record service was described by seven schools. Two of these seven schools included copies of some of the records used. Five schools outlined their testing programs. The educational and occupational information service was included in the handbooks of seven schools. The orientation and follow-up services were presented in the handbooks of three schools. One school briefly mentioned its articulation service. One school included a chart of the organizational structure of the guidance program in its handbook.

The curriculum-scheduling policies were included in the handbook of one school. Two schools compiled a calendar of guidance activities for each month of the school year.

The eight handbooks for counselors presented descriptions of existing guidance programs. None of them made recommendations for improvement.

**Personal Interviews Held With Counselors And Teacher-Counselors**

In a survey of counselors and teacher-counselors at Theodore Roosevelt High School using the questionnaire in a personal interview situation, the following data were obtained.

There was a general consensus as to what should be included in a philosophy of guidance for Theodore Roosevelt High School. The thought that guidance services should assist all pupils to know themselves better and their interests, their aptitudes, their potentialities, and their
shortcomings so that they could make better choices in all areas was mentioned by all the counselors. They also commented that the program of guidance services for the non-college bound students needed to be strengthened. Four counselors stated that more personal-social guidance was desirable, but that the time was not available to do it.

There were no apparent differences in replies to the item, "State the objectives of guidance at each grade level." The Theodore Roosevelt High School counselors replied that the objectives of guidance at the tenth grade level should be concerned with the orientation and adjustment of new students and counseling students in preparation for high school courses and educational plans. At the eleventh grade level, the determination of the potentialities and interests of each student, educational-vocational exploration by the counselor and counselee, and assisting in selection and revision of the school program for the following year were the objectives mentioned by all the counselors. At the twelfth grade level, the student should be given further assistance in assuming the responsibility for his educational and vocational choices.

In response to the item, "State the duties of the classroom teacher in the guidance program," three of the counselors replied that they should find out all they could about the backgrounds and abilities of their students, especially those having difficulties. The giving of specific guidance related to the subject they were teaching was mentioned by three counselors. Two counselors commented that the classroom teacher had the duty to look for students having educational, vocational, or personal problems and refer them to their counselor. Three counselors
mentioned that the teachers should co-operate with the counselor in guiding the student in all areas of his development. Assisting the counselor in detailed group counseling like filling out necessary forms and reading communications from the counselor in homeroom was a duty stated by one counselor. Two counselors suggested that the follow-up on unsatisfactory work slips should be done by the teacher.

On the basis of the data obtained, it would appear that the duties performed by the counselors at each grade level were quite similar. Counseling on educational and vocational planning, educational achievement, social adjustment, and minor personality problems took place at all grade levels. The tenth grade counselors participated in the orientation program for new students. The eleventh and twelfth grade counselors had the additional duties of interpreting test data and helping to administer tests. Writing college and scholarship recommendations and communicating with the Iowa State Employment Service were specific functions of the twelfth grade counselors.

The following data were gathered in response to the item, "State the counseling and guidance procedures and tools used at the tenth-, eleventh-, and twelfth-grade levels for the following phases of individual counseling: (1) educational planning, (2) vocational planning, and (3) personal problems." Educational planning was subdivided as follows: (1) high school program, (2) schedule adjustment, (3) poor or superior scholarship, and (4) post-high school education.

It was reported that educational planning for high school begins in the ninth grade when the Pupil's High School Schedule of Subjects
stating the student's program for grades ten, eleven, and twelve is completed. This form is reviewed in the tenth grade before the eleventh grade schedule of courses was determined. Planning for the senior year takes place during the 11A semester at which time a Report of Credits Toward High School Graduation is completed. After all questions are answered, the student and parent sign it, giving their consent to this schedule for the senior year.

A change in educational and vocational plans, interests, and abilities may necessitate an adjustment in the student's schedule. An adjustment in the Pupil's High School Schedule of Subjects or Report of Credits Toward High School Graduation can be made by agreement of the parent for the proposed change. Final approval for the change must be made by the Girls' Adviser or the Boys' Adviser. The counselor may write a note of support to underwrite this change.

A change in the student's program may be made during the semester. The change may take the form of dropping a subject, adding a subject, or changing programs. A Request for Change of Program card is sent home for parental signature. A note written by a parent may be substituted for this form. When the signed card or note is returned, the student is given a Change of Student's Program to check out of his present class and then into the changed one. These schedule adjustments may be discussed with the counselor, but final approval is made by the Girls' Adviser or Boys' Adviser.

Scholarship was a typical problem requiring individual counseling. The counselors tried to meet with every student receiving an unsatisfactory work slip. Five counselors indicated it was practically impossible to see
every counselee receiving this form. "Must look for most serious and
talk with student about results of continued poor achievement in the
area," and "Follow-up on Form 13 should be by teacher--teacher should
have a conference with the student" were comments by two counselors.

Another comment by a counselor was:

I try to talk to all of those who get Form 13's, but due to
the fact that teachers issue them for different purposes many
times the volume makes it impossible to contact all people. Many
times we are talking to the same people.

In addition to individual conferences, conferences with the
teacher, changing tracks, or changing the student's program were pro-
cedures used for handling poor or superior scholarship.

Planning for education beyond high school took place at all grade
levels and was a frequent reason for individual conferences, especially
at the eleventh and twelfth grade levels. At the tenth grade level, the
counselors tried to assist the student to formulate realistic goals and
to recognize his assets and limitations. One counselor mentioned that
it was important at this grade level to "Point out the need for working
for good grades." Another counselor said, "Acquaintanceship with occupa-
tional and educational information should begin at this level."

Planning for education beyond high school took the form of
investigation of college and vocations at the eleventh and twelfth grade
levels. Detailed counselor comments were:

By sometime in the eleventh grade, they should begin to narrow
down to what colleges they might be interested in attending.

Encourage them to write to several colleges. Tell them about
where you rank in the class, the fact that you are interested in
their school, inquiring about entrance requirements, costs, and
scholarships.
In September I request students to make applications to three or four schools they have studied carefully and favor from IIA. I see every student by Christmas. I talk with each student about the type of school and give them a booklet which outlines the method of selecting a college. I encourage the student to apply to a college to which he can be admitted.

Made up a little flyer that they need to be making some plans and took it to all twelfth grade homerooms. Told them of the information that was available in the counselors' office. A week after that, made out another flyer outlining the steps that they must take for getting into college. We gave them scholarship information and tried to be realistic about that. After you have been accepted by a college, then start exploring the possibility of a scholarship. Very definite deadline on scholarships.

Data acquired indicated vocational planning took place at all grade levels. All the counselors recommended acquainting the tenth grade student with occupational information. "Students should investigate various vocations and fields related to their interests"; "Consider results of Kuder and Lee-Thorpe and the professional and nonprofessional careers that come under them"; and "Counselors contact twelfth grade counselees they know that are planning to take a job for job interviews with the Iowa Employment Service" were representative responses. Five counselors recommended expanding vocational guidance.

More detailed comments were:

Check students that are less likely going to college—take the approach that there is no stigma in not to college. Tell them it is not easy to go out and get a job.

Communicate with each student by the first of April to help him recognize the timing on looking for a job before graduation. Go over his interest inventory talking about general possibilities.

Try to point out to students going to college that many students will change their mind and many go to college without knowing what they are going to do. In the way of a vocation, try to get them to choose a college that will provide them with the broad areas of their interests.
Eight counselors reported that they handled personal problems of a minor nature. Serious problems were referred to the Girls' Adviser or Boys' Adviser. Four counselors stated they held conferences with the student, administrative staff, parents, or teachers. Problem inventories, personality tests, and study habits tests were used infrequently by four counselors. Three counselors stressed the importance of being a sounding board for students talking their problems out. One counselor indicated the need to examine the health card to see if there was a problem or specific weakness that had been apparent for a number of years.

To the item, "State the counseling and guidance procedures and tools used at the tenth-, eleventh-, and twelfth-grade levels for group guidance," the counselors indicated that there was very little group guidance at Theodore Roosevelt High School. Presentation of information about the school to new students was accomplished by visiting homerooms to acquaint students with school policies and assisting in a tenth grade orientation assembly. Two counselors visited homerooms to explain and answer questions concerning problems common to the student group such as scheduling, tracking, and summer school. One counselor met with a small group of students and helped them learn how to study better. However, using the homeroom period for purposes of group guidance was limited to two counselors as six counselors were assigned homeroom responsibilities. Distribution of educational and occupational information in homeroom, the assembly entitled "Job Opportunities in 1963," PTA Career Night, Armed Forces assembly, and school clubs were
the group procedures mentioned for educational and career planning. One counselor commented, "There is little demand for occupational information at Roosevelt." An eleventh and twelfth grade assembly was held for the purpose of acquainting the students with the college admissions and scholarship testing program. There were no group guidance procedures for administration and interpretation of test data other than the distribution of pamphlets describing tests in homeroom. Questions about tests and their interpretation were answered through individual conferences.

In response to the item, "State the counseling and guidance procedures and tools used at the tenth-, eleventh-, and twelfth-grade levels for the testing program," the following data were obtained. Data gained from the ninth grade group guidance tests were used in tenth grade as a rough indicator of what could be expected from the student in senior high school and were correlated with what he had already done in the tenth grade. Group guidance tests were administered to senior high school students in eleventh grade history classes by the teachers. Included in this battery were the School and College Ability Test, Revised Minnesota Paper Form Board, and Kuder Preference Record. The Iowa Tests of Educational Development were administered once every three years. Guidance test data were used by all counselors for: (1) tracking, (2) pointing out areas of strengths and weaknesses, (3) checking academic progress, (4) educational and vocational guidance, (5) conferences with teachers, and (6) conferences with parents.

The Preliminary Scholastic Aptitude Test and the National Merit Scholarship Qualifying Test were the college admissions and scholarship
tests given in the eleventh grade. The College Entrance Examination Board Tests may be taken in the eleventh grade for counseling purposes in place of the PSAT. The American College Test and the College Entrance Examination Board Tests were administered in the twelfth grade. The counselors helped in the administration of these tests. The following comments are representative of the ways in which college admissions and scholarship test data were used: "To help him get into college"; "Some test data will indicate that the student should go to a two-year school rather than a four-year school--interpret PSAT data on this basis"; "Tests for college selection are put on transcripts"; "Use test data to assist the student in becoming realistic about his college choice and his possibilities of getting a scholarship"; "Use in discussion with student and parents to show them what certain schools expect"; "CEEB and ACT tests were used for scholarships"; and use PSAT to predict what they will do on CEEB."

The data from these two testing programs were interpreted to the student in an individual conference. Parents may make an appointment to have test data interpreted. Two counselors mentioned the importance of interpreting poor test data in a manner that would be least discouraging to the student.

It was the general opinion of the Theodore Roosevelt High School counselors that the orientation service needed to be expanded. One counselor stated, "We have the Big Sister program for the girls, but we do nothing for the boys." Another counselor commented, "After the first
week of school orientation is over, yet problems come up all semester long." "We need an orientation program at each grade level," was one counselor's suggestion. "Full-time counselors should not have a homeroom, so they can visit their assigned homerooms for group guidance purposes," was a recommendation made by one counselor.

Responses to the item, "State the counseling and guidance procedures and tools used at the tenth-, eleventh-, and twelfth-grade levels for dissemination of vocational and educational information," indicated that this was achieved through homeroom and individual conferences. The individual counselor had the responsibility of maintaining and compiling such information. Career Night, Drake Career Day, school clubs, and meeting with college representatives were the other means of disseminating vocational and educational materials mentioned. One counselor commented, "Career Night should not be all professions." "I would recommend a College Night so representatives need not take students out of classes," was another counselor's comment.

All the counselors indicated that there was not enough time available to conduct an adequate follow-up of former students. Incidental follow-up has been accomplished through correspondence, personal conferences, and telephone calls. Because of the limited time available, the follow-up of counselees currently in school was done on the basis of the counselor's judgment. Detailed comments were: "We do not have an organized follow-up service, but an informal one"; "Not enough time available to follow up every counselee, but only in the extreme cases--
improve counselee ratio"; and "It is my opinion that this follow-up service is very difficult to perform with the present counselee ratio."

To the item, "State the ways in which the Roosevelt guidance program is articulated with guidance programs in the feeder junior high schools," the counselors reported a need for more communication between the two levels. Five counselors mentioned that joint meetings of junior and senior high school counselors have been held. Three counselors stated that the cumulative records, the Pupil's High School Schedule of Subjects, and the designation of tenth grade tracks sent to Roosevelt by the feeder junior high schools were a means of articulation. More detailed comments were: "Loose articulation"; "The Pupil's High School Schedule of Subjects asks the student to project his thinking too far ahead"; "More social meetings with junior high school counselors"; and "Talk to the ninth graders about how high school is different in the spring when they are planning their senior high school program."

The counselors were also asked to state what personnel records were used in the Theodore Roosevelt High School guidance and counseling program and what the curriculum scheduling policies were at each grade level. These data were descriptive in nature and are incorporated into the Proposed Manual for Use by Counselors and Teacher-Counselors at Theodore Roosevelt High School, Des Moines.¹

The findings derived from the personal interviews held with counselors and teacher-counselors indicated that educational guidance

¹See Appendix B.
was the most well-developed of the Theodore Roosevelt guidance services. The programs of the vocational information, orientation, follow-up, and articulation services needed to be expanded. The need for centralizing educational and occupational information was evidenced. The counselors expressed the opinion that more released time from program planning and accompanying clerical work would be desirable so that more personal-social counseling and group guidance could be done.
CHAPTER II

HISTORICAL DEVELOPMENTS

The development of this chapter is divided into two categories:
the growth of formal guidance services in the Des Moines secondary
schools and a description of Theodore Roosevelt High School, Des Moines.

I. THE GROWTH OF FORMAL GUIDANCE SERVICES
IN THE DES MOINES SECONDARY SCHOOLS

Guidance is an acknowledged function of secondary education; and
in practice, guidance should be accorded just as much attention as any
other of the school's major functions. Des Moines has a long history of
performing guidance services in its secondary schools.

The homeroom, the student council, a testing program,
cumulative records, a health and dental record, the indi-
vidualizing of educational programs have long been a
standard policy and procedure.¹

On January 1, 1946, guidance services were formalized with the
establishment of the Guidance Clinic. At this time, the Guidance Clinic
was under contract with the Veterans Administration to test veterans of
World War II. However, the activities of the Guidance Clinic became
full-time for the improvement of guidance activities in the school

¹Howard L. Blanchard, Manual for Guidance and Counseling Program
(Mimeographed.)
system on January 1, 1948, when the contract with the Veterans Administra-

tion expired.

Each secondary school has a girls' adviser and vice-principal who serve as the guidance officials for the school. In 1945, the Board of Education voted to relieve them of their part-time teaching duties to become full-time guidance and administrative personnel.

In the fall of 1952, the teacher-counselor program was implemented. The teacher-counselors were given released time to counsel with the incoming tenth grade students in each of the five senior high schools. The program was expanded to include every secondary student in 1956.

The 1958-59 school year was the first time every secondary school student was assigned to a counselor with the formula of one minute per day, per student being in operation.¹

In the spring of 1958, the name of the Guidance Clinic was changed to the Department of Guidance, Educational Research and Testing. The director of this department was given the responsibility of elementary and secondary group testing at this time. Tests are furnished to all schools on a scheduled basis. They are scored and comparative centile test results are provided the schools. Included in the secondary testing program are the Iowa Tests of Educational Development, School and College Ability Test, Revised Minnesota Paper Form Board, and the Kuder Preference Record. Special aptitude tests are administered to indi-

viduals upon request.

¹Ibid., p. 2.
The Des Moines Public School Department of Pupil Adjustment is another of the guidance services available to all the senior high schools. This department furnishes bedside teachers and home teaching aids for the sick and trained guidance specialists to counsel students who are having personal, family, or general social adjustment problems. Psychologists are employed to administer and evaluate tests. This department also provides services for the education of the retarded pupils who cannot succeed in regular academic work. These students are cared for either in remedial or special classes. The physically handicapped attend Smouse Opportunity School.

In each senior high school, the principal, working closely with the girls' adviser, the vice-principal, and the teacher-counselors, has the responsibility for developing those particular guidance practices that best seem to meet the needs of the students of the individual school.

II. A DESCRIPTION OF THEODORE ROOSEVELT HIGH SCHOOL

Theodore Roosevelt High School was constructed in 1922-23, with the counseling addition added in 1955. In 1962 the athletic and library-science wings were built. Theodore Roosevelt High School became a three-year high school in September, 1962, with the passing of the ninth grade into tenth. The seventh and eighth grades had moved into the new Merrill Junior High School in September, 1961.

At the time of this study, the Theodore Roosevelt High School personnel included an administrative staff consisting of a principal,
vice-principal, girls' adviser, registrar, assistant to the registrar, attendance clerk, secretary, and nurse. A staff of seventy-five teachers was employed in the high school. Seven of this group were teacher-counselors and one was a full-time counselor.

The teacher-counselors taught two periods a day and worked as counselors three periods a day. The average counselee load was 225 students. The counselees were assigned alphabetically by grade level. Thus, each teacher-counselor would have only one grade level and would keep the same counselees until they graduated.

The full-time counselor worked with students the entire school day of six periods. The counselee load was 487 which included tenth and eleventh grade students.

Enrollment for the 1962-63 school year, according to records in the high school principal's office, was 1,796. Most of the students were from professional and business families. In intelligence the group was somewhere above average, although a wide range of abilities was present. From the January, June, and August graduating classes of 1960, 371 or 78 per cent entered college; fifteen students or 3 per cent entered business college or trade school; and sixty-three students or 13 per cent entered full-time employment.¹

In order to meet the needs of a heterogeneous group, a variety of educational opportunities and experiences was offered. The track plan

¹"Report of Survey of Graduates of January, June, and August, 1960" (Des Moines, Iowa: Des Moines Public Schools, 1960). (Mimeoographed.)
was established in English and social science in 1962 to provide each pupil with work he could do and the capable pupil with work which would draw out his best performance. Students who expected to go to college had the opportunity to choose from a wide range of subjects which prepare for college. For those who planned to marry or to enter business immediately upon graduation, there were opportunities in home economics, business education, and some pre-vocational training in shop work. At the time of this study, there was a well-organized extracurricular program to fit every interest at Theodore Roosevelt High School.

It has been the writer's purpose in this chapter to provide a background for the development of the study. A Proposed Manual for Use by Counselors and Teacher-Counselors at Theodore Roosevelt High School is presented in Appendix B.
CHAPTER III

SUMMARY AND CONCLUSIONS

It was the purpose of this study to prepare a manual for use by counselors and teacher-counselors to provide clarification and direction in the execution of policies and practices of the Theodore Roosevelt High School guidance program.

The following methods and procedures were employed in the development of the manual:

1. An outline of the study was presented to a Theodore Roosevelt High School counselors' meeting to enlist their co-operation.

2. Personal interviews were conducted with the counselor and teacher-counselors, using a structured questionnaire, to determine the functions performed and guidance forms used at each grade level.

3. Letters were written to forty-five guidance directors in schools of comparable size to obtain guidance manuals for counselors.

4. Textbooks on guidance served as the basic source of reference in evaluating and organizing materials for use in the manual.

The manual was developed specifically for Theodore Roosevelt High School, Des Moines, on the basis of the findings and recommendations described in recognized guidance publications, the manuals of various schools reviewed in the study, and the characteristics and needs of Theodore Roosevelt High School.
The writer recommends the distribution of this manual to all counselors and teacher-counselors at Theodore Roosevelt High School to serve as a practical guide for all guidance personnel. The loose-leaf form will facilitate revision and provide for additions.
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


State Department of Public Instruction. Questions and Answers on Organization and Administration of Guidance Services. Des Moines, Iowa: State Department of Public Instruction, 1959. (Mimeographed.)

C. PERIODICALS


Novak, Benjamin J. "Let the Counselor Counsel!" Phi Delta Kappan, XLIII (January, 1962), 171-173.

D. UNPUBLISHED MATERIALS


"Guidelines for Determining if a Change of Track Is Desirable." Des Moines, Iowa: Theodore Roosevelt High School, March 8, 1963. (Dittoed.)

"Philosophy, Objectives and Implementation Techniques for Guidance in Cedar Rapids High Schools." Cedar Rapids, Iowa: Cedar Rapids Public Schools, 1958. (Mimeoographed.)


"The Role of the Counselor." Edina, Minnesota. (Mimeoographed.)

The Special Committee on Recommendations for Improving Guidance Services. "Recommendations." Des Moines, Iowa: The Special Committee on Recommendations for Improving Guidance Services, 1963. (Mimeoographed.)

Traxler, Howard W. "Mathematics and Science Requirements." Des Moines, Iowa: Des Moines Public Schools, 1960. (Mimeoographed.)
APPENDIX A
Director of Guidance Services
Proviso Township High School
Maywood, Illinois

Dear Sir:

In partial fulfillment of the requirements for a master's degree in guidance and counseling, I am writing a "Manual for Use by Counselors at Theodore Roosevelt High School, Des Moines" for my field report. As a part of the project, I need to secure and review guidance manuals used by schools of comparable size.

Do you provide your counselors with a written handbook or manual which sets forth the philosophy, policies, and duties of guidance personnel in your school? If you do, I am interested in securing a copy. I will gladly reimburse you for the cost of mailing.

Your assistance in helping with this project will be greatly appreciated.

Sincerely yours,

Mrs. Edwin F. Burr
I. State what you believe should be included in a philosophy of guidance for Roosevelt High School.

II. State the objectives of guidance at each grade level: tenth, eleventh, and twelfth.

III. State the duties of the following personnel in the guidance program:

A. Classroom teachers

B. Counselors or teacher-counselors at each grade level: tenth, eleventh, and twelfth
IV. State the counseling and guidance procedures and tools used at the
ten th-, eleventh-, and twelfth-grade levels for the following:

A. Individual Counseling
   1. Educational planning
      a. High school program
      b. Schedule adjustment
      c. Poor or superior scholarship
      d. Post-high school education

   2. Vocational planning

   3. Personal problems
B. Group Guidance
1. Presentation of information about the school to new students

2. Problems common to the student group

3. Educational and career planning

4. Administration and interpretation of tests

C. The Testing Program
1. Guidance tests
   a. Name
   b. Responsibility for supervising administration
   c. Uses of test data
   d. Interpretation of test data to students and parents
2. College admissions and scholarship tests
   a. Name
   b. Responsibility for supervising administration
   c. Uses of test data
   d. Interpretation of test data to students and parents

D. Personnel Records
   1. Test
   2. Health
   3. Program
   4. Reports to parents
   5. Personal information
   6. Grade marks

E. Orientation
F. Dissemination of vocational and educational information

G. Follow-up Services
   1. Counselor while in school
   2. Former students

V. State the curriculum scheduling policies at the tenth-, eleventh-, and twelfth-grade levels for the following:
   A. Required Subjects
   B. Elective Subjects
   C. Carrying Extra Subjects
   D. Tracking

VI. State the ways in which the Roosevelt guidance program is articulated with guidance programs in the feeder junior high schools.
PROPOSED MANUAL FOR USE BY COUNSELORS AND TEACHER-COUNSELORS

AT THEODORE ROOSEVELT HIGH SCHOOL, DES MOINES

by

Sue Y. Purr

Teacher

at

Theodore Roosevelt High School

Des Moines, Iowa

1963
FOREWORD

This manual has been developed for the primary purpose of clarifying the role of the counselor and his responsibilities in the Theodore Roosevelt High School guidance program. A secondary purpose was to describe the program which was in operation to serve as a guide for all guidance personnel, especially new counselors. If this information proves helpful, the purpose is resolved.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FOREWORD</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>LIST OF FIGURES</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>PHILOSOPHY AND OBJECTIVES</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tenth grade</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Eleventh grade</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Twelfth grade</td>
<td>3</td>
</tr>
<tr>
<td>II.</td>
<td>THE ROLE OF THE COUNSELOR IN THE GUIDANCE PROGRAM</td>
<td>4</td>
</tr>
<tr>
<td>III.</td>
<td>THE ROLE OF THE TEACHER IN THE GUIDANCE PROGRAM</td>
<td>12</td>
</tr>
<tr>
<td>IV.</td>
<td>ORGANIZATIONAL STRUCTURE</td>
<td>14</td>
</tr>
<tr>
<td>V.</td>
<td>THE COUNSELING SERVICE</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Counseling Interview</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Directive counseling</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Nondirective counseling</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Eclectic counseling</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Interview procedures</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Procedure for Student Utilization of the Counseling Service</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Counselor Assignment</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Counselor-Student Ratio</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Released School Time for Counseling</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Counseling Facilities and Equipment</td>
<td>25</td>
</tr>
<tr>
<td>VI.</td>
<td>THE CUMULATIVE RECORDS SERVICE</td>
<td>27</td>
</tr>
<tr>
<td>VII.</td>
<td>THE TESTING SERVICE</td>
<td>50</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>VIII. EDUCATIONAL AND OCCUPATIONAL INFORMATION</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>College and scholarship information</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Occupational information</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Sources of information</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Placement</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>IX. THE ORIENTATION SERVICE</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>X. THE ARTICULATION SERVICE</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>XI. THE FOLLOW-UP SERVICE</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Follow-up of students</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Follow-up of former students</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>XII. CURRICULUM SCHEDULING POLICIES</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Unit requirements for graduation</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Required courses</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Carrying extra subjects</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Change of program</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Tracking</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A. College and Scholarship Information</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>APPENDIX B. Tracking Information</td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guidance Services Organization, Theodore Roosevelt High School, Des Moines, Iowa</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Pupil's High School Schedule of Subjects</td>
<td>29</td>
</tr>
<tr>
<td>3.</td>
<td>Pupil's Record—Standard Tests</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>Guidance Test Summaries Card (Front of Card)</td>
<td>31</td>
</tr>
<tr>
<td>5.</td>
<td>Guidance Test Summaries Card (Back of Card)</td>
<td>32</td>
</tr>
<tr>
<td>6.</td>
<td>Pupil's Guidance Card (Front of Card)</td>
<td>33</td>
</tr>
<tr>
<td>7.</td>
<td>Pupil's Guidance Card (Back of Card)</td>
<td>34</td>
</tr>
<tr>
<td>8.</td>
<td>Educational and Vocational Guidance Information Blank (Front of Sheet)</td>
<td>35</td>
</tr>
<tr>
<td>9.</td>
<td>Educational and Vocational Guidance Information Blank (Back of Sheet)</td>
<td>36</td>
</tr>
<tr>
<td>10.</td>
<td>Senior High School Cumulative Record Sheet (Front of Sheet)</td>
<td>37</td>
</tr>
<tr>
<td>11.</td>
<td>Senior High School Cumulative Record Sheet (Back of Sheet)</td>
<td>38</td>
</tr>
<tr>
<td>12.</td>
<td>Report of Credits toward High School Graduation (Front of Sheet)</td>
<td>39</td>
</tr>
<tr>
<td>13.</td>
<td>Report of Credits toward High School Graduation (Back of Sheet)</td>
<td>40</td>
</tr>
<tr>
<td>14.</td>
<td>Student's Program Card</td>
<td>42</td>
</tr>
<tr>
<td>15.</td>
<td>Semester Record Card</td>
<td>43</td>
</tr>
<tr>
<td>16.</td>
<td>Record of Conference with Pupil</td>
<td>44</td>
</tr>
<tr>
<td>17.</td>
<td>Special Report to Parents</td>
<td>45</td>
</tr>
<tr>
<td>18.</td>
<td>Special Report of Pupil</td>
<td>46</td>
</tr>
<tr>
<td>19.</td>
<td>Health Record (Front of Card)</td>
<td>47</td>
</tr>
<tr>
<td>20.</td>
<td>Health Record (Back of Card)</td>
<td>48</td>
</tr>
</tbody>
</table>
FIGURE


22. College Admissions and Scholarship Testing Program,
Theodore Roosevelt High School, 1962-1963 . . . . . . 52
CHAPTER I

PHILOSOPHY AND OBJECTIVES

This philosophy is an expression of the fundamental belief in the need for and the importance of a program of guidance services at Theodore Roosevelt High School. The term "guidance services" was defined by Humphreys, Traxler, and North:

Guidance services embrace the cluster of activities or experiences which help the individual pupil to grow in self-understanding, to make wiser decisions, and to do increasingly effective planning.1

The guidance program is concerned with every student as an individual helping him at any point in his development. He is assisted in appraising and understanding his abilities, aptitudes, and interests so that he can make the most of his potentialities. A deliberate effort is made to aid the student in developing his power of self-direction so that maximum adjustment to himself and society can be attained. The guidance program is concerned with both immediate and future problems facing the individual.

Guidance is a schoolwide effort to assist every individual, and, as such, it is an integral part of the total educational program and involves the entire school staff.

The whole school team—administrators, teachers, guidance specialists, and pupils—is involved in this effort, each with his special area of responsibility.2


It is also our belief that the general objectives set forth by the Cedar Rapids Public Schools are worthy of adoption:

1. To secure accurate information about each student in respect to his family, school attendance, academic success, personality development, health status, educational and vocational plans, work experiences, co-curricular activities, and interests and aptitudes.

2. To help youth recognize the major problems with which they are faced; to secure, organize and make readily available useful and accurate information which will help youth recognize and solve these problems; and to constantly encourage and assist each youth to become intelligently self-directing.

3. To be concerned with the readiness of youth to enter the high school period and his optimum adjustment to each level of school experience; and to be concerned with the success of students in engaging in constructive and appropriate endeavor after they leave the public schools.

4. To acquaint parents and staff members with, and to encourage the use of, the services available through other agencies of the community in the interest of providing greater assistance to youth.

5. To encourage all teachers and parents to understand and activate the "guidance point of view" in their contact with students and to provide parents and teachers with materials and assistance in this direction.

6. To evaluate continually the type of service being rendered youth through guidance activities so that this service may be improved continually. In addition, changes in the curriculum should be made as needs are discovered through guidance activities.¹

In addition to the major objectives, there are specific objectives for each grade level:

**Tenth grade.** The orientation and adjustment of students new to the school and to encourage in them a demand for continued education and

¹"Philosophy, Objectives and Implementation Techniques for Guidance in Cedar Rapids High Schools" (Cedar Rapids, Iowa: Cedar Rapids Public Schools, 1958), p. 3. (Mimeographed.)
development; counseling students in preparation for high school courses and educational plans; assisting in selection and revision of the school program for the following year.

Eleventh grade. The determination of the potentialities of each student as well as his interests; educational-vocational exploration by counselor and counselee; assisting in selection and revision of the school program for the following year.

Twelfth grade. The further assistance of the student in assuming the responsibility for his educational and vocational choices.

Each counselor has a responsibility to strive toward the accomplishment of these objectives, both general and specific.
CHAPTER II

THE ROLE OF THE COUNSELOR IN THE GUIDANCE PROGRAM

There is a need for a clear-cut statement as to a suitable pattern of duties and responsibilities of counselors associated with the Theodore Roosevelt High School guidance program. This need stems from the many different and conflicting demands upon the time and energies of the counselor. If students are to receive the guidance services which they need and to which they are entitled, the counselor must be able to devote himself to those activities for which he is uniquely qualified.

First of all, the counselor needs to understand his role in the total program of guidance services. The guidance functions of the counselor have been well expressed:

Basically, the counselor should fill three primary roles in the school. The first and most important of these is that of providing counseling interviews with students. . . . This is the counselor's prime mission and one which can be performed adequately by no one else in the school.

The counselor's second role is that of a consultant to parents and school staff. . . . He is trained to interpret psychometric data and personality dynamics to parents and teachers. . . . This service is important in helping others work more effectively with students.

The third primary role of the counselor is to identify students who need special services available in the school and community.1

The general role of the counselor is working with students on their individual problems and, at the same time, acting as a consultant and recipient of services to and from administrators, teachers, and parents.

---

1 "The Role of the Counselor" (Edina, Minnesota), p. 2. (Mimeographed.)
Specifically, the counselor's role may be identified as follows:

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conferences, etc.
2. Coordinating these data and supervising their maintenance through cumulative records.
3. Counseling with pupils.
4. Identifying and referring seriously disturbed pupils for more specialized help.
5. Working with teachers on student problems.
6. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.
7. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days, and other group procedures.
8. Encouraging and assisting in the in-service education of all staff members.
9. Consulting with parents on pupil problems of mutual concern to school and home.
10. Serving in a public-relations capacity by maintaining close working relationships with various community agencies.
11. Implementing guidance policies delegated by the administration and guidance committee.
12. Providing leadership through constant research designed to improve (a) the curriculum, and (b) the services offered students through the guidance program.¹

Further insight into the role of the counselor may be gained from a knowledge of the differentiated functions that are performed at each grade level. The specific functions for the grade counselors at Theodore Roosevelt High School include the following:

I. Sophomore Counselor Responsibilities

A. Orientation

1. Assisting in tenth grade orientation assembly
2. Assisting in PTA tenth grade parent orientation program
3. Get-acquainted conference in which the student is acquainted with the school and the counseling program

4. Visiting homerooms acquainting students with school policies

5. Initiating follow-up to assist in the adjustment of the student

6. Consulting with classroom and homeroom teachers about adjustment and progress of the student

B. Conferences with Students

1. Scheduling an interview with each counselee at least twice during the year in regard to school adjustment, educational plans, and personal problems

2. Checking student scholastic progress and counsel with students receiving an unsatisfactory work slip (Form 13)

3. Counseling with students who come in for a voluntary interview

4. Assisting the student to formulate realistic goals and to recognize his assets and limitations

C. Conferences with Teachers

1. Acquainting teachers with the uniqueness of the individual and guiding them in the use of student records and data

2. Changing of program

3. Tracking

D. Conferences with Parents

1. Educational planning for students

2. Test interpretation

3. Minor personal problems of students
E. Program Planning

1. Make appropriate changes in class schedule during the first two weeks of school
2. Plan schedule for the junior year and senior year if possible
3. Code student's program on IBM sheet
4. Record grades on cumulative record in student's folder from semester record card at the end of each semester
5. Plan student's summer school program

F. Make requests for special testing and administer special tests

G. Refer serious student personal problems to the Girls' Adviser or Boys' Adviser

H. Attend counselors' meetings and group meetings for discussion of various student problems and policy decisions

II. Junior Counselor Responsibilities

A. Conferences with Students

1. Schedule an interview with each counselee at least twice during the year in regard to school adjustment, educational plans, and personal problems
2. Check student scholastic progress and counsel with students receiving an unsatisfactory work slip (Form 13)
3. Counsel with students who come in for a voluntary interview
4. Interpret test data from SCAT, Revised Minnesota Paper Form Board, and Kuder Interest Inventory; also PSAT and National Merit tests if taken.
5. Assist the student to formulate realistic goals and to recognize his assets and limitations
6. Investigate colleges and vocations

B. Conferences with Teachers

1. Acquaint teachers with the uniqueness of the individual and guide them in the use of student records and data

2. Change of program

3. Tracking

C. Conferences with Parents

1. Educational planning for students

2. Test interpretation

3. Minor personal problems of students

D. Program Planning

1. Make appropriate changes in class schedule during the first two weeks of school

2. Plan schedule for the senior year

   a. Check to see that requirements for graduation are being met

   b. Prepare 11A plan sheet for approval by parents and student

3. Code student's program on IBM sheet

4. Record grades on cumulative record in student's folder from semester record card at the end of each semester

5. Plan student's summer school program

E. Make requests for special testing and administer special tests

F. Refer serious student personal problems to the Girls' Adviser or Boys' Adviser
G. Help administer all necessary tests for college entrance
H. Administer make-up tests for SCAT, Revised Minnesota Paper
   Form Board, and Kuder Interest Inventory
I. Writing recommendations for early acceptance in college
   and for summer institute programs in subject areas
J. Attend counselors' meetings and group meetings for discussion
   of various student problems and policy decisions
III. Senior Counselor Responsibilities
A. Conferences with Students
   1. Begin regular counseling interviews
      a. Evaluate school program that has been followed thus far
      b. Discuss college choices
      c. Discuss choice of career looking again at the require-
         ments for that career and appraising the abilities and
         interests of the student and the possibilities of his
         following through on the plans
      d. Discuss the services he has performed for the school
         and community and see how they may fit into his career
         life
   2. Check student scholastic progress and counsel with students
      receiving an unsatisfactory work slip (Form 13)
   3. Counsel with students who come in for a voluntary interview
   4. Interpret test data from CEEB, ACT, and NROTC if taken
   5. Exit interviews
B. Conferences with Teachers
   1. Acquaint teachers with the uniqueness of the individual
      and guide them in the use of student records and data
   2. Change of program
   3. Tracking
C. Conferences with Parents
   1. Educational planning for students
   2. Test interpretation
   3. Minor personal problems of students
D. Program Planning
   1. Make appropriate changes in class schedule during the
      first two weeks of school
   2. Check to see that each senior meets the minimum require-
      ments for graduation
   3. Record grades on cumulative record in student's folder
      from semester record card at the end of each semester
   4. Plan summer school programs for those students needing
      to make up credit deficiencies for summer school graduation
E. Make requests for special testing and administer special tests
F. Refer serious student personal problems to the Girls' Adviser
   or Boys' Adviser
G. Help administer all necessary tests for college entrance
H. Discuss with various college representatives their programs
   and possibilities for our students of admission
I. Keep a detailed list of scholarships
J. Help all senior students who would like to go to college choose an appropriate one

K. Help all senior students process their college applications

L. Writing recommendations for college, scholarships, and employment

M. Aid the student in communication with the Iowa Employment Service

N. Attend counselors' meetings and group meetings for discussion of various student problems and policy decisions
CHAPTER III

THE ROLE OF THE TEACHER IN THE GUIDANCE PROGRAM

The counselor needs to be aware of the teacher's role as a guidance worker. The objectives of the guidance program cannot be accomplished by the counselor alone. The importance of recognizing the classroom teacher as a guidance worker was expressed by Hoyt:

The school counselor's chief professional ally in attainment of guidance objectives for the majority of students in the school is the classroom teacher.\(^1\)

The classroom teacher occupies a key role in the guidance program because of the close contact with students and the opportunity to observe them closely and continuously. The guidance functions carried on by the teacher include identifying students in need of counseling, acquiring information about pupils, helping each student to better understand himself, providing a wholesome classroom environment for maximum student development, and implementing many of the decisions resulting from counseling. A considerable amount of guidance takes place through the instructional program as well.

Close co-operation between the teacher and the guidance department will increase the effectiveness of the guidance program. The following suggestions are ways in which such co-operation can be attained:

---

2. Identifying problems of pupils and aiding in their adjustment.
3. Counseling individually as much as possible.
4. Assisting in providing vocational information.
5. Supplying information for guidance records.
6. Serving on guidance committee and submitting recommendations.
7. Participating actively in the testing program.
8. Interpreting the school program to parents and the community.
9. Referring pupils for special counseling.
10. Evaluating guidance work of school.1

CHAPTER IV

ORGANIZATIONAL STRUCTURE

Good organization and administration of guidance services require the working relationships of guidance personnel to be clearly specified. An organizational chart showing the administrative and co-operative relationships helps each staff member to know what his responsibility is. Figure 1 illustrates the plan of organization of the Roosevelt guidance services.
Figure 1. Guidance services organization, Theodore Roosevelt High School, Des Moines, Iowa.

Cooperative Relationships — Administrative Relationships
CHAPTER V

THE COUNSELING SERVICE

The counseling service has been called the heart of the guidance program. It represents the point at which the various guidance services focalize on the individual student. The counseling process has been defined by the Professional Services Committee of the Illinois Guidance and Personnel Association:

Counseling is a process whereby a trained counselor assists the essentially normal individual to study and evaluate himself and his environment, select appropriate solutions to his problems, and make realistic plans.¹

Counseling is based upon a person-to-person relationship between the counselor and counselee. It is a learning, growing situation in which both take an active part. This implies the presence of professionally-trained counselors provided with regular scheduled time and the necessary facilities and materials for operating the counseling service.

Counseling Interview

Counseling and interviewing are sometimes considered to be synonymous. However, interviewing is only one step in the counseling process, but it is nearly always the central one. An interview may be defined as:

A face-to-face situation between two people, one of whom has been trained, working toward the solution of a problem through the use of a structured approach with one of the people directing this progress.\(^1\)

Professional literature in the guidance field classifies the approaches used in interviewing according to three basic "schools" of thought. These "schools" are identified as directive, nondirective, and eclectic.

**Directive counseling.** The directive counselor understands the purpose of counseling to be the guiding of the counselee in a problem-solving situation. According to this viewpoint, the counselor assumes a great deal of responsibility in working out the counseling process and for the solution of the counselee's problems. Six basic steps characterize this method whose leading advocate is Williamson.\(^2\) These steps are: (1) analysis, (2) synthesis, (3) diagnosis, (4) prognosis, (5) counseling, and (6) follow-up.

The directive or clinical counselor's first step in the counseling process is to analyze the situation by collecting pertinent data about the counselee. These data are synthesized or condensed to be studied as related facts and are organized into a comprehensive picture of the individual.

Synthesis is followed by diagnosis in which the counselor tries to identify the problem and discover underlying causes for it. Great stress is placed on diagnosis because many people do not have the

---

\(^1\) Class lecture by Dr. Arthur Mullens, Drake University, Des Moines, Iowa, July 23, 1962.

necessory resources within them to diagnose their own situations and so the assistance of the counselor is necessary.

During prognosis, the counselor develops possible solutions, although final responsibility for decision rests with the counselee. In the counseling phase, the directive counselor assists the counselee in formulating a plan of treatment. If the counselee is unable to do this for himself, the counselor has the responsibility of evolving an effective plan.

Follow-up is the last step to determine the effectiveness of counseling and to provide additional assistance if needed.

Nondirective counseling. The nondirective counselor conceives the purpose of counseling to be the creation of a permissive atmosphere that will enable the counselee to grow in self-understanding. The role that the counselor and the counselee will occupy in the counseling process was described by Arbuckle:

The client-centered counselor believes deeply that the client not only can be, but that it is his right to be the determinant of his future; that he, the counselor, is secondary in the counseling relationship, and that the direction should therefore come from the client, not the counselor.1

Rogers stated that every individual possesses a basic tendency toward growth which can be used to motivate the client to solve his own problems.2 A clear understanding of self permits the counselee to develop


a solution to the problem independently. Counseling, therefore, is a growth experience as well as a learning experience with emphasis on the individual rather than the problem.

Rogers established the nondirective approach to counseling in 1942 with the publication of his *Counseling and Psychotherapy*. The major characteristics of this approach have been summarized by Rogers as follows:

1. The individual comes voluntarily for help.
2. The counseling situation is defined.
3. The counselor encourages free expression of feelings regarding the problem.
4. The counselor accepts, recognizes, and reflects these negative feelings of the client.
5. Full expression of negative feelings is followed by faint and tentative expressions of positive feelings.
6. The counselor accepts, recognizes, and reflects these positive feelings of the client.
7. The period of release or free expression is followed by a gradual development of insight.
8. As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, and as he comes to a clearer understanding of the causes of his behavior and gains a fresh perception of his life situation, he perceives the decisions that he must make and the possible courses of action open to him.
9. The client begins to translate insight into action.
10. Further growth takes place with further achievement of insight.
11. There is increasingly integrated positive action.
12. The client feels a decreasing need for help and recognizes that the counseling must end.

**Eclectic counseling.** Advocates of the eclectic approach recognize

---


that both the directive and nondirective positions possess definite strengths and weaknesses. However, they maintain that neither position allows the counselor the flexibility necessary for effective counseling. This viewpoint was expressed by Thorne:

The most tenable orientation to the theory and practice of personality counseling is that of eclecticism. All available methods are to be utilized according to their indications and contraindications. Although the counselor may delegate responsibility for various phases of counseling to the client, the overall responsibility for planning and executing treatment belongs with the counselor.¹

Humphreys, Traxler, and North described the eclectic position as follows:

According to this eclectic position, the counselor considers the personality and needs of the individual he is counseling; then he selects the nondirective or directive technique that seems to be most applicable and most helpful to the counselee at a particular time and in a particular situation.²

The flexibility afforded by the eclectic approach makes it a most useful technique in a school counseling situation. However, such a technique requires much judgment on the part of the counselor.

Directive, nondirective, and eclectic are the three major approaches to interviewing. The counselor should be cautioned to refrain from using one approach constantly with each counselee. A good counselor needs to know and be able to use all these approaches. Erickson has stated:

No one approach is generally better than another. That approach or combination of methods should be used which is most appropriate

¹Frederick Thorne, Principles of Personality Counseling (Brandon, Vermont: Journal of Clinical Psychology, 1950), p. 32.

to the situation and which has been used with the greatest effectiveness by the counselor.\(^1\)

The uniqueness of each case should be the determining factor in the choice of an interviewing approach.

Interview procedures. We do not subscribe to any set pattern for an interview. However, there are some basic principles which will give direction. The counselor--

1. Prepares for each interview by studying all data pertinent to the counseling problem.
2. Recognizes problems which may require a series of interviews and plans accordingly.
3. Recognizes problems which are beyond his counseling skill, or which can be handled more effectively by others, and refers such problems to the appropriate person or agency.
4. Conducts all interviews in private.
5. Encourages the student to express himself freely.
6. Avoids domination of the interview.
7. Accepts the pupil as he reveals himself without unnecessarily pressing values on the student's remarks.
8. Is mindful at all times that decisions reached in the interview must be emotionally and intellectually acceptable to the student.
9. Aims at assisting the student to become increasingly more self-reliant.
10. Keeps a written record of the interview.
11. Is careful to be professional in handling confidential information given during the interview.
12. Makes provision for follow-up and assistance, when desirable, for each student counseled.\(^2\)

Procedure for Student Utilization of the Counseling Service

The counselor tries to schedule the interview during the counselee's study hall. However, the counselee may not have a study hall or so few study periods that it becomes necessary to see the counselee during class


time. Most teachers do not object if the counselee's absence does not seriously interfere with tests or other important class activities and if only a short period of time is missed. The administrative procedure used in this situation may be outlined in the following form:

1. Counseling interview may be initiated by the counselor or student.
2. Counselor checks student's program card to determine his free period.
3. Counselor fills out a pass slip and places it in the mailbox of the counselee's homeroom teacher to be given to the student.
4. The student takes the pass to study hall or class, gains permission to leave, and reports to the counselor. If the teacher is reluctant to grant permission, the student should remain in class and another appointment will be scheduled.
5. At the close of the counseling period, the student returns to study hall or class with the counselor's signature and the time on the pass.

Counselor Assignment

The counselees at Theodore Roosevelt High School are assigned by homerooms which have been arranged alphabetically according to grade level. This procedure serves as a form of in-service training in that the counselor can begin with a tenth grade counselee and proceed along with him, helping him to meet problems of increasing complexity. This advantage is maintained as long as the counselor has only one grade level.
Counselor-Student Ratio

The number of students to be counseled by each counselor will vary, but the counselor-student ratio should be flexible. Present professional opinion prefers one full-time counselor for every two hundred fifty to three hundred high school students. This ratio was recommended in Conant's report, *The American High School Today*, and by the White House Conference of 1960. The Special Committee on Recommendations for Improving Guidance Services in the Des Moines school system has recommended a ratio of one full-time counselor to four hundred students.

Released School Time for Counseling

The counselors at Theodore Roosevelt High School are given time during the day for scheduling interviews. The full-time counselor was available all six periods of the day, and the teacher-counselors were available three periods. However, the counselors must be protected from activities which would interfere with scheduled counseling time or require excessive time beyond the regularly scheduled class periods.

With the development of increasing services offered by the counseling office has come the transfer of much of the clerical detail without an accompanying provision for clerical assistance. There are several phases of the counseling and information services which necessitate clerical work of a nonprofessional nature. The State Department of Public Instruction has said:

---

It may be necessary to provide either full or part-time clerical help depending upon the responsibilities delegated.  

Roeber, Smith and Erickson have also pointed out the need for clerical assistance:

Such clerical tasks as . . . maintaining administrative records, or scoring and recording test results are counseling practices which deny pupils the use of scheduled counseling time. In many cases the work could be done by clerks with a minimum of training.  

The Special Committee on Recommendations for Improving Guidance Services in the Des Moines school system has submitted the following recommendation:

```
Full-time clerical help be employed in all counseling centers.
   a. To assist counselors with detailed record work.
   b. To answer telephone and arrange preliminary appointments.
   c. To take dictation, transcribe, and type reports.
   d. To assist students and counselors in the locating of up-to-date college and vocational information.
   e. To assist in the handling of forms. (Such as scholarship applications, core area sheets, assignment cards, change of programs, etc.)
```

The Theodore Roosevelt High School counselors and teacher-counselors have a responsibility for a homeroom or another extra-class activity. The importance of having this time available for counseling was stated by Roeber, Smith, and Erickson:

1 State Department of Public Instruction, "Questions and Answers on Organization and Administration of the Guidance Services" (Des Moines, Iowa: State Department of Public Instruction, 1959), p. 5. (Mimeographed.)


3 The Special Committee on Recommendations for Improving Guidance Services, "Recommendations" (Des Moines, Iowa: The Special Committee on Recommendations for Improving Guidance Services, 1963), Group VI. (Mimeographed.)
Activities which consume excessive periods of time before or after school may also work to the detriment of counseling services since some pupils find this to be the most convenient time to see the counselor.¹

A recommendation for increasing the counselors' time available for guidance activities has been made:

Suggest that all counselors with a minimum of 3 periods of counseling be relieved of homeroom responsibilities.

a. To allow counselor to perform group-guidance functions in homerooms.

b. To free counselor of all detailed record work at beginning and end of semester.

c. To allow counselors to be free to make individual contacts before classes start.²

Counseling Facilities and Equipment

The counseling suite consists of seven small offices plus a larger outer office which serves as a combination library of educational and occupational materials, waiting room, and office for the student receptionist. The counselors' offices are furnished with a desk, two chairs, and a filing cabinet containing the cumulative folders. Although the present facilities are basically satisfactory, there is a need for some additional equipment.

Roeber, Smith, and Erickson have summarized what equipment should be included in the counselor's office and in the waiting room:

Equipment for the counselor's office. This should include a desk, chairs, one four-drawer file with lock, bookcase, telephone, and bulletin board.

¹Roeber, Smith, and Erickson, op. cit., p. 105.

²The Special Committee on Recommendations for Improving Guidance Services, loc. cit.
Equipment for waiting room. It should have comfortable chairs, table, bookcase, display rack, and bulletin board.\footnote{1}

The Professional Services Committee of the Illinois Guidance and Personnel Association issued a statement concerning counseling facilities and equipment:

Work conditions in all areas include private offices in counselor's suite; locked files, adequate storage of test materials; occupational and training information available to students; tape recorders; private telephone; dictaphone; adequate chairs and tables; secretarial and clerical assistance; library facilities.\footnote{2}

The most immediate need at Roosevelt High School is a telephone in each counselor's office. This would contribute to a more favorable counseling environment in that interruptions and delays due to answering the telephone in the waiting room would be reduced and telephone conversations would be private. A cupboard which could be locked for storage of test materials is needed. Also, a display case in the waiting room would increase student access to educational and vocational materials. These equipment additions would necessarily be made over a period of years.

\footnote{1}{Roebber, Smith, and Erickson, \textit{op. cit.}, p. 251.}

\footnote{2}{Professional Services Committee, "Outline for Local Group Statement," \textit{loc. cit.}.}
CHAPTER VI

THE CUMULATIVE RECORDS SERVICE

Counselors must have adequate information which is accurate and related to use as a basis for individual counseling and planning. The cumulative record is an instrument for collecting, synthesizing, and centralizing data about the student. The essential areas of information which a cumulative record should contain were suggested by Traxler:

1. Home Background
2. School History and Record of Classwork
3. Mental Ability or Academic Aptitude
4. Achievement-test Scores
5. Health
6. Out-of-school Experience
7. Educational and Vocational Interests
8. Special Aptitudes
9. Personality
10. Plans for the Future

The cumulative record performs a very valuable service in providing the data about the individual which distinguish him from other individuals and providing the means for studying the long-term development of the individual. The counselor needs to be familiar with the records available for his use. A description and illustration of the cumulative record data used during 1962-1963 at Theodore Roosevelt High School is presented for this purpose.

1. Pupil’s High School Schedule of Subjects (Form 425A Revised).

This form is filled out by the second semester ninth grade

---

student indicating the probable choice of college, occupation, subjects to be taken during grades 10, 11, and 12, and the subjects already taken in the ninth grade. After parental approval is obtained, this form is sent to the senior high school and filed with the counselor.

2. **Pupil's Record—Standard Tests** (Form 192). The standardized testing data from kindergarten through ninth grade is recorded on this form.

3. **Guidance Test Summaries Card** (Form 622). The test results of the ninth- and eleventh-grade batteries are recorded on this form.

4. **Pupil's Guidance Card** (Form 178 Revised). This form concerning personal characteristics and adjustment is completed by the sixth- and ninth-grade homeroom teachers.

5. **Educational and Vocational Guidance Information Blank** (Form 479). This record of personal data is completed by the second semester ninth grade student and is delivered to the high school to be filed with the counselor.

6. **Senior High School Cumulative Record Sheet** (Form 181A). The ninth grade data are filled in by the registrar and given to the appropriate counselor. Upon completion of the semester's work at each grade level, the counselor fills in the data from the semester record card for use in counseling.

7. **Report of Credits toward High School Graduation** (Form 425E). This report is sent to parents during the second semester of the eleventh grade. It has the twofold purpose of providing for
PUPILS HIGH SCHOOL SCHEDULE OF SUBJECTS  
(To be approved by the Parents)

Name of pupil.......................................................... Expects to graduate........................................ 10
Will attend college........................................ Name of college selected...................................
If college has not been selected, name several from which choice is probable...

Probable college course.

College entrance requirements: English...... Math....... Lang....... Hist....... Science....... Optional......
Vocation pupil expects to enter or several from which choice is probable...

Subjects Selected by Semesters

<table>
<thead>
<tr>
<th>MOUTH YEAR</th>
<th>TENTH YEAR</th>
<th>ELEVENTH YEAR</th>
<th>TWELFTH YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Summer........ Summer........ Summer........ Summer........

Physical Education is required each semester unless pupil is excused for health reasons.

To the Parents:

The above schedule of subjects is submitted for your approval or criticism. We welcome any information regarding your plans for your child which will enable us to assist you in guidance and counsel. Twelve units of credit beyond the ninth grade are required for graduation.

Vice Principal or Girl's Adviser

We approve the above schedule of subjects. This approval is given with the understanding that changes may be made later upon request.

Date:........................................ Parent: ........................................

Remarks:........................................ Parent: ........................................

See Reverse Side for Other Suggestive Schedules

Figure 2. Pupil's high school schedule of subjects.
**PUPIL'S RECORD—STANDARD TESTS**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Test</td>
<td>Form of Test</td>
<td>Date Given</td>
<td>Age Yr. Mth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3. Pupil's record—standard tests.*
<table>
<thead>
<tr>
<th>Scholastic Aptitude</th>
<th>Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAT, 3A</td>
<td></td>
</tr>
<tr>
<td>V-Score</td>
<td></td>
</tr>
<tr>
<td>Q-Score</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>SRA Language Skills</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Syllables</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>Mechanical Ability</td>
<td></td>
</tr>
<tr>
<td>Bennett Mechanical</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>Total Reading</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. Guidance test summaries card (front of card).
### Vocational Interests

<table>
<thead>
<tr>
<th>Grade</th>
<th>Date</th>
<th>Lee-Thorpe Occupational Interest*</th>
<th>Score</th>
<th>%ile</th>
<th>Grade</th>
<th>Date</th>
<th>Kuder Preference Record*</th>
<th>Score</th>
<th>%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V. Verification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Personal-Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0. Outdoor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Natural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Mechanical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Mechanical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Computational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Persuasive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Artistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Literary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Computational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8. Social Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Level of Interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. Clerical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

*National Norms

**Adviser:**

**Figure 5.** Guidance test summaries card (back of card).
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present School</td>
<td>Date of Birth</td>
<td>Age Last Birthday</td>
<td>Present Grade</td>
</tr>
<tr>
<td>Name of Father</td>
<td>Occupation</td>
<td>Where Employed</td>
<td></td>
</tr>
<tr>
<td>Name of Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian or Step-parent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Children in Family?**

<table>
<thead>
<tr>
<th>Scholastic Achievement</th>
<th>Younger?</th>
<th>Older?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>High Ave (Check)</td>
<td>Low Ave (Check)</td>
</tr>
</tbody>
</table>

**Home Room Teacher's Estimate**

<table>
<thead>
<tr>
<th>High Ave (Check)</th>
<th>Low Ave (Check)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ability</td>
<td>Industry or Effort</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Reliability</td>
</tr>
<tr>
<td>Initiative</td>
<td>Mental Development for Age</td>
</tr>
<tr>
<td>School Department or Conduct</td>
<td>Immature</td>
</tr>
</tbody>
</table>

Absent: Seldom □ Occasionally □ Often □ Tardy: Seldom □ Occasionally □ Often □

Figure 6. Pupil's guidance card (front of card).
To the H.R. Teacher: Underline the words which you think apply or add others which seem more nearly to describe this pupil and his home environment.

Special Interests: Music, Athletics, Mechanics, Scouting, Camp Fire, Science, etc.

Special Talents: Music, Art, Athletics, Dramatics, Creative Writing.


Social Behavior of Humor, Aggressive, etc.

Classroom Shy, Placid, Happy, Normally Cooperative, Dynamic, Quick-tempered, Stubborn, Dependable, Follows Directions, Irresponsible, Resentful, etc.

Reactions to Defiant, Sullen, Respectful, Cheerful, Normally Cooperative, Volunteers assistance, Teachers and Responsive and Loyal, Dynamic, Quick-tempered, Stubborn, Inconsistent, etc.

Authority:

Home Conditions: Broken home, Parent deceased, Uncongenial parents, Disturbed parent-child relationship, Wholesome relations, Cultured home environment, Chronic illness, Indigent, shiftless, etc.

Parental attitudes: Hostile, Critical, Indifferent, Over-protective of child, Friendly, Active, Cooperative, Active in PTA work, etc.

Physical handicaps: Speech, Sight, Hearing, Crippled, Nutrition, Cardiac, etc.

Name special activities in which pupil has taken part.

Is pupil a leader? In what way?

---

Figure 7. Pupil's guidance card (back of card).
I. YOU

Name ___________________________ Sex __________
(last) (first) (middle)
Address __________________________ Date of Birth __________________________
(month) (day) (yr.)

How much time do you spend on school work at home (daily)? ________
With what organized groups are you actively associated (church activities, Y.M.C.A., scouting, etc.)? ________

What are your hobbies or special interests? __________________________

What home duties are your responsibility? __________________________

Name of father or guardian __________________________ Mother's Name __________________________

Occupation __________________________ Occupation __________________________

Nationality __________________________ Nationality __________________________

Is he living? __________________________ Is she living? __________________________

Last grade completed in school by father __________________________ by mother __________________________

Marital status of parents: Live together Separated Divorced __________________________

Name of person with whom you live __________________________ Relationship __________________________

If you have brothers or sisters working, what is the occupation of each? __________________________

II. YOUR PAST EXPERIENCES IN SCHOOL AND AT WORK

Subjects Subjects Most difficult Subjects on which you liked least subjects put most effort
liked best liked least subjects
________________________ __________________________ __________________________ __________________________

Type or name of job held Things about the job you

a. __________________________ Liked __________________________

b. __________________________ Liked __________________________

Disliked __________________________ Disliked __________________________
III. YOUR FUTURE PLANS

Have you chosen your vocation? ______ If so, what is it? __________

Considering future occupations, about which occupations would you like to learn more? __________

Do you plan to go to college? __________

IV. Below are listed several fields of work. Indicate three that you are most interested in and number them (1,2,3) in the order of your preference.

A. Personal-Social

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic Service</td>
</tr>
<tr>
<td></td>
<td>Personal Service</td>
</tr>
<tr>
<td></td>
<td>Social Service</td>
</tr>
<tr>
<td></td>
<td>Teaching and Related Activities</td>
</tr>
<tr>
<td></td>
<td>Law and Law Enforcement</td>
</tr>
<tr>
<td></td>
<td>Health and Medical Service</td>
</tr>
</tbody>
</table>

B. Natural

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Farming, General and Crop</td>
</tr>
<tr>
<td></td>
<td>Animal Raising and Care</td>
</tr>
<tr>
<td></td>
<td>Gardening and Greenhouse Care</td>
</tr>
<tr>
<td></td>
<td>Fish, Game, and Domestic Fowl</td>
</tr>
<tr>
<td></td>
<td>Lumbering and Forestry</td>
</tr>
<tr>
<td></td>
<td>Marine Work</td>
</tr>
</tbody>
</table>

C. Mechanical

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintenance and Repairing</td>
</tr>
<tr>
<td></td>
<td>Machine Operation and Tending</td>
</tr>
<tr>
<td></td>
<td>Construction</td>
</tr>
<tr>
<td></td>
<td>Designing</td>
</tr>
<tr>
<td></td>
<td>Bench Work and Bench Crafts</td>
</tr>
<tr>
<td></td>
<td>Processing</td>
</tr>
</tbody>
</table>

D. Business

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clerical</td>
</tr>
<tr>
<td></td>
<td>Shipping and Distribution</td>
</tr>
<tr>
<td></td>
<td>Bookkeeping and Accounting</td>
</tr>
<tr>
<td></td>
<td>Buying and Selling</td>
</tr>
<tr>
<td></td>
<td>Training and Supervision</td>
</tr>
<tr>
<td></td>
<td>Management and Control</td>
</tr>
</tbody>
</table>

E. The Arts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art Crafts</td>
</tr>
<tr>
<td></td>
<td>Painting and Drawing</td>
</tr>
<tr>
<td></td>
<td>Decorating and Landscape</td>
</tr>
<tr>
<td></td>
<td>Drama and Radio</td>
</tr>
<tr>
<td></td>
<td>Literary Activities</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
</tbody>
</table>

F. The Sciences

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laboratory Work</td>
</tr>
<tr>
<td></td>
<td>Mineral-Petroleum Products</td>
</tr>
<tr>
<td></td>
<td>Applied Chemistry</td>
</tr>
<tr>
<td></td>
<td>Chemical Research</td>
</tr>
<tr>
<td></td>
<td>Biological Research</td>
</tr>
<tr>
<td></td>
<td>Scientific Engineering</td>
</tr>
</tbody>
</table>

Figure 9. Educational and vocational guidance information blank (back of sheet).
### Theodore Roosevelt High School, Des Moines, Iowa. Cumulative Record, Grades 9 to 12

**Name**

**Last Name** | **First Name** | **Middle Name** | **Sex** | **Birth Place** | **Birth Date**
--- | --- | --- | --- | --- | ---

**Parents or Guardian**

**Address**

**Grade marks:** 1 = Excellent; 2 = Above Average; 3 = Average; 4 = Below Average; 5 = Failure; S = Satisfactory; E = Exceeded. 16 Units required for graduation. Semesters 19 weeks each.

<table>
<thead>
<tr>
<th>Ninth Grade</th>
<th>Eleventh Grade</th>
<th>Extra or Post Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td><strong>School</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Date semester ends</strong></td>
<td><strong>Date semester ends</strong></td>
<td><strong>Periods</strong></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
<td><strong>Per week</strong></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>9B</td>
</tr>
<tr>
<td>Social Science (World History)</td>
<td>Social Science (U. S. History)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Remarks**

**Enrollment Record**

**Entered (date)**

**From:**

**Withdrawal and Re-entry:**

**Other high schools attended:**

<table>
<thead>
<tr>
<th>Tenth Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Date semester ends</strong></td>
<td><strong>Date semester ends</strong></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Periods</strong></td>
<td><strong>Periods</strong></td>
</tr>
<tr>
<td><strong>Per week</strong></td>
<td><strong>Per week</strong></td>
</tr>
<tr>
<td><strong>Mark</strong></td>
<td><strong>Mark</strong></td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td><strong>Credit</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>No credit</td>
<td>No credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total units completed</th>
<th>Total units completed</th>
</tr>
</thead>
</table>

### Extracurricular Activities

**Senior high school cumulative record sheet (front of sheet).**

---

Note: This school is accredited by the North Central Association.
REPORT OF CREDITS TOWARD HIGH SCHOOL GRADUATION

Pupil's Name: [Blank]  School: [Blank]  Date: [Blank]

To the Parents:

According to the school records as of this date the above-named pupil has earned _______ units of credit toward the sixteen units required for high school graduation. By satisfactory completion of the subjects marked in the table below, this pupil may expect to graduate with the class of _______.

If the pupil desires to graduate at an earlier date it will be necessary to attend summer school or to make special arrangement with the principal to carry extra subjects.

Kindly sign and return this sheet to the school in acknowledgment of its receipt. We welcome any word or inquiry which will enable us to serve you more efficiently.

Signed:

Subjects Completed by Semesters

<table>
<thead>
<tr>
<th>Ninth Year</th>
<th>Tenth Year</th>
<th>Eleventh Year</th>
<th>Twelfth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physical Education is required each semester unless pupil is excused for health reasons.

To the principal:  Date: [Blank]

Receipt of the above record is acknowledged.

(Signed) [Blank]  Pupil:

(Signed) [Blank]  Parent:

FORM 435E 12-6-46 D. M. Tech Pub

Figure 12. Report of credits toward high school graduation (front of sheet).
Revised Information for Educational Guidance

To Parents of 11A Pupils:

The choice of a college or other school in which a pupil may expect to continue his education beyond high school is a very important factor in the selection of electives for his twelfth grade work. There are many considerations which make the choice of college in the ninth grade a tentative one. The pupil's plans may have changed greatly in the two years since the choice was recorded with us.

We must know the present plans before we can advise how well the proposed course for the final year meets the pupil's needs for the next step in his educational plan. Colleges vary greatly in their requirements and recommendations for high school preparation. Subject electives which are quite acceptable in one college may be rejected by another.

Will you therefore please study the choices or plans of your child as recorded below, then sign to indicate your approval, and return this sheet to the home room teacher at once.

<table>
<thead>
<tr>
<th>Date</th>
<th>Pupil</th>
<th>H. R.</th>
</tr>
</thead>
</table>

I. Pupil's present vocational ambition

II. I do not plan to attend any advanced school or college but expect upon graduation to

III. My first choice of college, business college, or other advanced school, at the present time is

My plans to enter this college are: (Check one)

1. Quite definite and certain
2. Fairly well determined
3. Indefinite but probable
4. Quite uncertain and indefinite

IV. Other schools which I should like to be prepared to enter are: (One or more to be listed unless there is no question about the first choice.)

1.
2.
3.

I approve the selection of college or other after-graduation plans stated above by my (son) (daughter).

Parent

---

Figure 13. Report of credits toward high school graduation (back of sheet).
re-evaluation of the subjects yet to be taken and to inform
them of the credits earned thus far.

8. **Student's Program Card** (Form 165T). The student completes five
copies of this form. The adviser, the main office, the nurse,
the homeroom teacher, and the counselor each receive a copy.

9. **Semester Record Card** (Form 180 Revised). The student's grades,
attendance, and extracurricular activities are recorded in
duplicate by the homeroom teacher. One card is filed with the
counselor and the other is filed in the registrar's office.

10. **Record of Conference with Pupil** (Form 153 Revised). When the
adviser needs to be informed about significant counselee
information, the counselor fills this form out in duplicate
retaining the carbon copy for the counselee's folder.

11. **Special Report to Parents** (Form 13). This form is made out by
the classroom teacher when the student is doing unsatisfactory
work. The original copy is given to the student to take
home for parental signature, and it is returned to the teacher
issuing it. The homeroom teacher, the adviser, and the coun-
selor each receive a carbon copy for their files.

12. **Special Report of Pupil** (Form 188). This form is made out by
the adviser or counselor and is carried by the student to
his classes for the purpose of checking on academic progress.
The request for the report may be initiated by the adviser,
counselor, parent, or student.

13. **Health Record** (Form 141 Revised). This form contains health
data from kindergarten through twelfth grade. Although it
### STUDENT'S PROGRAM CARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>First Name and Initial</th>
<th>H. R. Teacher</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per.</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Subject</th>
<th>Syn.</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DES MOINES PUBLIC SCHOOLS

Figure 11. Student's program card.
Figure 15. Semester record card.
## RECORD OF CONFERENCE WITH PUPIL

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Date</th>
<th>H. R. Teacher</th>
</tr>
</thead>
</table>

**Significant Information**

*Figure 16. Record of conference with pupil.*
1. SPECIAL REPORT TO PARENTS

Counselor

I regret to inform you that... .................................................. H. R.

is not making satisfactory progress in ..................................................

Apparent contributing causes are:

...1. Number of days absent to date
...2. Work incomplete
...3. Carelessness in written work
...4. Lack of daily preparation
...5. Takes little part in class discussion
...6. Ill health
...7. Behavior problem

Suggested remedial measures are:

...1. Report for special help after school
...2. Report for special help before school
...3. Regular home study
...4. Conference between parent and teacher
...5. More care in written work
...6. More effort and care to classroom work

Comments

Date.................................................................Teacher

Kindly acknowledge the receipt of this notice by signing and returning at your earliest convenience. We shall appreciate any suggestions that you care to make on the back of this notice.

Date........................................... Parent's Signature

Form 13 2500 Bks. 11-47 D. M. Tech Press DES MOINES PUBLIC SCHOOLS

Figure 17. Special report to parents.
### SPECIAL REPORT OF PUPIL

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Mark This Week</th>
<th>Mark of Date</th>
<th>Times Assigned</th>
<th>Effort</th>
<th>Potentiality</th>
<th>Conduct and Citizenship</th>
<th>REMARKS</th>
<th>Teacher's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requested by _____________________________  Reason for request _____________________________

Pupil's Signature _____________________________

Figure 18. Special report of pupil.
Table:

<table>
<thead>
<tr>
<th>Illnesses</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken pox</td>
<td>19...--..</td>
</tr>
<tr>
<td>Mumps</td>
<td>19...--..</td>
</tr>
<tr>
<td>Red Measles</td>
<td>19...--..</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>19...--..</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>19...--..</td>
</tr>
<tr>
<td>T. B. Patch Kdgn.</td>
<td>9th...--..</td>
</tr>
<tr>
<td>Immunizations:</td>
<td></td>
</tr>
<tr>
<td>Diphtheria</td>
<td>19...--..</td>
</tr>
<tr>
<td>Booster</td>
<td>19...--..</td>
</tr>
<tr>
<td>Smallpox</td>
<td>19...--..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Examiner</th>
<th>Vision</th>
<th>Eyes</th>
<th>Hearing</th>
<th>Ears</th>
<th>Throat</th>
<th>Glands</th>
<th>Skin</th>
<th>Spine</th>
<th>Chest</th>
<th>Abdomen</th>
<th>Feet</th>
<th>Heart</th>
<th>Lungs</th>
<th>Nervous System</th>
<th>Nutrition</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>19...--..</td>
<td>19...--..</td>
<td>19...--..</td>
<td>R L R L R L R L R L</td>
<td>R L</td>
<td>R L 4B R L R L R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
<td>R L</td>
</tr>
</tbody>
</table>

*Phys. Ed.*

- Standard program
- Activity groups I and III only
- Activity group III only
- No activity except as specified; extra school assignment
- Activity as disability permits
- Remarks on reverse side
- No defect noticed
- Defect noticed
- Defect needs attention
- Defect corrected
- Remarks on reverse side
- Glasses

A. B. C. D. = Posture rating. Diagnosis: k = kyphosis; l = lordosis; f = flabby abdomen.

Health Record—Form 141. Rev. 203M-6-69. D. M. T. P. Des Moines Public Schools

**Figure 19. Health record (front of card).**
<table>
<thead>
<tr>
<th>Sem.</th>
<th>Ht.</th>
<th>Wt.</th>
<th>Grade</th>
<th>Teeth</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Kdgn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. VI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. VIII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. IX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>Gr. XI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>Gr. XII</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H.C. = Home Call, include dates, and initial of nurse; S = See Case History
N = Notice sent to parents; D = Dental prophylaxis needed

Figure 20. Health record (back of card).
is filed in the nurse's office, it is considered a part of the student's cumulative record.

The counselor needs to be aware of the various uses of the cumulative record. Hatch and Dressel grouped the possible uses under three major headings:

**Educational**
1. Student development, self-appraisal, and self guidance
2. Making educational and vocational plans
3. Writing reports to or holding conferences with parents
4. Writing recommendations to prospective employers or to colleges

**Therapeutic**
1. Early detection and prevention of maladjustment
2. Assistance to students on personal problems
3. Case conferences
4. Referrals to specialized professional or clinical services

**Administrative**
1. Identifying and providing for special talent
2. In-service education of teachers
3. Evaluation of the school program

---

CHAPTER VII

THE TESTING SERVICE

The primary purpose of administering standardized tests is to gain objective data about the individual. The results enable the entire staff to gain more understanding of each student and place the staff in a better position to diagnose student needs and evaluate student growth. Test data as a counseling tool are used for: (1) educational guidance, (2) vocational planning, (3) parent conferences, and (4) curriculum evaluation.

The testing program is so arranged that by the time a student graduates, data concerning his aptitudes, achievements, and interests have been obtained. Figures 21 and 22 present the Theodore Roosevelt High School testing program. Individual testing is done on a referral basis at the request of parents, teachers, and students. This includes individual tests of intelligence, aptitudes, personality, and interest.

The vice-principal is in charge of the testing program. Counselors help in the administration of college admissions and scholarship tests. The Revised Minnesota Paper Form Board, the School and College Ability Test, and the Kuder Preference Record are administered in history classes by the teachers.

Tests, when given to entire groups, are announced well ahead of time to students and faculty. The purposes and uses of the tests are
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Grade</th>
<th>When Given</th>
<th>What It Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and College Ability Test (SCAT) 2A</td>
<td>11</td>
<td>Fifth and Sixth Week in Fall Semester</td>
<td>Aptitude for Academic Work on a College Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Verbal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Total</td>
</tr>
<tr>
<td>Minnesota Paper Form Board, Revised</td>
<td>11</td>
<td>Fifth and Sixth Week in Fall Semester</td>
<td>Special Aptitude for Visualizing and Manipulating Objects in Space</td>
</tr>
<tr>
<td>Kuder Preference Record, Form CH</td>
<td>11</td>
<td>Fifth and Sixth Week in Fall Semester</td>
<td>Interest Inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Outdoor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Mechanical</td>
</tr>
<tr>
<td>Iowa Tests of Educational Development Students</td>
<td>All</td>
<td>Every Three Years--Fall</td>
<td>Achievement in the Areas of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Social Concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Natural Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Correctness of Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Quantitative Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. General Vocabulary</td>
</tr>
</tbody>
</table>

Figure 21. Group testing for all students, Theodore Roosevelt High School, 1962-1963.
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>When Given</th>
<th>What It Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Scholastic Aptitude Test of College Board</td>
<td>Oct. 20 (Grade 11)</td>
<td>Aptitude for Academic Work on a College Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Verbal Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mathematical Reasoning</td>
</tr>
<tr>
<td>American College Test</td>
<td>Nov. 10 (Grade 12)</td>
<td>Educational Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. English Usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Social Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Natural Sciences</td>
</tr>
<tr>
<td>College Entrance Examination</td>
<td>Dec. 1, Jan. 12</td>
<td>Aptitude for Academic Work on a College Level</td>
</tr>
<tr>
<td>Board Tests</td>
<td>Mar. 2, May 18</td>
<td>1. Verbal Skills</td>
</tr>
<tr>
<td></td>
<td>Aug. 14 (Grade 12)</td>
<td>2. Mathematical Reasoning</td>
</tr>
<tr>
<td></td>
<td>(Grade 11 for counseling purposes.)</td>
<td>Achievement in Subject Area Fields</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student writes three tests--usually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational and two electives chosen from ten subject matter alternatives</td>
</tr>
<tr>
<td>National Merit Scholarship</td>
<td>Mar. 9 (Grade 11)</td>
<td>Educational Development</td>
</tr>
<tr>
<td>Qualifying Test</td>
<td></td>
<td>First screening in selection of National Merit semi-finalists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. English Usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Word Usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Social Studies</td>
</tr>
</tbody>
</table>

Figure 22. College admissions and scholarship testing program, Theodore Roosevelt High School, 1962-1963.
carefully explained to the students. Many of the tests have accompanying descriptive pamphlets. These are distributed in homeroom. An eleventh and twelfth grade assembly is held for the purpose of acquainting the students with the college admissions and scholarship testing program.

It is one of the counselor's responsibilities to interpret test data to students, parents, and teachers. A great deal of self-understanding on the part of the student results from having test data interpreted to him. Parents have a right to know about the abilities, the performance, and the problems of their children. They are encouraged to make appointments to have test data interpreted. To teachers, the interpretation of test results may, with other information, help determine the ability level of each student.

Test data are interpreted through individual interviews. The only exception is the Iowa Tests of Educational Development which are interpreted by the homeroom teacher. However, follow-up is on an individual basis.

In interpreting test scores to students and parents, it is desirable to begin with a discussion of some favorable aspects of the test pattern. Emphasis should be on relating the data to the student's educational goals and objectives. This information should be communicated in an understandable and usable manner. The percentile rank is probably the most meaningful way to report a score provided two essential characteristics are made clear:

(1) that they refer not to per cent of questions answered correctly but to per cent of people whose performance the student
had equalled or surpassed, and (2) who, specifically, are the people with whom the student is being compared.¹

One should be cognizant of the fact that rigid values must not be set for each score when interpreting test scores. Also, the major limitations of the test should be pointed out and that the test results are considered in relation to the many other kinds of information we have about the individual student.

¹Crow and Crow, op. cit., p. 343.
CHAPTER VIII

EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICE

One of the major guidance services to Roosevelt students is that of providing valid information concerning colleges, scholarships, and occupations. The counselor must collect, maintain, and make available pertinent information that can be used by the student to assist him in making wise choices and plans.

College and scholarship information. College and trade school catalogues may be found in the offices of the girls' adviser, boys' adviser, and counselors. Also, in these offices are located the pamphlets and brochures put out by the donors of the various scholarship programs. The centralization of these materials in one location would facilitate student use.

A majority of the educational information was disseminated in homeroom. The boys' adviser compiled a schedule of scholarship tests for posting on the homeroom bulletin boards. The counselors either presented educational information or gave it to the homeroom teachers for distribution. As there was not an organized program to provide college guidance information, it was the responsibility of the individual counselor to compile such information. This resulted in duplication of effort and inadequate information for some homerooms. Some of the various materials used are included in Appendix A.
College representatives are a first-hand source of educational information. Colleges having a representative visiting Roosevelt were announced in the school bulletin each week. Students interested in an interview signed the College Book in the main office. Individual and group conferences were held. Counselors may visit with the representatives at any time. The representatives were urged to visit the counseling office if they had time. Instead of sending a representative, some of the distant colleges sent a film.

A College Day or College Night is a group activity in which college guidance information is presented. The Special Committee on Recommendations for Improving Guidance Services in the Des Moines school system has suggested the investigation of a Collete Night for students and parents. In conducting such an investigation, the following procedures for organizing a college night might be considered:

**Pre-college day plans**

1. The program should be planned to meet the needs of the students in a particular school or schools, and include those students who are planning to attend college.

2. The program should be held at a time when interested high school students and their parents will find it easy to attend.

3. The guidance department of the high school should enlist the cooperation of the administration and the faculty in the planning stage so as to insure maximum efficiency of the actual program. English classes and social studies classes can cooperate by having students write themes as a result of investigations of admissions practices in several colleges, program of studies, what is expected of a student in college, what should a student expect of college, what is college, and so forth.

4. It is considered good practice for the guidance department to hold assemblies or classes prior to the college day to acquaint the student with procedures to be used during the actual program, preliminary instruction for the conduct of the college day, what questions should be asked, and so forth.

---

1 The Special Committee on Recommendations for Improving Guidance Services, *op. cit.*, Group VII.
5. Whenever joint participation of two or more schools in a county, city or other local area is practicable, the schools should meet jointly in a centralized place. Preliminary details should be jointly planned so as to insure uniformity.

6. Announcements of the date for the college day program should be mailed to the colleges a few months in advance. In addition to giving the time and place of the meeting, the type of meeting should be included. Information concerning transportation and hotel accommodations should also be included.

7. As early as possible, the students should be canvassed to determine their first, second, and third choices in colleges, and the invitation list made up as a result of this survey. It is considered good practice to invite only those colleges for which five or more students have shown a preference, and the names should be sent to the college with the original or subsequent announcement. Invitations to other colleges should be extended, but they should be informed as to the interests of the students.

8. Students should be encouraged to become well acquainted with the literature of the colleges prior to the college day program. If this material is not available, the students should write to the admissions office.

9. On-campus representation by the college should be provided. Less-informed alumni representatives seem to do more harm to the college than good.

Post college day activities
If the college day program is to be effective as a counseling technique, some provisions should be made to integrate this with the other guidance programs of the school, and follow-up should be encouraged. These suggestions are offered:

1. Follow-up assemblies or guidance sessions, with individuals or groups, are encouraged to discuss the topics presented during the college day conference.

2. Students should be encouraged to write to the college representatives with whom they visited for additional information which may be needed. The correspondence should mention that the student discussed his plans with the college representative during the college day conference.

3. Students should be encouraged to visit the campuses of their interest with their parents. They should, however, be urged to write ahead.

The counselor must keep up-to-date concerning educational requirements and opportunities beyond the secondary school. This is a rather specialized function requiring considerable time. In a school employing several counselors, this function can be centralized in one counselor. The other counselors would continue to answer questions concerning college and scholarships, but would have a resource person to consult when necessary. Among the larger schools employing this procedure were Arlington High School, Arlington Heights, Illinois, and the North Chicago Community High School, Chicago, Illinois.

Occupational information. Although occupational information is essentially a schoolwide function, the counselor has the responsibility of making recent occupational information available to the counselee and counseling with him about it. Each counselor has an occupational file which he maintains. However, when this service is provided through a number of staff members, there may be overlapping or a failure to provide certain types of information. Effective organization of the occupational information service can best be achieved through centralizing the responsibility for collecting and disseminating information in one person.

Occupational information is best presented as an integrated part of the academic program. This requires the co-operative effort of the entire staff. This relationship was described by Novak:

1Benjamin J. Novak, "Let the Counselor Counsel!" Phi Delta Kappan, XLIII (January, 1962), 172.
The counselor should help the librarian and teachers to set up their own occupational materials. Every teacher ought to know something about the vocational aspects of his subject, should include it in his teaching, should have materials on occupations relating to his subject in his classroom, and should be able and ready to provide specialized occupational information where needed. Frequent library, counselor, and teacher inter-referrals are a realistic feature of the occupational information service and its vocational guidance relationship.¹

The library has the Chronicle Guidance File available for the casual or assigned reading of all students.

Such school organizations as Future Teachers, Future Nurses, Future Physicians, and Secretarial Club play a major role in presenting occupational information to their members. They place considerable information before students by maintaining bulletin boards and display cases.

One of the means used to provide occupational information was the annual PTA Career Night for all students and their parents. As a preparatory step, an assembly entitled, "Preparing for Job Opportunities in 1963" was presented. On that night authorities in the following occupational areas were present to outline the career and answer questions:

1. Business
   a. Insurance
   b. Banking
   c. Retail

2. Music education

3. Nursing

4. Pharmacy

¹Ibid., p. 173.
5. Pilot
6. Scientific fields
   a. Chemistry
   b. Biology
   c. Chemical engineering
7. Airline hostess
8. Social work
9. Teaching
10. Architecture
11. Beautician
12. Commercial art
13. Dentistry
14. Engineering
   a. Highway
   b. Civil
15. Home economics
16. Journalism
17. Medical laboratory technician
18. Lawyer
   a. Private
   b. Corporation
19. Medicine

Career Night should be used as a referral night and not as an exploratory information night if it is to prove effective in providing the student with meaningful information. This means that the student
must have been given a good base of exploratory information about a few occupational choices. Hatch and Dressel stated why a career day or night cannot be effective in presenting exploratory information.

Few activities could be more unrealistic than utilizing a one-day meeting as a method of exploring vocations or colleges. It is unrealistic, because the student cannot hear about more than three or four different possibilities and they are usually presented by individuals who are quite biased in their presentation. The fact that the information is presented away from the true setting of the college or occupation adds to the unrealism of exploratory information.¹

An Armed Forces assembly was held for the twelfth grade class. Representatives from the women's branches were present also. After a discussion of the military obligation, the students were given an opportunity to ask questions.

Sources of information. A library of basic resource materials needs to be developed. The Special Committee on Recommendations for Improving Guidance Services in the Des Moines school system has compiled a list of suggested guidance materials to be included in such a library.

Vocational
5. Sources of Occupational Information, Missouri State Department of Education.
6. Occupational Information, Iowa Department of Public Instruction.
8. Occupational Handbooks of the Armed Forces.

¹Hatch and Dressel, op. cit., p. 104.
College
3. American Colleges and Universities, American Council on Education.
4. College catalogs and catalogs of the Armed Forces academies.

Scholarships and loans
1. Scholarships, Fellowships and Loans, Norman Fitzgerald.

Other
1. The Fifth Mental Measurements Yearbook, O. K. Buros.

Placement. The placement service may be considered as a part of the information service. Educational and occupational information results in educational and occupational placement. Placement services include:

(a) the acquisition, organization, and maintenance of information concerning job vacancies, scholarship competitions, college registration procedures, and so forth; (b) the distribution of this information to individual pupils, and (c) other procedures designed to facilitate the pupil's entrance into the job or educational program of his choice.

Educational placement is the major phase of the Roosevelt placement services since a majority of the students enter college after graduation. For those students planning to get a job, the senior counselors communicate with the Iowa Employment Service making arrangements for the students to be interviewed and to take the General Aptitude Test Battery. Students requesting help in finding part-time or summer employment are assisted by the counselors.

---

1 The Special Committee on Recommendations for Improving Guidance Services, op. cit., Group IX.
2 Miller, op. cit., p. 211.
CHAPTER IX

THE ORIENTATION SERVICE

As the student moves from the junior high level to the senior high level, he needs assistance in making a quick and satisfactory adjustment to a new school environment. This assistance is provided by the orientation service. McDaniel defined the orientation service as:

Guidance counselors organize a series of activities designed to help new students to become acquainted with the school, to know the staff and physical plant, to understand the structure of courses and requirements, to know school customs and activities, to become acquainted with one another, and to develop a sense of purpose and of belonging.  

Orientation is one of the basic services provided by a well-organized guidance program.

The Theodore Roosevelt High School orientation program included the following activities:

1. The tenth grade students from the feeder junior high schools were invited to Roosevelt for a tour of the building during the last week of the spring semester or the week prior to the opening of school in the fall.

2. The tenth grade students were sent a post card informing them of their homeroom and instructing them when to report there.

3. The Girls Club sponsored the "big sister" program for the tenth grade girls.

---

4. The tenth grade students received a copy of the student handbook.

5. The tenth grade orientation assembly was planned with the Student Council Executive Committee, the administrators, and the tenth grade counselors.

6. The orientation meeting for parents of tenth grade students and parents of new students was held for the purpose of acquainting them with the school and the staff.

7. The tenth grade counselor visited the homeroom for the purpose of introducing himself and acquainting the students with the role of counseling within the total school situation.

8. Get-acquainted interviews were scheduled as soon as possible.

At this time, students may ask any additional questions which they might have about the school and the staff.

The orientation service is a guidance area that needs to be expanded. There is the "big sister" program for the girls, but there is not a comparable program for the boys. Most of the orientation activities take place the first week of school. Yet new problems continue to arise all through the first semester. The program might be expanded to include presentations and discussions in assemblies, homerooms, classes, and small groups.

When reviewing the orientation program, the following principles might well be considered:

1. The first principle is effective planning. All members of the school should participate.
2. A survey should be made to determine who will be present at the orientation program.
3. Specific orientation activities must then be planned. (Suggested to form faculty and student committees)\(^1\)

In selecting materials to be included in the orientation program, Planned Group Guidance may be a helpful source of information. It contains the following topics:

**Orientation to School**
1. Why do I go to school?
2. What are the traditions, policies, and regulations of my school?
3. What do I know about the classroom subjects offered in my school?
4. What activities are offered in my school, and how can I get into them?
5. What are the characteristics of an effective student?
6. What are good conditions for study?
7. What are good ways to study?
8. How can I make the best use of my daily time?
9. What can I do in the classroom to help me succeed scholastically?
10. What does my report card mean?

**Orientation to Others**
1. How can I improve my ability to talk with others?
2. How should I act at school functions?
3. What is the meaning of courtesy?
4. How should new and old students act toward each other?
5. How should boys and girls act toward each other?
6. What opportunities are there in school for me to learn how to get along with others?
7. How does my health affect my relationships with others?
8. How does my personal appearance affect my relationships with others?
9. What do I do to be valuable as a member of a group?
10. How can I recognize and cooperate with a good leader?
11. What is my responsibility toward the property of others?

**Orientation to Self**
1. What can I get out of student activities that will help me personally?
2. How can I become a good leader?
3. What is there for me to do during my leisure time?
4. What are the things that discourage me?
5. How can I take defeat?
6. How can I increase my confidence in myself?
7. When is a person successful?
8. What is my part in my home life?

---

9. How can I profit from community opportunities for leisure-time activities?
10. How can I have good mental health?

Orientation to the future
1. How shall I plan for future education?
2. Why work?
3. How can I discover my interests?
4. How can I discover my aptitudes?
5. How can I plan for my future?
6. How should I apply for a job?
7. What are my responsibilities as a citizen in my home community?

---

CHAPTER X

THE ARTICULATION SERVICE

An organized program of articulation services is desirable to promote the student's smooth progression from one school to another. This service involves primarily the exchange of essential information about individual students. This information includes personal data, scholastic achievement, interests, aptitudes, and an estimate of the student's character traits. This information is sent by the feeder junior high schools to Roosevelt well in advance of the student's enrollment.

In an effort to strengthen the articulation between school levels, joint meetings of junior and senior high school counselors have been held. As the student's three-year plan of work for grades ten, eleven, and twelve and the tenth grade tracks are formulated in junior high, these joint meetings were important in furthering mutual understanding.

One means for strengthening articulation would be to designate a senior-high counselor to work with an incoming group of students while they are still in junior high. This plan was suggested by McDaniel:

A school counselor is usually assigned to the junior high school for an extended period to help students grasp the senior-high-school program and objectives and the relationship of
early program planning to vocational goals, to college attendance, and to other life-career goals.

Whatever the program of articulation services may include, its effectiveness will depend on four conditions:

1. A definite policy and plan of articulation which is actually put into practice and maintained.
2. Continuous communication between personnel on different levels, culminating in special periods of exchange through visitation, faculty conferences, etc. that are especially scheduled.
4. Procedures of articulative communications involving staff conferences, exchange of records, feedback of information, follow-up of students, visitations between schools, etc.

---

1 McDaniel, op. cit., p. 387.
CHAPTER XI

THE FOLLOW-UP SERVICE

This is the service through which the school evaluates the effectiveness of its program in terms of adjustment and progress of its students or former students.

Follow-up of students. General counseling cases are followed up for the purposes of: (1) noting the effect of counseling, (2) gathering additional information, (3) assisting the individual further with his problems of adjustment, (4) checking on progress, and (5) forestalling recurrence of difficulties. Because of the limited time available, each counselor uses his judgment as to which cases he will follow-up.

Follow-up of former students. There was not an organized plan in operation for the follow-up of former students. Incidental follow-up has been accomplished through correspondence, personal conferences, and telephone calls. More released time for that phase of work is needed.

There are a number of important reasons why a high school should be concerned with the successes, failures, attitudes, and opinions of former students. Humphreys, Traxler, and North cited three:

First, this information will indicate the achievements of these former students—achievements that are due in part to their school or college training.

Second, on the basis of this information the educational institution can conduct studies of the relationships between the training given these former students and the use that they later made of this training. . . . on the basis of such an evaluation, the institution may decide to introduce important changes in its offerings and practices.
Third, by drawing upon information from former students, counselors can improve their current work with students.¹

From the information gained in exit interviews with seniors and from the number of transcripts that are sent to colleges each year, we have learned that a majority of our graduating students continue their education beyond high school. However, we do not know what percentage finish. We need to know this information to increase the effectiveness of our educational guidance. The following follow-up studies seem advisable for the students who have gone on to college:

1. How successful are the high school's graduates in each college they attend?
2. Which colleges seem better for various types of students?
3. Which factors are most significant in predicting success in college?
4. What levels of aptitude and proficiencies are essential for success in various colleges and the major fields of college study.²

Studies of this type would provide much beneficial information.

¹ Humphreys, Traxler, and North, op. cit., pp. 216-217.
² Crow and Crow, op. cit., p. 564.
CHAPTER XII

CURRICULUM SCHEDULING POLICIES

Program planning is one of the major responsibilities assigned to the Theodore Roosevelt High School counselors. In order to provide the counselee with valid assistance, each counselor must be well acquainted with the curriculum scheduling policies in effect.

Unit requirements for graduation. The requirements for high school graduation are:

Twelve units of credit are required for graduation from the senior high school (grades ten to twelve inclusive) after completing the work of the junior high school. A unit of credit is given for satisfactory completion of the work of each subject in which classes meet five periods per week for a year. Subjects completed in a half year carry one-half unit of credit. A proportionate amount of credit is granted for subjects in which classes meet fewer than five times per week.1

Required courses. Of the twelve units of credit needed for graduation, the following units are required:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Symbol</th>
<th>Unit of Credit Each Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>E3 - E6</td>
<td>1/2</td>
</tr>
<tr>
<td>World History</td>
<td>SSC 3 and 4</td>
<td>1/2</td>
</tr>
<tr>
<td>American History</td>
<td>SSC 5 and 6</td>
<td>1/2</td>
</tr>
<tr>
<td>American Problems</td>
<td>SSC 7 and 8</td>
<td>1/2</td>
</tr>
</tbody>
</table>

1 Des Moines Public Schools, "Requirements for High School Graduation" (Des Moines, Iowa: Des Moines Public Schools, 1961).
In addition, one unit of science and one unit of mathematics must be earned in grade nine or before graduation. A unit or a combination of two half units including bookkeeping or commercial arithmetic may be accepted as meeting the mathematics requirements. Physical education is required of everyone each year.

Elective courses. The following elective subjects are offered at Theodore Roosevelt High School. Educational and vocational goals, interests, and ability are the bases upon which selections are made.

Subject | Symbol
--- | ---
1. Art | Al - A6
2. Dramatics* | Dr1 - Dr4
3. Driver Education* | AD
4. English | E7 and E8
5. General Business and Stenographic | Bk1 - Bk4
   a. Bookkeeping
   b. Business Communications
   c. Business Skill Review
   d. Clerical Practice
   e. Commercial Arithmetic
   f. Commercial Geography
   g. Commercial Law
   h. Distributive Education
   i. Note-hand
   j. Salesmanship
   k. Shorthand
   l. Typewriting
   m. Typewriting (Stenographic)
6. Homemaking
7. Industrial Education | Mdl - Md2
   a. Mechanical Drawing
   b. Advanced Mechanical Drawing
   c. Metal Shop
   d. Woodworking
   e. Advanced Woodworking
8. Journalism

---

1Howard W. Traxler, "Mathematics and Science Requirements" (Des Moines, Iowa: Des Moines Public Schools, 1960). ( Mimeographed.)
Subject

9. Languages
   a. French
   b. German
   c. Latin
   d. Spanish

10. Mathematics
    a. Algebra (Elementary)
    b. Fused Geometry
    c. Algebra (3rd and 4th semesters)
    d. Advanced Geometry, College Algebra, and Trigonometry
    e. Structure, Analytic Geometry, Probabilities and Statistics
    f. Mathematics Appreciation

11. Music* 
    a. Band 
    b. Boys' Glee Club 
    c. Chorus 
    d. Girls' Glee Club 
    e. Orchestra 

12. Science
    a. Biology 
    b. Physics 
    c. Chemistry 

13. Speech* 

*Alternating subjects--1/4 unit credit

Carrying extra subjects. A large number of Theodore Roosevelt High School students carry more than the required four full subjects and physical education each semester. The conditions under which extra subjects may be carried are:

More than four full-time subjects may be carried only by pupils who have made an average mark of "3" for the preceding semester. No others will be permitted to do so except by special arrangement with the counselor, provided, however, that a 12A pupil will be given the opportunity to carry five full-time subjects if necessary in order to graduate at the close of the semester or the next summer session.1

---

1 Des Moines Public Schools, "Requirements for High School Graduation," loc. cit.
The request for carrying an extra subject is made on a printed form, Form 167 Revised, which is signed by a parent. A note written by a parent may be substituted for this form. Extra work must be dropped at the end of the first nine weeks of the semester if the pupil is failing in any of his subjects.

**Change of program.** Changes in educational and vocational plans, interests, and ability may necessitate an adjustment in the student's program. A change in the Pupil's High School Schedule of Subjects (Form 425B Revised) or Report of Credits Toward High School Graduation (Form 425E) can be made by the Girls' or Boys' Adviser upon parental agreement.

A change in the student's program may be made during the semester. If a student is taking more than four subjects and it becomes apparent toward the middle of the semester that his grades are suffering, he may drop without penalty before the first nine-week grading period. A subject dropped after mid-term is given a grade of "5." A student may add a subject to his program during the first two weeks of the semester if he meets the conditions for carrying an extra subject. Another reason for a change of program during the semester would be the need to move a student from one track to another. When dropping a subject, adding a subject, or changing tracks, a Request for Change of Program card is sent home for parental signature. A note written by a parent may be substituted for this form. When the signed card or note is returned, the student is given a Change of Student's Program (Form 166) to check out of his present class and then into the changed one. These schedule adjustments may be
discussed with the counselor, but final approval is made by the Girls' or Boys' Adviser.

**Tracking.** The counselor needs to be well-acquainted with the plan for grouping students according to level of abilities in English and social science. The counselor's recommendation is one factor in determining the track in which the student will be placed. The counselor's recommendation is also necessary for moving a student from one track to another. The three bulletins which provided basic information about the track system were included in Appendix B.
APPENDIX A
TO: Homerooms 111, 114, 115, 201A, 206, 232, and 246
FROM: Mrs. Mary Seaver
SUBJECT: College and 12-A Assignment Cards

If you are seriously considering college for next school year, 1961-62, you should be making plans.

It is YOUR responsibility NOW to:

1. Write to colleges of your choice and request catalogs.

2. After having read the catalogs carefully, narrow your list to possibly three colleges.

3. Write to the Admissions Director of these three colleges and request application for admission, housing information, and scholarship information.

4. Consult your catalog as to the date the college desires to have you file your application.

5. The ACT test is required in most Iowa colleges. Deadline for registration is October 13 and the test will be given at Roosevelt on November 4. It is YOUR responsibility to secure an application form in your homeroom when they are available and send it with your $3 to Iowa City. It must reach Iowa City by October 19.

6. The first College Board test will be given on December 2. It is YOUR responsibility to get the Bulletin of Information (grey) and the Scholastic Aptitude Test (brown) booklets in Mr. Gardner's outer office. Acquaint yourself with the procedure for taking this test. You must send your check to Princeton, New Jersey, by November 4 if you wish to take the December test.

7. The PSAT test taken in your junior year was a practice test for the College Boards mentioned in Item 6.

8. Some have asked for help in writing letters requesting information from colleges. If you will see me in the Counseling Office during 4, 5, or 6th periods, I will be glad to help you.
9. I will be making your Assignment Card for your 12-A semester this month. I will use your Plan Sheet completed in your 11-A semester. If you desire any changes, please bring me a note from your parents very soon.

10. Please share this letter with your parents.

NOTE: Visit with college representatives when they are in our building.
"If you really want to go to college and can show that you are capable of college work, you can be sure that somehow, somewhere, a college will accept you. It may be difficult to find the right college, but it will not be impossible." The thing to remember is that the burden will be on you. I will give you all the assistance possible, but you, and only you are responsible for some things.

1. Be sure you are considering more than one college. It is highly recommended that you consider three to five schools you would like to attend. Then you may narrow this number to three when you are in 125.

2. Seek information about these schools, in the counseling office or by writing for catalogues of the colleges that interest you. Use the following method of addressing your letter or card when writing and requesting information:

   Name of college
   Office of Admissions
   Town, State

3. Study these catalogues carefully. Become familiar with the following:

   Admission requirements  Tuition and living expenses
   Out of state tuition      College entrance examinations required
   Scholarships available   Library facilities
   Size of college          Laboratory facilities
   Courses available (Does the school offer the courses you are interested in? Does it offer enough courses?)

   It would be to your advantage to visit the campus and some of the classes to get a better idea of what the college is like.

4. Review your high school schedule in light of the admission requirements of the colleges you are interested in. Review your achievement in the subjects you are taking and planning to take in light of the scholastic requirements of the colleges.

5. Are you doing as well as you can in all your subjects? Remember there is no easy way to get through high school and no easy way to get into college. You will be in high school for over one and one-half years more - you still have a valuable opportunity to improve your grades. An upward trend, even now, will work strongly in your favor. Can you answer "YES" to the following three questions?

   Do you have the ability to read rapidly and with comprehension?
   Do you have the ability to write with clarity, simplicity, and direction?
   Do you have the ability to organize your studying?

   (These are musts for success in high school and college today.)
6. Are you participating in student activities, such as government - or developing special talents - in music, dramatics, for example?

7. For vocational or career information consult your counselor, the library file of occupational information, visit with your parents (they really know you pretty well) and get in touch with people in the community who are working in the vocational fields that interest you - then be sure to attend Career Night at Roosevelt High School, February 19, 1963. Ask your father and mother to come with you.
THOMAS ROOSEVELT UNIVERSITY
Des Moines, Iowa
Revised-Sept. 10, 1961
Counseling Department

How To Choose The Right College

A- General Information

1- What type of an institution is it? Women's or men's college? Co-
educational College? Junior College? University? Technical
Institution? Military Academy?
2- Is it a municipal, state, or church-controlled institution?
3- What is its size? Very small (under 500)
   Small (500 to 2000)
   Medium (2000 to 5000)
   Large (5000 to 10,000)
   Very Large (over 10,000)

B- Curriculum and Courses

1- Does the school have a strong department in the field in which you
   are interested?
2- What degrees does it offer?
3- What are the degree requirements?
4- Is the college accredited by professional accrediting bodies?
   What ones?
5- Does the college have chapters of the national honor societies?
   Which ones?
6- Are the laboratories, library facilities, etc. adequate?

C- Location

1- How far is the school from your home community?
2- Is transportation to and from the school available?

D- Expenses

1- What are tuition costs? Fees? Room and Board? Books? Travel?
2. What would be the approximate total expenses for the year?

E- Scholarships and Financial Aids

1- What scholarships are available for which you might qualify?
2- What types of student loans are available?
3- What are the work opportunities?
F- Admission Requirements

1- What specific subjects are required?
2- Do you have these credits?
3- What special tests are required?
4- What is the school's policy about class rank?
5- Do they require personal interviews?

G- Student Activities

1- Does the college have opportunities for social development and extracurricular activities such as the following: Student Government, Recreation, Publications, Athletic Programs, Fraternities and Sororities, others.

H- Campus Facilities

1- Does the college have: Comfortable and adequate housing? A professionally-directed health center? An educational and personal counseling service? A sensible program of extracurricular activities? A military service unit? A good placement service?
Have you seen the bulletin entitled "Suggestions to Young Job Seekers"? It can be found in the Counseling Office and might be helpful to you if you are planning to begin your career upon graduation from high school.

Are you college-bound? The August 27, 1962 issue of U. S. News and World Report says "Colleges and Universities are moving up deadlines for applications for scholarships, loans and other aid, as well as for admission."

Have you decided upon two or three colleges or universities which you would like to enter after considering your interests and the offerings of these colleges, as well as the location and costs involved?

It is not too early for you to write to the Director of Admissions of the schools you have selected and obtain an application for admission, and an application for housing if this is required. The completed application for admission is given to the Registrar of Roosevelt High School, Miss Mary Heggen, who will attach the necessary official transcript and mail it to the school.

Listen to the daily bulletins so you will know the deadline dates on making applications for college entrance tests, as well as the date when the test is given. Be sure to take the test or tests required by the schools to which you are making application, if tests are required.

Your counselors would appreciate it if you would keep them informed of your choices, acceptances, and your decisions.

Good luck to you this year!
To: Seniors who plan to attend college

From: Twelfth grade Counselors

PROCEDURES FOR ADMISSION TO COLLEGE

Obtain
Step 1. The student obtains an Application for Admission by requesting one from the Director of Admissions of the school he desires to enter.

Complete
Step 2. The student carefully completes the formal application as far in advance of the proposed entrance date as possible, preferably during the first semester of the senior year in high school.

Some students have been given an Early Acceptance based on the academic record and tests taken in the junior year. An Early Acceptance presupposes that the student is very sure of his choice and will accept the reservation made for him.

File
Step 3. The student sends that portion of the application which is of a general nature, along with the required deposit if such applies, directly to the Director of Admissions. That portion of the application which requires an official transcript should be brought to Miss Heggen, the registrar of Roosevelt High School, who will attach the official transcript and mail it to the school.

In case there is no part of the application which requires a transcript such as those applications of the three state schools in Iowa, the student mails the carefully completed application directly to the school and he then gives Miss Heggen a note requesting that the transcript be sent to the school.

If the application is all in one piece and requires an official statement of grades, the student carefully completes his part and brings the entire form to the registrar, Miss Heggen.

Tests
Step 4. Be sure that the colleges receive results of the proper entrance tests by listing the name and code of the college on the application for taking the test, or by a later transmittal of the test scores if necessary. Deadline for filing an application to take the December SAT test is November 3.
Acceptance or Rejection

Step 5. If you are accepted to more than one school, please notify the schools which you eliminate as soon as possible.

After acceptance the school will inform you as to your responsibility in obtaining housing, health records, and the orientation of freshmen.
SCHOLARSHIPS
THEODORE ROOSEVELT HIGH SCHOOL
Des Moines, Iowa

"A scholarship rightly conceived is a grant-in-aid given to an exceptionally able but financially needy student, which will help close the gap between his or her family's resources and the cost of a college education."

Scholarships are offered by the Federal Government, State Government, many private organizations and most colleges.

Considerations in selection of scholarship awards:

A. Generally based on
   1. School record - aptitude and ability
   2. Rank in class - upper 15%
   3. Financial Need
   4. Results of tests
      a. Special examinations of a college for entrance
      b. College Board tests
      c. Scholarship Qualifying test
   5. Recommendations
      a. School
      b. Community
   6. Personal Interview

B. Other considerations
   1. Special abilities
   2. Citizenship
   3. Participation in extracurricular activities
   4. Qualities of leadership
   5. Character and personality

Where to get Scholarship Information
A. Consult college catalogs in main office, counselors' office, library
B. Scholarship announcements on bulletin board in office
C. Interview college representatives (visits announced in daily bulletin)

Sources of Financial Assistance for college students
A. Universities and colleges
B. Corporations and foundations
C. Federal and State Government
Procedure in Making Application for Scholarship

A. Make application to the college or university and apply for scholarship.
B. Write directly to corporation or organization and ask for application for scholarship.
C. Check students' records to meet qualifications.
D. Submit record of financial statement of parent to the college scholarship service.
APPENDIX B
"GUIDELINES FOR THE SELECTION OF STUDENTS"

Reprint

May, 1962

1. Both objective and subjective data must be used in selecting students for each of the three tracks.

2. In general, teacher rating, subject grade and basic test data will form the basis for making selections.

3. At the completion of the first grading period every student's academic record should be reviewed by his teacher to determine whether or not he is properly placed. A student receiving a grade that is a radical deviation from the recommendations in paragraphs 4, 5, and 6 would indicate he is misplaced.

4. Students chosen for the advanced track would ordinarily be expected to be receiving grades of 1 or 2 in the tracking subject and have test scores above the 75th percentile.

5. Students chosen for the basic track would ordinarily be expected to be receiving grades of 4 or 5 in the tracking subject and have test scores below the 25th percentile.

6. Students chosen for the general track would ordinarily be expected to be receiving grades of 2, 3 or 4 in the tracking subject and fall between the 25th and 75th percentile.

7. Because judgment is subjective and measurement not totally accurate, the range of percentile ranking derived from test scores for any one track may exceed fifty. Example: In track A you may have a student score at the 99th percentile on a standard test while another student may score as low as the 45th percentile.

8. Whenever it becomes extremely difficult to place a student in the proper track, the administrator and teacher-counselor should draw on all cumulative record data which gives a history of the child's physical, mental and social development.

9. It is suggested that students coming to Des Moines from untracked school systems be placed in the middle or general track until there is sufficient evidence obtained.
10. It is suggested that each faculty review materials which will help them become acquainted with the philosophical background for making judgments on the basis of individual differences. One set of characteristics which might aid the principal in his faculty meeting is attached.

Secondary Education Department
Board of Education
1800 Grand Avenue
PROPOSED PLAN FOR GROUPING AT ROOSEVELT
Fall Semester, 1962 - 63

The following plan has been suggested by Dr. Ray Peterson, Mr. Howard Traxler and Mr. Delmar Battrick, and has been approved at a special meeting of English teachers, Social Studies teachers and counselors. The student body will be divided into four groups as follows:

1. Talented
2. Track A
3. Track C
4. Track B

Students in these four areas are chosen as follows:

1. Talented - Students in the 95 percentile, approximately, or above, on the SCAT score who are recommended for this group by their classroom teachers and counselors. Teacher recommendations will take priority over the SCAT score.

2. Track A - Students whose SCAT score falls approximately between the 75 and 95 percentile, whose grades are ones and twos with an occasional three, and who are recommended by their teachers and counselors. Here, also, teacher recommendations will be given prime consideration.

3. Track C - Students who are definitely in need of remedial work, particularly in reading, and whose grades average below a three. These people would normally fall below the 25 percentile on the SCAT score.

4. Track B - All the remaining students not classified in any one of the three categories above would normally fall between the 75 and 25 percentile on their SCAT score, would be getting average grades and would be recommended by their teachers and counselors.

Note: At Roosevelt, where approximately 80% of our students go on to college, this would mean that most of our college preparatory students would be in talented or track A, but there would be a fair portion of college preparatory students in track B. We, therefore, cannot designate any one of the categories as being "college preparatory" in itself.

It is worth noting also that these different groups will be vertically scheduled, thus making it administratively simple to move students from one group to another, upon the advice of their teachers and counselors.
GUIDELINES FOR DETERMINING IF A CHANGE OF TRACK IS DESIRABLE

(From meeting of counselors, English teachers and social science teachers.)

1. Basic Track - Include only those of low aptitude (below 25 percentile) and not those who are merely low on achievement. Move out of basic track those placed there for disciplinary reasons, but who have normal aptitude.

2. Advanced Track - Students should prove their right to stay there by their performance, hence, achievement should be a stronger factor for movement from general to advanced track than should aptitude alone.

3. Recommending a student for a change of track should come from the classroom teacher. The final decision to change a student rests with the counselor.

(Attached is a copy of "Guidelines" prepared by Secondary Education Department last spring, and a reprint of our bulletin to the faculty of May 15, 1962.)